



ECT Policy

June 2026

Review June 2027

Early Career Teacher (ECT) Induction Policy September 2026

EARLY CAREER TEACHER (ECT) INDUCTION POLICY

Contents

- Aims and Rationale
- Legislation and Statutory Guidance
- ECT Induction Programme
- Roles and Responsibilities
- Monitoring Arrangements

Aims and Rationale

The first twenty-four months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

Our school's induction process ensures that appropriate guidance, support and training, including the development of professional knowledge, skills and practice, are provided through a structured but flexible individual programme underpinned by the Early Career Teacher Entitlement (ECTE) and the Initial Teacher Training and Early Career Framework (ITTECF).

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECT;
- to provide appropriate counselling and support through the role of an identified Mentor and Induction Tutor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of teachers' roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to support ECTs in developing effective adaptive teaching strategies and inclusive practice to meet the needs of all pupils, including those with special educational needs and disabilities (SEND); and
- to help ECTs meet all of the Teachers' Standards (2012, as amended).

The whole staff will be kept informed of the School Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

Early Career Teacher (ECT)

Induction Policy September 2026

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

ECT Induction Programme

The induction programme will be underpinned by the ECTE, which is based upon the Initial Teacher Training and Early Career Framework (ITTECF), enabling ECTs to understand and apply the knowledge and skills set out in the framework.

The school manages the ECTE programme using the core materials provided by Ambition Institute and works with Haybridge Teaching School Hub to deliver the programme with West Bromwich North Learning Community as a satellite to their current programme. The induction programme is delivered in accordance with Department for Education statutory guidance and quality assurance requirements.

For a full-time ECT, the induction period will typically last for two 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 induction programme will be adapted where appropriate to reflect the ECT's previous experience, strengths and identified professional development needs.

The school's Appropriate Body is Haybridge Teaching School. The Appropriate Body provides statutory oversight and quality assurance of induction arrangements.

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;
- 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 be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

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;

Early Career Teacher (ECT) Induction Policy September 2026

- Their designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback;
- 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 termly (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.

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 either the Head Teacher or Induction Tutor.

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 Head Teacher will also recommend to the Appropriate Body in the final assessment report at the end of the programme 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 Head Teacher, Induction Tutor and the ECT.

A copy of the formal assessment report will then be sent to the Appropriate Body via ECT Manager. 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 Head Teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

Absence During Induction

Where an ECT is absent for 30 days or more during the induction period, the induction period will normally be extended by the aggregate total of absences.

Statutory maternity leave, paternity leave, adoption leave, shared parental leave and neonatal care leave will be managed in accordance with current statutory guidance. Decisions regarding any necessary extension to induction will be determined by the Appropriate Body.

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, meaning:

Early Career Teacher (ECT)

Induction Policy September 2026

- 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 progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for review. A formal meeting will also be called.

Roles and Responsibilities

The Appropriate Body

The Appropriate Body, along with the Head Teacher, is jointly responsible for ensuring that statutory induction arrangements are met and has the main quality assurance role for induction.

The school works closely with the Appropriate Body to ensure that the statutory requirements are fully met.

The Governing Body

The Governing Body 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 Head Teacher 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.

The Head Teacher

The Head Teacher 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;
- 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;
- Where possible, ensure that the roles of Induction Tutor and Induction Mentor are undertaken by different individuals to provide effective support and assessment arrangements;
- Make sure an appropriate ECET and ITTECF-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

Early Career Teacher (ECT) Induction Policy September 2026

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.

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 does not occur;
- Inform the ECT following progress reviews of their progress against the Teachers' Standards (2012, as amended);
- 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.

Mentors

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 ECTE-based programme;
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
- Participate in mentor training provided through the ECTE programme;
- Use programme materials and evidence-informed approaches to support the ECT's professional development;
- Support the ECT in developing effective adaptive teaching, assessment and inclusive classroom practice;
- Act promptly and appropriately if the ECT appears to be having difficulties.

Early Career Teachers

Role of the ECT

An ECT has a vital part to play in their own induction.

Early Career Teacher (ECT) Induction Policy September 2026

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 ensure engagement with *their* ECTE and ITTECF-based induction programme;
- 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.

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.

The Appropriate Body contacts are:

Steve Hadley – Haybridge Teaching School
s.hadley@the4stones.co.uk

Vicki Shakespeare - Haybridge Teaching School
Vshakespeare@haybridge.worcs.sch.uk
01562 881110

Kim Whiting – SIPS Education
kim.whiting@sips.co.uk or ECT@sips.co.uk
0121 2963004 / 07890 945736

Monitoring Arrangements

This policy will be reviewed annually by the Head Teacher or sooner if changes are made to statutory induction guidance issued by the Department for Education.

At every review, it will be approved by the Full Governing Body.