

POLICY

Wirral Grammar School for Boys



Policy	Early Career Teachers (Year 1 & 2)
Responsible	Elizabeth Nicholls
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Approved By	The Governing Board

At Wirral Grammar School we recognise the need to offer the highest quality support and coaching for teachers in their first two years of teaching to ensure they are offered opportunities and time to develop their skills as classroom practitioners and their involvement in the wider extra-curricular life of the school.

Section 1: EARLY CAREER TEACHERS

Changes to Statutory Induction in September 2025

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the Early Career Teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher¹

- The term Early Career Teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years.
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
- Schools are expected to deliver an induction programme that is underpinned by the ITTECF appropriate bodies, who will have a role in checking that an Early Career Teacher Entitlement (ECTE) is in place.
- Wirral Grammar School for Boys has chosen to deliver the UCL Induction Programme, which is facilitated by the local school hub, Inspire Learning Teaching School Hub.
- ECTs attend a mixture of face-to-face CPD, directed independent online study, and one-to-one meetings with their mentor and induction tutor.
- The role of the subject mentor has been introduced. The subject mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor. The subject mentor will meet regularly with the ECT as timetabled during teaching hours. They

¹ Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

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will also attend mentor training, conduct learning walks and liaise with the Induction Tutor regarding the ECT's progress.

- There will be 3 progress reviews and 3 formal assessment points across ECT year 1 and ECT year 2. These are reports written by the Induction Tutor and occur every term. These will be supported by half-termly learning walks, conducted alternately by the Induction Tutor and the Subject Mentor, and triad meetings with the ECT, Subject Mentor and Induction Tutor.
- From 1 September 2023, only teaching school hubs (Inspire Learning Teaching School Hub) and other organisations determined by the Secretary of State will be listed as being able to act as appropriate bodies.
- Schools are expected to provide appropriate bodies with copies of all progress reviews. For our chosen school hub (Inspire Learning Teaching School Hub) this is completed through the programme ECT Manager.
- ECT and mentor sessions are expected to be timetabled during teaching hours.

Aims and Rationale

The aim of this policy is to ensure that Early Career Teachers (ECTs) have the following opportunities during their first year's teaching:

- a) To succeed in their role as a class teacher under acceptable working conditions;
- b) To be able to seek help and guidance from an identified, nominated member of staff who should act as mentor;
- c) To benefit from ongoing, day-to-day support from all their colleagues;
- d) To be able to observe teaching given by experienced colleagues, and/or work alongside colleagues;
- e) To visit other schools as and when appropriate to explore best practice;
- f) To have their teaching observed and assessed by the induction tutor and/ or subject mentor at least once per term and, where appropriate, a representative of the awarding body (Inspire School Hub);
- g) To be given a copy of any written records of teaching observations and assessments made by the induction and departmental tutor and the representative of the awarding body;
- h) To have opportunities to meet with other ECTs within their area;
- i) To attend professional development activities for ECTs and to be released by the school as and when these occur during school time as far as is practicable.

Objectives

This policy should be read in conjunction with the statutory guidance 'Induction for Early Career Teachers (England)', 'Initial Teacher Training and Early Career Framework (ITTECF)' and the 'Teacher



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recruitment and retention strategy'. Regard should be paid to this document when reading the policy. This policy must also be read in conjunction with the Teaching & Learning Policy, Assessment Policy, SEN policy and Quality Assurance Policy.

In furtherance of the school's aims, WGSB will always recruit the best classroom practitioners from those who apply for teaching posts. It is likely that this will often include trainee teachers who are seeking their first teaching job. The school should always be open to new ideas and retain a fresh and innovative approach to teaching that newly trained teachers can bring. Their contribution to a blend of backgrounds and experience is vital to the successful realisation of the school's mission and aims for its pupils.

Guidance

Support

Role of the Board of Governors

Recognise there will be a need for additional funding from the general school budget to support the process outlined in the policy. The board of governors (staffing committee) will be updated on ECT progress on a termly basis.

