



Extend Learning
Academies Network

Early Career Teacher (ECT) Induction Policy

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1.0	Sept'2021	Sarah Edwards / Kerri McArdle	New policy
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3.0	July 2023	Kerri McArdle	Annual review: section 2 changed from NQT transitional arrangements to pre-September 2021 cohort. Reference to new 2023 DfE induction for ECT guidance. Additional paragraph added to role of the appropriate body.
4.0	July 2024	Kerri McArdle	Annual review: Reference to new 2024 DfE induction for ECT guidance. Section 2 changed to reflect funding and arrangements for induction started before 2021. Section 4.3 changed to update position re appraisal and assessment of ECTs working part time. Section 4.4 updated to give greater clarity for at-risk procedures. Section 5.2 updated to reflect changed considerations for appointing a suitable mentor.
5.0	July 2025	Kerri McArdle	Annual review: Reference to new 2025 DfE induction for ECT guidance. Terminology updates throughout: "ECF-based training and induction" is now referred to as Early Career Teacher Entitlement (ECTE). The "Early Career Framework (ECF)" has been replaced by the Initial Teacher Training and Early Career Framework (ITTECF). Section 4.1 updated to reflect mentor role clarification that mentors should ideally have subject- and phase-specific expertise. Section 4.2 updated to reflect that mentoring sessions should be timetabled during teaching hours, unless exceptional circumstances apply. Section 4.3 updated to reflect that ECTs remain exempt from appraisal during induction but capability procedures may run in parallel with induction if necessary.

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1. Statement of intent

At Extend Learning Academies Network (ELAN), we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the schools and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the schools endeavour to develop and nurture a promising career.

The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.
- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice. Government guidance is followed and all relevant staff will read the following document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf

2. Pre-September 2021 cohort

This policy applies to ECTs who start their induction on or after 1 September 2021.

ECTs from the pre-September 2021 cohort had until 1 September 2023 to complete a one-year induction. Now, all ECTs need to complete a 2-year induction period.

If an ECT from the pre-September 2021 cohort did not complete their induction by 1 September 2023, they do not need to start induction again. Instead, they will complete what remains of a 2-year induction. The ECT will be given access to ITTECF-based training, mentor support and other statutory entitlements in this case. Pre-September 2021 cohort ECTs are eligible for DfE funding for their ITTECF-based training and mentor support.

3. Legislation and statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- [Updated] DfE (2011) (latest terminology update December 2021) 'Teachers' Standards' Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- [Updated] [Maintained schools] DfE (2021) 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions'

4. The ECT induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF. Schools will use a DfE-funded training provider.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by The Five Counties Teaching School Hub, our 'appropriate body'.

4.1 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)
- Have an appointed induction mentor, who will have QTS and ideally have subject- and phase-specific expertise.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- 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 usually be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide regular monitoring and support, and coordinate their assessments against the teacher standards
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback. Mentoring sessions should be timetabled during teaching hours, unless exceptional circumstances apply.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a termly basis (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- Access to a comprehensive range of training and professional development opportunities programme through the Five Counties Teaching Schools Hub and ExtendEd
- Access to a wide network of professional support.

4.3 Assessments of ECT performance

ECTs undertaking induction will remain exempt from appraisal. Capability procedures may run in parallel with induction if necessary.

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 induction tutor.

For ECTs serving induction on a part-time basis, progress reviews will take place each term (based on an institution that operates three terms in a school year), regardless of their working patterns. Part time ECTs on low FTE will therefore still receive regular reviews of their progress against the standards and support will be put in place early where unsatisfactory progress occurs.

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. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

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.

4.4 At-risk procedures

Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they will state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor will notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and the headteacher/principal will ensure that additional monitoring and support measures are put in place immediately. The ECT will be made aware of where they need to improve their practice and will be given every opportunity to raise their performance. The headteacher/principal and the appropriate body will ensure they are satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors will continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period. 4.5.

As with all progress reviews, the progress review record will capture the ECT's unsatisfactory performance against the Teachers' Standards and will be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary for an employer to instigate capability procedures at a 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 institution the induction process will continue in parallel with the capability procedure. The appropriate body will be informed however it is the employer that has a responsibility to manage its capability procedures and decisions relating to the outcome of these. The role of the appropriate body relates only to the ECT's performance in relation to induction.

Dismissal on the grounds of capability before the end of the induction period will not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction. Further guidance on capability procedures can be found separately at: Teacher appraisal and capability: model policy - GOV.UK (www.gov.uk)

5. Roles and responsibilities

5.1 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 ITTECF-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
- Be responsible, with the support of their tutor, for their ongoing continuing professional development (CPD) and to visit other year groups and schools to observe good practice.
- 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 records of lesson observations, feedback and agreed targets
- Keep copies of all formal assessment forms
- Follow school policies and procedures
- Show commitment to completing the induction process.

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 tutor or within the school

5.2 Role of the headteacher

The headteacher of the school taking on the ECT will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period or is exempt
- 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)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor will have the necessary skills and knowledge to work successfully in this role. Where possible, this includes having the skills and experience to provide mentoring for the specific phase of their ECT.
- Ensure the induction mentor has adequate time to carry out their role effectively and meet the needs of the ECT.
- Ensure the mentor is given adequate time carry out the regular mentoring sessions and attend mentor training.
- Ensure an appropriate ITTECF-based induction programme is in place
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that progress reviews and 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
- Ensure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing body 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 six years

Where an ECT serves induction at more than one school in the trust, we will appoint one headteacher to act as the **lead headteacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual headteachers as necessary. In addition, the lead headteacher will:

- Provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other headteachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all of the relevant standards
- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other headteachers and to the ECT

5.3 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 two 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
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure 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
- Ensure that all monitoring and record keeping is done in the least burdensome way, and that the ECTs are not asked for any evidence that requires the creation of new work
- Ensure the health and wellbeing of the ECT is supported and regular opportunities in place to discuss any concerns.

5.4 Role of the induction mentor

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 ITTECF-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

5.5 Role of the local governing body

The local governing body will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure 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 procedure

- 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

5.6 Role of the appropriate body

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Maintaining full responsibility for their regulatory duties, and not delegating these.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme which is clearly based on the ITTECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Ensuring that the headteacher/principal has contacted the ECT's previous appropriate body and has obtained the necessary reports to ensure induction can be continued effectively. Where agreed with the headteacher/principal the appropriate body may contact the ECT's previous appropriate body to obtain the necessary reports

6. Monitoring arrangements

This policy will be reviewed **annually** by ELAN executive team. At every review, it will be approved by the full board of trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- > Appraisal
- > Grievance
- > Disciplinary
- > Pay
- > Staff code of conduct
- > Leave of absence
- > Data retention schedule
- > Individual schools' behaviour policies
- > Child protection and safeguarding
- > Safer recruitment