



BISHOP RAWSTORNE
Church of England Academy

Early Career Teacher Induction Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

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Approved by: Full Governing Body
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This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstorne Church of England Academy Early Careers Teacher Induction Policy

Verse

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross ‘Christian Values for Church Schools’. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstorne Church of England Academy, we believe that investing in Early Career Teachers is essential to nurturing both professional excellence and personal vocation within the teaching profession. Rooted in our Christian values of wisdom, service, and fellowship, our induction programme is designed to provide ECTs with a supportive, enriching, and structured start to their careers. We are committed to fostering a culture of encouragement, reflection, and collaboration, enabling new teachers to grow in confidence, develop their practice, and contribute meaningfully to the life of our school community and the flourishing of every learner.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves

STATEMENT OF INTENT

At Bishop Rawstorne Church of England Academy, we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours 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.

Legal Framework

This policy aligns with the DfE (2025) "Initial Teacher Training and Early Career Framework (ITTECF)", alongside the following statutory legislation and guidance:

- DfE (2025) *ITTECF: Guidance for Schools and Appropriate Bodies*
- DfE (2021) *Induction for Early Career Teachers (England)*
- DfE (2021) *Appropriate Bodies Guidance: Induction and the Early Career Framework*
- *Teachers' Standards* (DfE, updated 2021)
- *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*, as amended
- *Education Act 2002*

This policy should be read in conjunction with our Safeguarding, Behaviour, Staff Conduct, Grievance, Disciplinary, and Records Management policies.

Purpose and Principles

The transition from Initial Teacher Training (ITT) to a confident, skilled teaching career is supported by the ITTECF. Our aim is to:

- Enable ECTs to meet the Teachers' Standards securely and consistently

- Provide a supportive climate of professional learning and wellbeing
- Deliver a reduced timetable and structured mentoring over two academic years (or pro-rata for part-time staff)
- Ensure fairness, transparency, and compliance with statutory requirements

Our induction provision is quality-assured by our Appropriate Body, Embrace Teaching School Hub, in line with the ITTECF.

Roles and Responsibilities

ECTs

ECTs are expected to:

- Hold and provide evidence of Qualified Teacher Status (QTS) before starting induction
- Engage fully with the ITTECF-based programme, including professional study, feedback, and progress reviews
- Keep evidence of progress against the Teachers' Standards
- Raise concerns early with the induction tutor or Appropriate Body contact
- Retain all assessment and progress documents

Headteacher / Professional Mentor

The Headteacher (or delegated Senior Leader):

- Confirms QTS and registers the ECT with the Appropriate Body
- Provides a post suitable for induction, with reduced timetable:
 - Year 1: 90% timetable
 - Year 2: 95% timetable
- Ensures the programme follows the ITTECF Core Induction Programme
- Ensures trained Induction Tutor and Mentor are in place
- Makes final recommendations on progress to the Appropriate Body
- Reports regularly to Governors on induction arrangements and outcomes

Induction Tutor

- Leads monitoring, assessment, and support
- Conducts two formal assessments (end of Year 1 and Year 2)
- Undertakes termly progress reviews and classroom observations
- Coordinates evidence gathering and reports to Headteacher and Appropriate Body
- Triggers additional support if progress is unsatisfactory

Mentor

- Meets regularly with the ECT for structured reflection and coaching
- Provides subject- and phase-specific guidance using ITTECF materials
- Maintains the supportive, developmental focus distinct from assessment

Appropriate Body

- Quality-assures induction and ensures compliance with statutory requirements
- Confirms the ECT's completion or extension of induction
- Provides a named contact for ECTs to raise independent concerns

Governing Board

- Monitors compliance and capacity to support ECTs
- Receives summary updates on ECT progress
- Uses the Grievance Policy to address concerns raised during induction

Induction Process

Structure

- Length: Normally two academic years (equivalent full time)
- Programme: Based on the ITTECF, delivered through Embrace Teaching School Hub
- Assessment:
 - Six termly progress reviews
 - Two statutory assessments at the end of each induction year
- Evidence: Drawn from normal teaching practice and professional development records — ECTs will not produce additional paperwork

Monitoring and Support

- ECTs observed and debriefed termly
- Regular mentor meetings focus on reflective practice, subject pedagogy, and workload well-being
- Concerns about progress will trigger a written Support and Improvement Plan

Completion

Induction is complete when:

- The full-time equivalent of two years is served

- The Headteacher recommends, and the Appropriate Body confirms, satisfactory progress against the Teachers' Standards

Unsatisfactory Progress

Where progress is a concern:

1. The induction tutor identifies areas for development and increased support
2. The Headteacher involves the Appropriate Body
3. A tailored support plan is implemented and reviewed if standards are still not met; the Appropriate Body may extend the induction or, following due process, determine failure — subject to appeal via the TRA.

Record-Keeping and Confidentiality

- All records follow the school's Records Management Policy and are retained for six years
- ECTs receive copies of all reviews and assessments
- Data sharing occurs only with the Appropriate Body and the Teaching Regulation Agency (TRA)
- Governors receive anonymised progress reports only

Special Circumstances

- Absences exceeding 30 days extend induction
- Parental or statutory leave: ECT may opt to extend induction
- Experienced teachers with substantial classroom experience may complete a reduced induction (minimum one term) if agreed by the Appropriate Body
- If a school enters Ofsted special measures, ECTs may continue only with explicit permission from the Appropriate Body and DfE

Monitoring and Review

This policy is reviewed annually by the Headteacher, with input from the Appropriate Body and staff involved in ECT induction.

Any legislative or framework changes — including future DfE amendments to the ITTECF — will be incorporated promptly for the following academic year