



Early Career Teacher (ECT) Induction policy

We are an aspirational place where learners grow.
Our school is kind and happy and we respect and celebrate the
differences in ourselves, our community and our world.
Our children become responsible, determined and independent
citizens.

Approved by:	Business Group	Date: February 2023
Last reviewed on:	February 2026	
Next review due by:	February 2027	

1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) (updated September 2023)
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to in this policy are the Teachers' Standards (Department for Education, 2011, updated 2013). ECTs must demonstrate that their performance against the Teachers' Standards is satisfactory by the end of their induction period.

Copies of the statutory guidance and Teachers' Standards are available:

- From the DfE website: [Link](#)

3. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher will confirm with the appropriate body that the post is suitable and meets all the requirements set out in section 3.1 below. The appropriate body will register the ECT and confirm the start date of the induction period.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. The length of the induction period will be extended pro-rata according to the proportion of full-time hours worked. For example, an ECT working 0.5 FTE will complete their induction over 4 academic years. The reduced timetable entitlement (10% in year 1, 5% in year 2) will be calculated pro-rata based on the ECT's contracted hours. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Red Kite, our 'appropriate body'.

3.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period

- Have an appointed induction tutor, who will have qualified teacher status (QTS) and have the skills, knowledge and time to carry out the role effectively. The induction tutor should have successfully completed their own induction and have experience of supporting and developing other teachers.
- Have an appointed induction mentor, who will have QTS and have the necessary skills, expertise and time to fulfil the role. The induction mentor should have successfully completed their own induction and should ideally have experience of mentoring or coaching.
- Have a reduced timetable to allow them to undertake activities in their induction programme:
 - In their first year of induction (terms 1-3), ECTs will teach no more than 90% of the timetable taught by our existing teachers on the main pay range (i.e., they will have at least 10% additional time off timetable)
 - In their second year of induction (terms 4-6), ECTs will teach no more than 95% of the timetable taught by our existing teachers on the main pay range (i.e., they will have at least 5% additional time off timetable)
 - This is in addition to the 10% PPA time that all teachers receive
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

ECF delivery model

Our school uses Red Kite Teaching School Hub which partners with University College London Institute of Education (UCL IOE) to deliver the Early Career Teacher Programme (ECTP) for ECTs and mentors.

The ECTP is part of the Early Career Teacher Entitlement (ECTE) with Statutory Induction.

Our ECF provider is Red Kite Teaching School Hub. ECTs will engage with the provider's programme through a mixture of online modules and face-to-face sessions.

Our school induction mentor leads the delivery of the programme with support from SLT where required.

3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback

- Observations of their teaching at least once per half term (minimum of 6 observations per year), and follow-up discussions with prompt and constructive feedback. Observations will be conducted by the induction tutor, induction mentor, headteacher, or other experienced colleagues as appropriate. Observations will focus on specific areas for development identified in the ECT's objectives and will be used formatively to support the ECT's progress.
- Regular professional progress reviews of their progress, to take place at least once per term. Progress reviews will occur in terms 1, 2, 4 and 5. Formal assessments will occur in terms 3 and 6. At progress reviews, the induction tutor will review objectives and revise them in relation to the relevant standards and the ECT's current needs and strengths.
- Chances to observe experienced teachers, either within the school or at another school with effective practice

ECTs are entitled to:

- A personalised induction programme based on the ECF
- A designated induction tutor and induction mentor
- A reduced timetable (10% in year 1, 5% in year 2, in addition to 10% PPA time)
- Regular observations of their teaching with constructive feedback
- Regular professional dialogue about their development and progress
- An environment that builds on their initial teacher training (ITT) and supports them to develop their practice
- Access to high-quality professional development
- Protection from unreasonable demands and additional non-teaching responsibilities

3.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor – the Deputy Headteacher.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Evidence may include:

- Lesson observation records and feedback
- Progress review records
- Examples of planning and assessment
- Pupil progress data
- Self-reflection and self-assessment by the ECT
- Records of professional development activities
- Feedback from colleagues, parents, and pupils (where appropriate)

ECTs will not be required to create new evidence specifically for assessment purposes. Evidence will be drawn from their day-to-day teaching and professional practice."

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately:

Within 10 working days, the induction tutor will:

- Meet with the ECT to discuss concerns
- Identify specific areas in which improvement is needed
- Set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards
- Create a support plan with clear actions, timelines, and success criteria
- Arrange additional observations, mentoring, or other support as needed

The support plan will:

- Be reviewed at least fortnightly with the ECT
- Be shared with the appropriate body for review and advice
- Be updated as necessary based on the ECT's progress

The headteacher will:

- Be informed immediately of any concerns
- Monitor the implementation of the support plan
- Consider whether additional resources or expertise are needed
- Keep the appropriate body informed of progress

If concerns continue:

- The support plan will be reviewed and intensified
- The appropriate body will be consulted for advice and support
- The ECT will be clearly informed of the consequences if sufficient progress is not made
- The possibility of an extension to the induction period will be discussed

At all stages, the ECT will:

- Be treated fairly and with respect
- Be given clear feedback about their performance
- Be fully involved in discussions about their progress and support

- Have the opportunity to raise concerns or seek advice from the appropriate body

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

3.5 Extensions to the induction period

In exceptional circumstances, the induction period may be extended. This may occur if:

- The ECT has been absent for a total of 30 days or more (not including statutory maternity, paternity, adoption, shared parental or parental bereavement leave)
- The ECT has not made sufficient progress to demonstrate that their performance is satisfactory against the Teachers' Standards

Absences:

- Absences of less than 30 days in total during the induction period will not normally require an extension
- Absences of 30 days or more (excluding statutory leave) will require the induction period to be extended by the aggregate total of absences
- Statutory maternity, paternity, adoption, shared parental and parental bereavement leave do not count towards the 30-day absence total and will not trigger an automatic extension

The headteacher will notify the appropriate body of any absences and discuss whether an extension is required. The ECT will be consulted and their views taken into account.

Extensions due to insufficient progress: If the appropriate body and headteacher determine that the ECT has not made sufficient progress by the end of their induction period, the induction period may be extended by up to one term (or the part-time equivalent).

3.6 If the ECT does not pass induction

If the appropriate body decides that the ECT has not met the Teachers' Standards by the end of their induction period, the ECT will:

- Not be able to be employed as a teacher in a relevant school (maintained school, non-maintained special school, pupil referral unit, or academy)
- Have the right to appeal to the Teaching Regulation Agency (TRA) within 20 working days of receiving written notice of the decision

The school and appropriate body will provide the ECT with:

- Clear written reasons for the decision
- Information about the appeals process
- Guidance on next steps

The decision to fail an ECT is extremely serious and will only be taken after:

- Clear concerns have been raised early in the induction period
- Appropriate support and intervention have been put in place
- The ECT has been given sufficient opportunity to improve
- All evidence has been carefully considered

3.7 Reducing the induction period

In some cases, the induction period may be reduced if:

- The ECT has previous teaching experience in a relevant school in England that did not count towards induction (e.g., as an unqualified teacher or instructor)
- The appropriate body agrees that the ECT has demonstrated that they meet the Teachers' Standards to a satisfactory level

The headteacher will discuss any potential reduction with the appropriate body before the ECT starts their induction.

Pausing induction:

In exceptional circumstances, induction may be paused, for example during:

- Long-term sickness absence
- Maternity, paternity, adoption, shared parental or parental bereavement leave
- Career breaks

The headteacher will discuss any pause with the appropriate body and the ECT. The induction period will resume when the ECT returns to work.

3.8 Quality assurance

Red Kite, as our appropriate body, will quality assure our induction arrangements by:

- Reviewing our induction programme and procedures
- Checking that assessment reports are completed accurately and on time
- Visiting the school to observe induction in practice (where appropriate)
- Providing advice and support to the school and ECT
- Ensuring fair and consistent application of standards
- Investigating any concerns raised by the ECT

The school will:

- Cooperate fully with the appropriate body's quality assurance processes
- Respond promptly to any recommendations or concerns
- Provide the appropriate body with all necessary information and documentation

3.9 Moving schools during induction

If an ECT moves to another school before completing their induction:

- The current school will complete an interim assessment to capture the ECT's progress to date
- The interim assessment will be shared with the ECT and the appropriate body
- The new school will continue the induction programme, taking account of the ECT's progress to date
- The induction period will continue seamlessly (subject to the new post being suitable for induction)

If an ECT joins our school partway through their induction:

- We will request their previous assessment reports and induction records
- We will meet with the ECT to understand their progress and needs
- We will continue their induction programme, building on their previous experience
- We will liaise with the appropriate body to confirm arrangements

4. Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Keep copies of all assessment reports
- Engage fully and proactively with their induction programme and professional development
- Reflect critically on their practice and seek to improve
- Act on feedback and guidance from their induction tutor and mentor
- Be aware of and work towards the Teachers' Standards
- Raise concerns promptly if they feel the induction programme is not meeting their needs
- Maintain professional standards of conduct at all times
- Take responsibility for their own professional development

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

4.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
 - Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

4.4 Role of the induction mentor (allocated by the induction tutor)

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme

- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

4.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

5. Monitoring arrangements

This policy will be reviewed **annually** by the senior leadership team and the Business Group. At every review, it will be approved by the full governing board.

6. Confidentiality and data protection

The school will handle all information about ECTs in accordance with:

- The UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018
- The school's data protection policy

Information sharing:

- Assessment reports and progress reviews will be shared with the ECT, the appropriate body, and (where relevant) any subsequent employer
- Information will only be shared with other parties with the ECT's consent, unless there is a legal requirement to do so
- Records will be stored securely and retained for 6 years

ECT rights:

- ECTs have the right to access their induction records
- ECTs can request corrections to inaccurate information
- ECTs should raise any concerns about data handling with the headteacher or data protection officer

6. Links with other policies

This policy links to the following policies and procedures:

- Staff Appraisal & Capability policy
- Pay policy