Role of Head Teacher

Adhere to the statutory guidelines provided by the Department for Education (DfE). Identify a suitable Induction Tutor and ensure appropriate time is available for; a reduced timetable for the ECT of no more than 90% in Year 1 and 95% in Year 2, timetabled slot for ECT and Subject Mentor to meet weekly, sufficient time allocated to the Induction Tutor to ensure they can carry out the role effectively and to meet the needs of the ECT.

Role of Induction Tutor

- Support the ECT through their professional development using the ECT's Career Entry and Development Profile.
- Be available, approachable and sympathetic with time to work with ECT.
- Offer support on how to deal with 'new events' – for example, open evenings.
- Liaise with the Headteacher over release arrangements and identified support needs.
- Work with the ECT on their Career Entry and Development Profile developing an individual action plan for each ECT, setting out clear objectives and success measures.
- Facilitate opportunities for the ECT to observe experienced colleagues.
- Observe some lessons (at least one per term), providing a written record of observations to the ECT.
- Arrange for the provision of additional support and advice as required.
- Encourage communication with other ECTs.
- Encourage and support their professional development.
- Offer full support and provide non-contact time for an effective induction programme.



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- Liaise closely with subject mentor.
- Write Progress Reviews and Assessments where required.

Role of the Mentor

- Be available, approachable and sympathetic with time to work with ECT in their classroom.
- Assist with all aspects of planning and recording.
- Offer support on how to deal with 'new events' – for example, open nights.
- Facilitate opportunities for the ECT to observe experienced colleagues.
- Observe some lessons (at least one per term), providing a written record of observations to the ECT.
- Attend regular mentoring sessions with the ECT
- Attend mentor training where appropriate
- Engage with UCLExtend to support the ECT's self-directed study, completing the relevant sections for Subject Mentors
- Liaise closely with induction tutor

Planned Induction Programme

Prior to commencement of teaching, the ECT is given a copy of the staff handbook, departmental handbook school file, curriculum documents, etc. ECT to visit school to become familiar with the general layout and meet staff, pupils and Induction tutor. Details of rotas, timetables, term dates and access to building to be given. Provided the ECT is a new member of staff, they will be provided with a fully bespoke school-based Induction Programme in key areas such as safeguarding, behavior policies and SEND.

UCL Early Career Teacher Programme Year 1

Following changes to statutory induction for ECTs, schools were required to select a provider to facilitate the delivery of the Early Career Teacher Induction Programme. Wirral Grammar School for Boys elected to work with the local teaching school hub, Inspire Learning and Teaching School Hub, who deliver the UCL Early Career Teacher Programme.

ECTs meet with their mentor

Please see below the modules covered in ECT Year 1:

ECT learning in each half term is fostered through an integrated programme of ECT self-study, ECT mentor meetings, online and face-to-face local learning community sessions. Learning activities address ECTs' knowledge of the ITTECF content and their ability to put this into practice to bring about high-quality pupil learning. Suggested further readings are given for each module, where ECTs or their mentors wish to engage directly with some of the literature that underpins the ITTECF. The use of a spiral curriculum model within the programme supports teachers to 10 revisit aspects of the ITTECF over time as their conceptual and practical learning develops, such that they can both deepen and contextualise their understanding of the ITTECF as they progress. The sequencing of the programme in this way targets the capacities and needs of ECTs as they develop over time.

