EARLY CAREER TEACHER INDUCTION POLICY

Developing practice. Supporting growth.
Building confident teachers.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
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OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out the arrangements through which Riverside Bridge School will provide statutory induction for eligible Early Career Teachers. It explains the Early Career Teacher Entitlement, roles and responsibilities, reduced timetable arrangements, professional development, mentoring, progress reviews, formal assessment, additional support and completion of induction.

Riverside Bridge School is committed to providing Early Career Teachers with a high-quality, supportive and professionally demanding induction experience that enables them to develop secure professional practice and establish strong foundations for a successful career in teaching.

We recognise that the first years of teaching have a significant influence on a teacher's confidence, professional identity and future practice. Early Career Teachers bring new knowledge, ideas and perspectives to the school, and we will ensure that they are supported to develop these within the specialist context of Riverside Bridge School.

Riverside Bridge School is an academy within Partnership Learning. Statutory induction is not a legal requirement for academies to offer, but academies may provide statutory induction. Riverside Bridge School has chosen to provide statutory induction for eligible Early Career Teachers and, where it does so, will comply fully with the statutory induction framework and current Department for Education guidance.

Partnership Learning is the employer. Riverside Bridge School will operate its ECT induction arrangements within the Trust's delegated authority and in partnership with an approved Appropriate Body and the school's chosen Early Career Teacher Entitlement provider.

The standard statutory induction period for a full-time Early Career Teacher is two school years. It combines structured professional development, mentoring, a protected timetable reduction, regular observation and feedback, progress reviews and two formal assessments. Assessment during statutory induction is made against the Teachers' Standards. The Initial Teacher Training and Early Career Framework supports professional learning and development but is not itself the statutory assessment framework.

At Riverside Bridge School, statutory induction will also develop the specialist knowledge and practice required to teach pupils with complex SEND effectively. This includes understanding communication systems, adaptive teaching, safeguarding, co-regulation, sensory and medical needs, multidisciplinary working, structured teaching and preparation for adulthood.

The school recognises that effective induction should be developmental rather than unnecessarily bureaucratic. Evidence will therefore arise principally from the Early Career Teacher's normal professional practice and they will not be required to create additional evidence solely to demonstrate completion of induction.

Our responsibilities to Early Career Teachers

Riverside Bridge School will ensure that every Early Career Teacher undertaking statutory induction is employed in a suitable post, registered with an Appropriate Body before induction begins and provided with the full statutory entitlement.

We will ensure that the Early Career Teacher:

- receives the appropriate timetable reduction in addition to statutory Planning, Preparation and Assessment time;
- has a trained induction tutor with sufficient time to fulfil the statutory assessment role;
- has a designated mentor with sufficient time to provide regular developmental support;
- receives a structured professional learning programme based upon the Early Career Teacher Entitlement;
- receives regular observation, feedback, mentoring and professional dialogue;
- has opportunities to observe experienced colleagues and develop specialist SEND practice;
- participates in statutory progress reviews and formal assessments;
- is assessed fairly against the Teachers' Standards using evidence from normal professional practice;
- receives copies of relevant induction records and assessment documentation;
- receives prompt and appropriately structured additional support where progress is not satisfactory;
- has access to the Appropriate Body where concerns about the induction arrangements cannot be resolved within school.

Wherever practicable, the induction tutor's assessment role will remain separate from the mentor's developmental role so that mentoring remains supportive, reflective and focused on professional growth.

Early Career Teachers will not normally be given unreasonable additional responsibilities or leadership duties without appropriate preparation, support and consideration of their stage of professional development.

Through these arrangements, Riverside Bridge School will provide an induction experience that combines statutory entitlement, professional challenge and specialist SEND development while maintaining fair and robust assessment.

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TABLE OF CONTENTS

01	PURPOSE	02	SCOPE AND STATUTORY FRAMEWORK
03	EARLY CAREER TEACHER ENTITLEMENT	04	SUITABLE POSTS, REGISTRATION AND REDUCED TIMETABLE
05	INDUCTION PROGRAMME	06	ROLES AND RESPONSIBILITIES
07	MENTORING, COACHING AND PROFESSIONAL DEVELOPMENT	08	OBSERVATION, PROGRESS REVIEWS AND FORMAL ASSESSMENTS
09	EVIDENCE AND RECORD-KEEPING	10	ABSENCE, PART-TIME WORKING AND SPECIAL CIRCUMSTANCES
11	CONCERNS, ADDITIONAL SUPPORT AND CAPABILITY	12	COMPLETION OF INDUCTION AND APPEALS
13	EQUALITY, MONITORING AND REVIEW	14	RELATED POLICIES AND FRAMEWORKS
	APPENDIX		

APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE

Supporting development. Meeting statutory requirements. Building specialist practice.

