



Policy for the induction of Early Career Teachers (ECTs)

(for ECTs starting their induction on or after 1 September 2026)

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1. Aims

The Trust/School aims to:

- Run an ECT induction programme that meets all statutory requirements and provides the Early Career Teacher Entitlement (ECTE), underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).
- 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
- Ensure that the induction of ECTs upholds the highest standards of safeguarding and professional conduct, in line with Keeping Children Safe in Education (KCSIE).

2. Legislation and statutory guidance

This policy is based on:

- Induction for early career teachers (England) – statutory guidance for appropriate bodies, headteachers, school staff and governing bodies (Department for Education, updated June 2026).
- The Initial Teacher Training and Early Career Framework (ITTECF), which applies to ECT training from September 2025.
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- Keeping Children Safe in Education (KCSIE), as updated from time to time.

The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

3. The ECT induction programme

The induction programme will include the Early Career Teacher Entitlement (ECTE) and will be underpinned by the ITTECF. It will enable ECTs to understand and apply the knowledge and skills set out in the framework. The ITTECF is a training framework and will not be used as an assessment tool; assessment will be against the Teachers' Standards.

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 normally be the equivalent of 2 full school years. Part-time ECTs will normally serve the full-time equivalent. A period of continuous employment must normally be at least one term to count towards induction. Any reduction or extension will be agreed by the headteacher and appropriate body in accordance with statutory guidance.

The Trust will appoint an approved appropriate body before induction begins. The Trust currently uses Northamptonshire Teaching School Hub as its appropriate body and a DfE-funded provider-led programme, subject to annual confirmation and contractual arrangements.

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)
- Have an appointed induction mentor who is expected to hold qualified teacher status (QTS) and has the time, skills, knowledge and experience to carry out the role effectively
- Have a reduced teaching timetable, in addition to the timetable reduction for planning, preparation and assessment (PPA) available to other teachers. In year 1, the ECT will teach no more than 90% of the timetable of comparable teachers on the main pay range; in year 2, no more than 95%
- The roles of induction tutor and induction mentor must be held by separate individuals wherever possible, to maintain clarity of support and assessment.
- Schools must protect the ECT's timetable reduction specifically for induction activities, including mentoring, professional development and engagement with their ITTECF-based programme. It must not be used for cover or other duties.
- 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
- Where an ECT has absences totalling 30 days or more in an induction year, the induction period will normally be extended automatically by the aggregate number of days absent. Statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's and neonatal care leave are treated in accordance with the specific provisions in statutory guidance. Absences and any extension will be recorded accurately and agreed with the appropriate body.

3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide regular monitoring and support and coordinate progress reviews and formal assessments
- Their designated induction mentor, who will provide regular one-to-one, structured mentoring sessions and targeted feedback, with sufficient protected time to fulfil the role
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of progress, normally termly except where a formal assessment is due, at which the induction tutor will review development targets against the Teachers' Standards and revise them in light of the ECT's current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- Active consideration of workload and wellbeing. Monitoring and record keeping will be proportionate and streamlined, and ECTs will not be required to create additional evidence solely for induction purposes

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 school's induction tutor.

Progress reviews will take place in terms 1, 2, 4 and 5, with formal assessments in terms 3 and 6.

These meetings will be informed by clear and transparent evidence arising naturally from the ECT's work as a teacher, observations, professional dialogue and progress reviews. The ECT will not be required to create a portfolio or produce new work solely for assessment. Copies of the evidence and judgements relied upon will be shared with the ECT and appropriate body.

After each formal assessment meeting, a formal assessment report will be completed showing how the ECT is performing against the Teachers' Standards. At the final assessment, the headteacher will recommend to the appropriate body whether the ECT's performance is satisfactory. Completion of, or engagement with, the ITTECF-based training programme is not itself the assessment standard.

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 each formal assessment report will be sent to the appropriate body in line with its required timescales. The final assessment report will be sent within 10 working days of the meeting so that the appropriate body can make the final decision on whether the ECT has satisfactorily completed induction.

If the ECT leaves after completing at least one term but before the next formal assessment, the induction tutor or headteacher will complete an interim assessment report before the ECT leaves, recording progress, performance and absences since the previous assessment.

3.4 At-risk procedures

If, at any point, it becomes apparent that the ECT is not making satisfactory progress against the Teachers' Standards, concerns will be discussed promptly and additional monitoring and support will be put in place without waiting for a formal review or assessment point. The ECT will be given a clear written explanation of the concerns, the support available, the evidence to be considered and the consequences of insufficient improvement.

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance
- The appropriate body will be notified promptly when an ECT is identified as at risk of not meeting the Teachers' Standards, and the school will work with it to ensure that appropriate additional support, monitoring and guidance are in place.

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.

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 engage fully with their programme of training and support based on the ITTECF
- Provide evidence of progress against the Teachers' Standards from their normal teaching practice; they will not be required to create a separate evidence portfolio
- 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

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 and appropriate body are jointly responsible for the monitoring, support and assessment of the ECT. While the induction tutor and mentor provide day-to-day support, the headteacher retains overall responsibility for ensuring statutory requirements are met.

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 3.1 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 programme of training and support based on the ITTECF is in place and that the chosen delivery approach covers the framework in full
- 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 Trust Board aware of the ECT induction arrangements and provide assurance that statutory entitlements and suitable support are in place

- 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
- Retain relevant induction records securely in line with the Trust retention schedule and the appropriate body's requirements, normally for 6 years, and comply with data protection requirements

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT, working 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 after each progress review of their progress against the Teachers' Standards and share the record with the ECT, headteacher and appropriate 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 monitoring and record keeping are proportionate and least burdensome, and that the ECT is not asked to create new evidence solely for induction
- Attend training and briefings provided by the Appropriate Body to ensure accurate and consistent assessment

4.4 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 involved in induction to ensure the ECT receives a high-quality programme of training and support based on the ITTECF
- 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 Trust Board and Local School Committee

The Trust Board, supported by the relevant Local School Committee where delegated, will:

- Seek assurance that each school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Seek assurance that the headteacher is fulfilling their responsibilities and that each ECT has a suitable post, protected timetable reduction, appropriately trained tutor and mentor, and access to the full ECTE
- Ensure any employment concerns raised by an ECT are considered under the appropriate Trust procedure, while concerns specifically about induction arrangements may also be raised with the appropriate body
- 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
- Receive assurance reports that protect the confidentiality of individual ECTs; governing oversight will focus on compliance, capacity, support and risk rather than detailed individual assessment information
- Receive an annual report on ECT induction, including the number and stage of ECTs, programme arrangements, tutor and mentor capacity, quality assurance, retention, support and any significant risks or themes.

4.6 Equality, disability and reasonable adjustments

The Trust will make reasonable adjustments for disabled ECTs and will take account of pregnancy, maternity and other protected characteristics. Support, observation, training and assessment arrangements will be fair, accessible and tailored where appropriate, without lowering the Teachers' Standards. Occupational health or HR advice will be sought where needed, and information will be handled confidentially.

5. Monitoring arrangements

This policy will be reviewed annually by the CEO, or sooner where statutory guidance changes, and approved by the Trust Board.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal and capability
- Grievance and dignity at work
- Pay; Staff wellbeing; Safeguarding and child protection; Data protection and records retention; Equality, diversity and inclusion; Staff code of conduct.