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Module	Contents
Module 1 – Fulfilling professional responsibilities	<p>Topics:• Topic 1: Workload and wellbeing. • Topic 2: Understanding teachers as role models. • Topic 3: Engaging with parents, carers and families. • Topic 4: Working effectively with colleagues. • Topic 5: Establishing the learning environment.</p> <p>Facilitated Learning: Effective professional development.</p> <p>Local Learning Community: Building professional relationships.</p>
Module 2 – Enabling pupil learning	<p>Topics:• Topic 1: Managing behaviour. • Topic 2: Understanding pupils as learners. • Topic 3: Meeting individual needs and balancing workload. • Topic 4: Literacy and learning. • Topic 5: Supporting the most vulnerable pupils.</p> <p>Facilitated Learning: Understanding pupil disadvantage.</p> <p>Local Learning Community: Exploring yourself as a role model.</p>
Module 3 – Engaging pupils in learning	<p>Topics:• Topic 1: Prior knowledge, memory, and misconceptions. • Topic 2: Consolidation of learning. • Topic 3: Curriculum and subject knowledge. • Topic 4: Subject knowledge and key concepts.</p> <p>Facilitated Learning: Curriculum, knowledge and learning.</p> <p>Local Learning Community: The role of powerful disciplinary knowledge.</p>
Module 4 – Developing quality pedagogy	<p>Topics:• Topic 1: Implementing effective modelling. • Topic 2: Introducing new materials in steps, using exposition and questioning. • Topic 3: Modelling metacognitive strategies. • Topic 4: Developing high-quality classroom talk.</p> <p>Facilitated Learning: Learning through practice / questioning.</p> <p>Local Learning Community: Collaborative learning.</p>
Module 5 – Meeting pupils' needs	<p>Topics:• Topic 1: Increasing pupil success through adaptive teaching. • Topic 2: Using groupings to support specific needs. • Topic 3: Making new concepts accessible through targeted support. • Topic 4: Planning effective and manageable marking and feedback.</p> <p>Facilitated Learning: Understanding the role of key professionals in helping to meet the needs of all learners.</p> <p>Local Learning Community: Effective use of adaptive teaching.</p>
Module 6 – Making productive use of assessment	<p>Topics:• Topic 1: Planning for effective assessment. • Topic 2: Applying good assessment practice in the classroom. • Topic 3: Giving high quality feedback. • Topic 4: Putting effective marking and feedback into practice. • Topic 5a: Reflection and research in professional development. • Topic 5b: Working with teaching assistants. • Topic 6: Revisiting professional development.</p> <p>Facilitated Learning: Fundamental principles of effective assessment.</p> <p>Local Learning Community: Assessment and patterns of performance.</p>

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Further whole-school training

Alongside the UCL Induction Programme, all ECTs, new staff to the school and Initial Teacher Training (ITT) students (please refer to ITT policy) will also take part in our whole-school induction programme. As a guide see the following link to an exemplar Induction Programme.

[Induction Lunchtime Sessions 2025.docx](#)

Assessment

The DfE and appropriate body recommend the following guidelines for the assessment of ECTs.

- a) As soon as possible after the ECT takes up the appointment he/she will be advised:
 - i. Who specifically will be involved in the observations of lessons. There will normally be 1 per half-term, by the induction tutor or the subject mentor.
 - ii. That the criteria for such formal assessments are based on the ITTECF. The ECT will be made fully aware of these standards at the beginning of the year.
 - iii. That ECTs should contribute to their own evaluation.
 - iv. That lessons will be observed and assessed using the ITTECF, focusing the following key areas: Pedagogy (S2, S4, S5), Curriculum (S4), Assessment (S6), Behaviour Management (S1, S7) and Professional Values (S8 and Part II).
 - v. During feedback, the Induction Tutor/ Subject Mentor will refer to the ECTs current area of independent study from the UCL Induction Programme .
 - vi. That written records of teaching observations will be kept. These will be seen and signed by the ECT and used in Triad meetings with Subject Mentors and Induction Tutors ahead of termly Progress Reviews and yearly Formal Assessments.
- b) A progress review, based on observation and assessment as detailed above, will be made by the induction tutor at the end of each term (December and March). These will be discussed by the Induction tutor, Subject Mentor and ECT, commented on by the ECT and signed by the ECT ahead of submission. At the end of Term 3 and 6 the Induction Tutor will follow the above process to write a Formal Assessment which will also be signed by the Headteacher ahead of submission. This will be sent to the appropriate body and copies retained by the school and the ECT.
- c) The board of governors support the role and involvement of the nominated appropriate body advisor from the school hub in respect of the induction of ECTs. For example:
 - i. When appointments are made and confirmed, the Board of Governors will ensure that the school's induction tutor is notified. The induction tutor will then register the ECT with the appropriate bodies' induction administrator.
 - ii. The school's appropriate body advisor will be informed and consulted for advice and support.