The purpose of this policy is to establish a clear, supportive and legally compliant framework for statutory induction at Riverside Bridge School.

It explains how the school will provide the Early Career Teacher Entitlement, assess progress against the Teachers' Standards and work with the appointed Appropriate Body to ensure that statutory induction requirements are met.

The induction process is intended to build upon initial teacher training and provide a structured bridge into sustained professional practice.

The policy aims to ensure that Early Career Teachers:

- build upon the knowledge, skills and understanding developed during initial teacher training;
- receive high-quality mentoring, training, coaching and professional support;
- develop the specialist knowledge required to teach pupils with complex learning, communication, sensory, physical and emotional needs;
- understand the standards expected of them and how their progress will be reviewed;
- are assessed through fair, transparent and proportionate arrangements;
- receive timely additional support where progress is not yet satisfactory;
- understand the distinction between statutory induction, professional development and employment procedures such as capability.

For a full-time Early Career Teacher, statutory induction will normally last two school years. The period may be adjusted where part-time working, absence, previous experience or another circumstance is dealt with under the statutory induction regulations and guidance.

This policy also applies to ECTs who began an earlier ECF-based induction programme before September 2025 and remain within permitted transitional arrangements.

Section 02

SCOPE AND STATUTORY FRAMEWORK

Applying current guidance. Working with the Appropriate Body. Maintaining legal compliance.

This policy applies to eligible Early Career Teachers employed by Partnership Learning and serving statutory induction at Riverside Bridge School.

Riverside Bridge School is an academy. Although academies are not required by law to offer statutory induction, they may provide it. Where Riverside Bridge School offers statutory induction, all applicable statutory requirements will be followed.

The statutory framework is principally established through:

- sections 135A, 135B, 135C and 141C(1)(b) of the Education Act 2002;
- the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended;
- current DfE statutory guidance, *Induction for Early Career Teachers (England)*;
- current Appropriate Body guidance;
- the Teachers' Standards;
- the Initial Teacher Training and Early Career Framework;
- current DfE Early Career Teacher Entitlement arrangements;
- relevant Partnership Learning policies and employment arrangements.

The school will ensure that an ECT has been awarded QTS and is eligible to undertake induction before the induction period begins.

Appropriate Body

Independent quality assurance is provided through an approved Appropriate Body.

An ECT cannot begin statutory induction until an Appropriate Body has been agreed. The school will therefore confirm the Appropriate Body before the ECT's induction start date and register the ECT in accordance with the required arrangements.

The Headteacher and Appropriate Body are jointly responsible for ensuring that the post and induction arrangements meet statutory requirements.

The school will cooperate fully with the Appropriate Body's quality-assurance arrangements and provide the information and records necessary for it to fulfil its statutory role.

Separation from appraisal

ECTs undertaking statutory induction are exempt from the school's ordinary appraisal process during induction. Their statutory progress and assessment are managed through the induction arrangements set out in this policy.

This does not prevent the school from supporting wider professional development or addressing employment matters through another appropriate policy where necessary.

Section 03

EARLY CAREER TEACHER ENTITLEMENT

Providing statutory support. Protecting development time. Building professional confidence.

Riverside Bridge School will provide every ECT undertaking statutory induction with their full Early Career Teacher Entitlement. The entitlement combines statutory induction with structured professional development underpinned by the Initial Teacher Training and Early Career Framework. During induction, each ECT will receive:

- a structured induction programme;
- an appropriately trained induction tutor;
- a designated mentor;
- protected mentoring and professional-development time;
- the statutory reduced teaching timetable;
- regular observation of teaching and constructive feedback;
- professional progress reviews;
- two formal assessments;
- appropriate access to professional development;
- support where additional development is required;
- independent quality assurance through the Appropriate Body.

