Poynton High School

and Performing Arts College

Poynton High School – Early Career Support Policy

Date Reviewed:	Autumn 2026
Date of next review:	Autumn 2027
Approved by:	Governors
Date of ratification by Governors	4 November 2025

Rationale

The early years of teaching are of considerable significance in the professional development of any new teacher. Our school's induction process ensures the appropriate guidance, support and training to promote the development of skills and knowledge for a successful teaching career. A structured but flexible individual programme will enable Early Career Teachers (ECTs) to form a secure foundation upon which a successful teaching career can be built.

Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of the induction include to:

• provide programmes appropriate to the individual needs of the ECT.

• provide appropriate counselling and support by an identified Induction Tutor and Mentor.
• provide ECTs with examples of good practice.
• help ECTs form good relationships with all members of the school community and stakeholders.
• help ECTs become aware of the school's role in the local community.
• encourage reflection on their own and observed practice.
• provide opportunities to recognise and celebrate good practice.
• provide opportunities to identify areas for development.
• help ECTs develop an overview of teachers' roles and responsibilities.
• provide a foundation for longer-term professional development.
• help ECTs meet all the induction standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole-school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The Governing Board

The governing board are aware of their responsibilities under the Statutory Guidance for Early Career Teachers (England). The governing board will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The governing board will investigate concerns raised by ECTs.

The Headteacher

The Headteacher at Poynton High School plays a leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are to:

• clarify whether the teacher needs to serve an induction period or is exempt;
• notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins
• ensure the ECT's post is a suitable post in which to serve induction;
• ensure that an appropriate induction programme is in place;
• ensure the ECT has both a reduced timetable and PPA time as necessary; and
• obtain documentation, where relevant, from the ECT's previous appropriate body, including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period.

• appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, progress reviews and formal assessments is scheduled (ideally in advance) and takes place;
• ensure the induction tutor is appropriately trained and has time to carry out their role;
• act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
• ensure third party observation of a ECT whose progress towards meeting the standards may be at risk
• maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period;
• monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;
• inform the governing board about the school's induction arrangements;
• ensure termly assessment reports are completed (on pro rata time scale for part-time staff) and sent to the Appropriate Body as required;
• participate in the Appropriate Body's quality assurance procedures;
• consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
• make a recommendation to the Appropriate Body on whether the ECT has met the teachers' standards, using agreed forms and within 10 days of the ECT completing the induction period;
• provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school;
• retain all relevant documentation/evidence;
• ensure an appropriate induction programme is set up;
• recommend to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period;

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by the School Mentor. In addition to the statutory requirements the Headteacher will:

● observe and give written warnings to an ECT at risk of failing to meet the required standards.
● keep the governing board aware and up to date about induction arrangements and the results of formal assessment meetings

Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has capacity to fulfil all its obligations.

Induction Tutor

The ECT induction tutor is responsible overall for the management of inducting ECTs into the teaching profession and into Poynton High School's systems and structures through the Early Career Teacher Entitlement (ECTE). It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance. Undertake 2 formal assessment meetings during the total induction period, co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);

Mentor

The school mentor is responsible on a day to day basis for the support and induction of ECTs. They meet regularly with ECTs, subject mentors and the induction tutor. They will keep accurate records to support the induction tutor in writing the termly reports.

The Mentor provides the ECT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECTs professional development (with the Appropriate Body where necessary);
- carry out reviews of progress during the induction period;
- undertake observations of the ECT's teaching and provide the ECT with copies of written summaries;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt and appropriate action where an ECT appears to be experiencing difficulties;
- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

Early Career Teacher

The ECT has a vital part to play in their own induction. Before the period starts:

- providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

● at the earliest opportunity following appointment meet with their mentor to discuss and agree priorities for their induction programme and development, and keep these under review;
● agreeing with their mentor how best to use their reduced timetable allowance;
● using the Career Entry and Development Profile (CEDP) to support planning the induction programme;
● monitoring their progress against the teachers' standards;
● participating fully in the agreed monitoring and development programme;
● raising any concerns with their induction tutor as soon as practicable;
● consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
● keeping track of, and participating effectively in, the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
● agreeing with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
● retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period.

In addition to the above:
● whilst not serving induction, ECTs should comply with the limits on supply teaching for those employed in school.

Subject Team

In addition to the mentor all ECTs will be supported within their subject team.

The Appropriate Body

The Appropriate Body, along with the Headteacher, is jointly responsibility for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role. Our Appropriate Body is the Cheshire Teaching School Hub.

The Appeal Body

An ECT has the right to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension. The Appeal Body can:

● allow the appeal;

● dismiss the appeal; or
● extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

Entitlement for ECTs

The key aspects of the induction programme for ECTs at Poynton High School are as follows.

● Access to an Early Career Teacher Entitlement (ECTE)induction programme that will commence upon appointment and will last for two years.
● Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
● Help and guidance from a mentor who is adequately prepared for the role and will coordinate the induction programme.
● Regular meetings with mentor, senior leaders, subject mentors and other key staff where appropriate.
● Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
● Opportunities to observe experienced colleagues teaching.
● A reduction of 10% of the teacher's teaching load during the first year of the ECF and a 5% reduction during the second year. This time is used for participating in the school's induction programme.
● Opportunities to have teaching observed by experienced colleagues.
● Prompt written as well as verbal feedback on the teaching observed and to receive advice as necessary.
● Attendance at meetings of ECTs arranged by the Appropriate Body
● Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE guidelines on ECT induction unless the ECT is viewed as at risk of failing to meet the necessary standards.

Assessment and Quality Assurance

The assessment of ECTs will be rigorous but also objective.
● The criteria used for formal assessments will be shared and agreed in advance.
● Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.

● Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
● Opportunities will be created for ECTs to gain experience and expertise in self-assessment.
● The induction tutor will ensure that assessment procedures are consistently applied.
● Copies of any records will be passed to the ECT concerned.

Termly reports will give details of:

● areas of strength
● areas requiring development
● evidence used to inform judgement
● targets for the coming term
● support to be provided by the school.

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place.
● An expectation is established that the support provided will enable any weaknesses to be addressed.
● Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
● Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
● Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
● Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. Where necessary, the Headteacher will support the mentor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECF programme and that all steps have been taken to help a failing ECT improve.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body.

Appendix A

We have chosen to use a DfE-funded training provider and a delivery partner. The training provider is UCL and the delivery partner, and appropriate body, is Cheshire Teaching School Hub https://www.cheshiretsh.co.uk/

Document history of changes		
Edition	**Issued**	**Changes from previous version**
1	January 2020	Rewrite of Early Career Framework
2	April 2021	Minor changes to reflect DfE updates. More significant changes will be needed from September 2021.
3	September 2022	Changes in terminology to reflect the new framework and a greater focus on the role of the mentor.
4	September 2023	Minor changes in terminology to reflect the new framework from September 2023. Added Appendix A for further information.
5	October 2025	Review to ensure the policy reflects the **Early Career Teacher Entitlement (ECTE)** framework, which replaced the **Early Career Framework (ECF)** in England from **September 2025**