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- iii. The appropriate body advisor or a representative from the nominated body may observe at least one teaching session by the ECT. In addition, the appropriate bodies' advisor will monitor the quality and the range of assistance from the school and the matching of the appointment with the ECT's training. The appropriate bodies' advisor will also ensure that a nominated member of the school staff has oversight of each ECT and that this member of staff is known to them.
- iv. The appropriate body will consult with the school on the decision of the completion of the induction period and inform the DfE as to whether the ECT has successfully completed the induction year.

d) ECTs experiencing difficulties:

The board of governors adopt the recommendations of the DfE guidance in respect of ECTs experiencing difficulties. For example:

- i. ECTs will be informed by their induction tutor at an early stage when any problems emerge which might lead to an adverse assessment, be warned of the consequences and be given appropriate support to implement advice.
- ii. Reports by the induction tutor and appropriate body advisor on ECTs experiencing difficulties will be discussed with the head teacher. Appropriate action should be taken by the school.
- iii. Where an ECT continues to give such cause for concern that the induction period is likely to conclude without satisfactory performance, the ECT will be informed in writing by the appropriate body, head teacher and governors, that he/she has not successfully completed their induction year and that the DfE will be informed.

What happens if the ECT's progress is unsatisfactory?

If an ECT is not making satisfactory progress, then early action is taken to support and advise the ECT to improve.

Serious concerns are relayed to the appropriate body as soon as possible.

As soon as it is recognised that an ECT may fail to complete the induction period then the head teacher and appropriate body need to check that:

- The assessment of the ECT is well-founded and accurate
- Weaknesses have been correctly identified
- Appropriate objectives have been set to remedy weaknesses; and
- A relevant support programme is in place to help the ECT overcome identified weaknesses.

The head teacher observes the teaching of the ECT considered to be failing and reviews the evidence. An assessment form is completed and sent to the appropriate body. The head teacher will also write to the ECT about the assessment and the consequences of failing. A copy of the summative assessment report, setting out the areas of weakness, development objectives and planned support, are attached to this letter and a copy sent to the appropriate body advisor.



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An ECT who believes that the induction support and assessment procedures in the school are not appropriate or adequate should contact the appropriate body advisor.

Action in the event of serious capability problems

If the education of the children is being seriously affected, then the head teacher may wish **to instigate a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period.** If this is the case, for as long as the ECT remains at the school, the induction procedure continues **in parallel** with the capability procedure.

Before a capability procedure is instigated then the head must be assured that the following has taken place:

- a) the ECT's performance has been monitored;
- b) the ECT has been clearly advised about the aspects of their practice which are causing concern and understands the improvements which are expected;
- c) a reasonable and time-limited period (at least 4 weeks) of careful and structured support/training, monitoring, evaluation and evidence-gathering has taken place, giving the ECT an opportunity to improve; and
- d) The ECT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.

The induction procedure should provide the appropriate structure to cover the requirements of points a-c above. It is essential that the warning about the capability procedure and the possibility of dismissal (point d) is given in addition. Guidance on capability can be found at:

[Teacher Capability - Guidance for schools when dealing with serious under-performance](#)

If the ECT is dismissed on grounds of capability they may seek to complete induction at another school. The Head and Appropriate Body would need to pass on any records.



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UCL Early Career Teacher Programme Year 2

Teachers in their second of teaching who have successfully passed their ECT year are known as ECT Year 2.