The professional development programme supports the teacher to develop knowledge, expertise and professional judgement. It does not replace the Teachers' Standards as the basis for statutory assessment.

Specialist entitlement

Alongside the national induction entitlement, Riverside Bridge School will ensure that ECTs develop the specialist practice required within a complex SEND environment. This will include, as appropriate:

- Total Communication;
- adaptive teaching across Riverside's curriculum pathways;
- autism and neurodiversity;
- sensory processing and regulation;
- behaviour as communication;
- co-regulation;
- medical and physical needs;
- safeguarding within specialist provision;

- multidisciplinary working;

- supporting and directing co-educators;
- BridgeWorks and structured teaching;
- assessment for pupils working across different developmental pathways;
- preparation for adulthood.

ECTs will be given opportunities, where reasonably practicable, to observe high-quality practice across different classes, phases, pathways and specialist disciplines.

Section 04

SUITABLE POSTS, REGISTRATION AND REDUCED TIMETABLE

Ensuring suitability. Protecting entitlement. Providing appropriate teaching experience.

An ECT may only serve statutory induction in a post that meets the statutory criteria for a suitable post. Before induction begins, the Headteacher will ensure that:

- the teacher has QTS and is eligible to undertake induction;
- the Appropriate Body has been agreed;
- the ECT has been registered with the Appropriate Body;
- the post is capable of providing appropriate teaching experience;
- the ECT has sufficient opportunity to demonstrate all Teachers' Standards over time;
- the post does not make unreasonable demands upon the ECT;
- appropriate supervision and support are available;
- a trained induction tutor and mentor are appointed;
- the ECT has access to an appropriate induction programme;
- the required timetable reduction can be provided.

The Appropriate Body will provide independent assurance that the post and arrangements are suitable.

Reduced timetable

The statutory reduced timetable is additional to PPA time.

For a full-time ECT, the maximum teaching timetable is:

Induction year	Maximum teaching timetable
Year 1	90% of the timetable of other main-scale teachers
Year 2	95% of the timetable of other main-scale teachers

This corresponds to a 10% reduction in Year 1 and a 5% reduction in Year 2, in addition to PPA. Equivalent arrangements will be made for part-time ECTs. Protected induction time should support activities such as mentoring, professional learning, observation, reflection, collaborative planning and other appropriate development activity. It will not be routinely used for covering absence or additional duties unrelated to induction. At Riverside Bridge School, protected time should also be used purposefully to develop specialist SEND practice where this forms part of the ECT's professional development needs.

Section 05

INDUCTION PROGRAMME

Combining statutory entitlement. Building SEND expertise. Personalising development.

Riverside Bridge School provides a structured programme combining statutory induction requirements with specialist professional development relevant to teaching pupils with complex SEND.

At the date of this policy, the school delivers its Early Career Teacher Entitlement through the Ambition Institute Early Career Teacher Programme (ECTP 2025), delivered locally by London District East Teaching School Hub, or through any successor programme subsequently adopted by the school.
The name of the programme or provider may change without requiring substantive amendment of this policy, provided the programme continues to meet current statutory requirements.

The school's induction programme includes:

- comprehensive school induction;
- regular mentoring and instructional coaching;
- structured professional learning;
- classroom observation and developmental feedback;
- opportunities to observe experienced practitioners;
- collaborative planning;
- professional reflection;
- access to whole-school and Trust professional development;
- specialist SEND development;
- personalised support based upon the teacher's strengths and development needs.

Particular emphasis will be placed upon developing confidence in building positive relationships with pupils and families, delivering adaptive teaching, using communication approaches effectively, working alongside co-educators and multidisciplinary professionals, understanding safeguarding within specialist SEND provision, supporting regulation and behaviour and promoting independence and preparation for adulthood. The school will review the effectiveness of the induction programme regularly.

Section 06

ROLES AND RESPONSIBILITIES

Clarifying accountability. Separating development and assessment. Working collaboratively.

Successful statutory induction requires effective collaboration between the ECT, Headteacher, induction tutor, mentor, Appropriate Body, Governing Board and professional-learning provider.