Aims and Rationale

The aim of this policy is to ensure that recently qualified teachers (ECT Year 2) have the following opportunities during their second year's teaching:

- a) To succeed in their role as a class teacher under acceptable working conditions;
- b) To be able to seek help and guidance from an identified, nominated member of staff who should act as mentor;
- c) To benefit from ongoing, day-to-day support from all their colleagues;
- d) To be able to co-plan and develop resources alongside experienced members of the Department to help secure their pedagogy and practice
- e) To visit other schools as and when appropriate to identify best practice and experience creative teaching and learning strategies;
- f) To attend exam board/ subject knowledge courses to help secure subject and skill knowledge to ensure high level teaching in examination classes
- g) To have their teaching observed through learning walks and Departmental observations in accordance with the school T&L policy;
- h) To be supported in their use of data by HOD & SL to identify trends and tracking groups to support their differentiation and one to one classroom support.
- i) To be given a copy of any written records of teaching observations via Bluesky
- j) To attend professional development activities for ECT year 2s and to be released by the school as and when these occur during school time as far as is practicable.
- k) To have access to two days off timetable during the ECT year to work in school or in another school with other ECT's on developing lessons/ knowledge of an aspect subject i.e. A Level/GCSE.

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Objectives

In furtherance of the school's aims, WGSB aims to support and retain our ECT students. As a school we endeavour to offer opportunities in the second and third year of teaching for ECT's to develop wider skills by teaching at different key stages and developing their role in subject in accordance with their interests. We aim to help them become creative teachers with strong subject knowledge and secure planning and reflective skills which are honed and developed following the ECT year. The school should always be open to new ideas and retain a fresh and innovative approach to teaching that ECT Year 2s bring.

UCL Induction Programme Year 2

During the academic year 2025-6 ECT Year 2 follows the former model underpinned by the Early Career Framework. This will move to the new ECET/ ITTECF model during the academic year 2026-7.

Year 2 deepens both ECTs' understanding of the content of the ECF and their ability to enact this content through their teaching. Mentoring and opportunities to conduct supported practitioner inquiry build on ECTs' growing expertise as skilled professionals. Increased challenge in carefully tailored learning activities prompts ECTs to 'look up' from an initial focus on their own practice to evaluate more explicitly their impact on pupils' learning.

Progression in Year 2 accounts for ECTs' increased classroom experience and practical fluency, both of which allow them to increasingly reflect upon and assess what is required in a given situation and to make use of a wider range of cognitive and practical strategies to achieve their objectives. They will also be better able by this stage to reflect on their experiences and self-monitor their performance. Year 2, therefore, orients towards 'learning how to...'. ECTs will deepen their practice across the ECF by engaging in practitioner inquiry.

Please see below the modules covered in ECT Year 2:

Module 6	Inquiry into enabling pupil learning	S1, S7	Autumn 1	Revisiting learning from Module 1. Investigating one area of practice, from Standards 1 and 7, and conducting a rapid exploratory inquiry into the impact of the ECT's existing practice.
Module 7	Inquiry into engaging pupils in learning	S2, S3	Autumn 2	Revisiting learning from Module 2. Using the audit to identify one area of practice, drawn from Standards 2 and 3, to focus a second exploratory inquiry into the impact of the ECT's existing practice, and to identify useful changes to practice.
Module 8	Inquiry into developing quality pedagogy and	S4, S5, S6	Spring 1 & 2	Revisiting learning from Module 3. From an audit of Standards 4, 5 and 6, conducting a more extended inquiry, evaluating the impact on pupils of an alteration to the ECT's practice. Sharing

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	making productive use of assessment			the findings of this inquiry with colleagues.
Module 9	Fulfilling professional responsibilities	S8 & Part II	Summer 1 & 2	Revisiting Module 5 content, reflecting on progress across the programme, exploring and preparing for how the ECT's professional role may evolve as their career develops.

Bespoke support and other opportunities

Beyond the UCL Induction Programme, the ECT has the opportunity to work closely with their department mentor and/or induction tutor to develop areas not covered in the programme. Later sessions in the year could include an introduction to data analysis, as well as advice and support for career progression and professional development. We include multiple opportunities for the attendees to discuss their practice and share ideas in a supportive environment. This could be at Teaching and Learning working groups, with other ECTs and ITTs or at departmental and/or whole-school Twilights. Our aim is to encourage reflection, facilitate professional growth and improve outcomes for all.