The Early Career Teacher is expected to engage fully with the statutory induction programme and take an active role in their professional development. They will:

- provide evidence that they hold QTS and are eligible for induction;
- meet with the induction tutor to agree priorities and review them regularly;
- agree how their reduced timetable will support induction;
- participate fully in professional learning, mentoring and coaching;
- engage with observations, progress reviews and formal assessments;
- provide or discuss existing evidence of progress where reasonably required;
- reflect upon feedback and use it to develop their practice;
- keep track of scheduled induction activities;
- notify the induction tutor of relevant absences;
- raise any concern about induction arrangements as soon as practicable;
- contact the Appropriate Body where an issue cannot be resolved appropriately within school;
- maintain high standards of professional conduct;
- retain copies of their formal assessment reports.

The Headteacher has overall responsibility for statutory induction within the school. The Headteacher will:

- confirm that the ECT has QTS and requires induction;
- agree an Appropriate Body before induction begins;
- ensure the ECT is registered appropriately;
- ensure the ECT is employed in a suitable post;
- appoint an induction tutor and mentor with appropriate knowledge and sufficient time;
- ensure the full timetable reduction is provided;
- ensure an appropriate ECT professional-development programme is in place;
- ensure observations, progress reviews and formal assessments take place;
- maintain and retain appropriate statutory records;

- alert the Appropriate Body promptly where concerns arise;
- ensure additional support is provided where required;
- participate in Appropriate Body quality assurance;
- make the final recommendation to the Appropriate Body;
- make the Governing Board aware of the arrangements established for ECT induction.

The Headteacher and Appropriate Body are jointly responsible for monitoring, support and assessment during statutory induction.

The Induction Tutor has responsibility for coordinating statutory induction and assessing progress. The induction tutor will:

- coordinate the induction programme;
- provide or coordinate professional-development guidance;
- monitor progress against the Teachers' Standards;
- undertake progress reviews in terms when formal assessment does not occur;
- undertake the two statutory formal assessment meetings;
- coordinate evidence from relevant colleagues where appropriate;
- ensure that the ECT understands the judgement being made;
- provide copies of progress-review and assessment records;
- notify the Headteacher and Appropriate Body of progress;
- identify concerns promptly;
- establish and monitor support plans where progress is not satisfactory;
- ensure assessment remains evidence-based, fair and proportionate.

The Mentor provides regular developmental support and instructional coaching. The mentor will:

- meet regularly with the ECT;
- provide professional guidance and coaching;
- support reflection on classroom practice;
- model effective teaching and specialist SEND approaches;
- help the ECT apply professional learning to their classroom practice;
- facilitate opportunities to observe experienced colleagues;
- support confidence, professional judgement and development.

Wherever practicable, the mentor will not undertake the induction tutor's formal assessment role.

The Appropriate Body provides independent quality assurance of statutory induction. It will satisfy itself that:

- the ECT has an appropriate programme;

- the post is suitable;
- the ECT receives the statutory timetable reduction;
- appropriately trained induction tutor and mentor arrangements are in place;
- monitoring, support and assessment are fair and appropriate;
- concerns are responded to appropriately;
- the statutory induction process is being implemented correctly.

The Appropriate Body is responsible for the final statutory decision on completion of induction.

The Governing Board will receive appropriate assurance that the school is fulfilling its responsibilities for ECT induction. It will ensure that sufficient resources and capacity are available, including appropriate mentoring, reduced timetable and professional-development arrangements. Governors will not undertake operational assessment of individual ECTs.

Section 07

MENTORING, COACHING AND PROFESSIONAL DEVELOPMENT

Developing practice. Providing protected support. Building professional judgement.

High-quality mentoring is central to Riverside Bridge School's approach to Early Career Teacher development.

Mentoring should provide protected professional space in which the ECT can reflect upon practice, discuss challenges, rehearse strategies and develop professional confidence.
The school's approach combines instructional coaching, professional dialogue, observation, modelling and reflective discussion. Mentoring should remain predominantly developmental rather than evaluative.
The frequency of mentoring will reflect the school's chosen ECT programme and the needs of the individual teacher. Under the current Riverside programme, mentors will normally meet ECTs weekly during Year 1 and fortnightly during Year 2. Where the programme provider changes, mentoring arrangements will continue to meet or exceed the requirements of the applicable statutory entitlement.

Professional development may include:

- participation in the chosen ECT programme;
- mentoring and coaching;
- observation of experienced practitioners;
- joint planning;
- lesson observation and feedback;
- specialist SEND development;
- relevant curriculum and assessment training;
- whole-school professional development;
- Trust development opportunities;
- personalised development linked to identified professional needs.

Professional development will not be restricted to completion of provider materials. It should remain responsive to the ECT's role, pupils and professional development.

Section 08

OBSERVATION, PROGRESS REVIEWS AND FORMAL ASSESSMENTS

Monitoring progress. Providing feedback. Assessing fairly.

ECT teaching will be observed at regular intervals throughout induction.
Observation supports both development and statutory assessment. It will therefore be proportionate and purposeful.
The observer should hold QTS. The ECT and observer will normally agree the arrangements in advance, and constructive feedback will be provided promptly. A brief written record will identify relevant strengths and development needs.

Progress reviews

Professional progress reviews will take place in each term in which a formal assessment is not scheduled. For a standard two-year induction, this means progress reviews will normally occur in Terms 1, 2, 4 and 5, with formal assessments in Terms 3 and 6. Progress reviews:

- are not formal assessments;
- are led by the induction tutor;
- consider progress against the Teachers' Standards;
- are informed by existing evidence;
- do not require the ECT to create additional evidence;
- identify strengths and development priorities;
- establish whether the ECT is on track to complete induction successfully;
- identify additional support where required.

A written record will be provided to the ECT following each progress review. The record will state whether the ECT is making satisfactory progress and will summarise relevant evidence and development targets. The induction tutor will update the Headteacher and notify the Appropriate Body following each progress review. Copies of progress-review records will be provided to the Appropriate Body.

Formal assessments

Two formal assessments will take place during the standard induction period:

- one in the final term of Year 1; and
- one in the final term of Year 2.

Equivalent arrangements apply for part-time ECTs. Formal assessment must be based upon the ECT's performance against the Teachers' Standards. The ITTECF is not an assessment rubric and must not be used as one.

Evidence will be drawn from the ECT's normal work as a teacher, including existing evidence gathered through observation, professional dialogue, progress reviews and wider professional practice. There is no requirement for the ECT to prepare a separate evidence portfolio specifically for formal assessment.

The ECT will be informed of the proposed judgement and given the opportunity to comment on the assessment report. Copies of formal assessment reports will be provided to the ECT and Appropriate Body.

The final assessment report must be sent to the Appropriate Body within the applicable statutory timescale; current guidance requires this within 10 working days of the final assessment meeting.

Section 09

EVIDENCE AND RECORD-KEEPING

Using normal practice. Avoiding unnecessary workload. Maintaining statutory records.

Riverside Bridge School will maintain accurate, proportionate and secure records throughout the induction period. Evidence should arise from the ECT's ordinary professional practice and induction arrangements. Relevant evidence may include:

- lesson-observation records;
- planning and curriculum work;
- assessment information;
- examples of everyday professional practice;
- progress-review records;
- formal assessment reports;
- professional dialogue;
- records of agreed development objectives;
- information arising from the induction programme where relevant.

Developmental mentoring conversations will not routinely be used as formal assessment evidence. The mentoring relationship should remain sufficiently confidential and developmental to support open professional reflection.

Where the mentor provides relevant evidence of observed professional practice, this should be used transparently and appropriately rather than through disclosure of confidential mentoring discussion.

ECTs will not be required to create unnecessary additional evidence solely for induction.

The school will provide copies of progress-review and formal-assessment documentation to the ECT and Appropriate Body as required.

Relevant induction documentation will be retained for the statutory or Trust retention period. Current DfE guidance expects the Headteacher to retain relevant induction documentation for **six years**.

Personal information will be handled in accordance with the Data Protection Policy and Data Retention Schedule.

Section 10

ABSENCE, PART-TIME WORKING AND SPECIAL CIRCUMSTANCES

Applying statutory rules. Adjusting induction fairly. Maintaining sufficient evidence.

The duration of statutory induction may be affected by part-time working, absence or other circumstances.

Part-time ECTs

A part-time ECT will normally complete induction on a full-time-equivalent basis.

However, once a part-time ECT has completed a minimum period covering two full school years, the Appropriate Body may, with the ECT's agreement, reduce the remaining period where sufficient evidence demonstrates that the Teachers' Standards have been satisfactorily met.

Any reduction is determined by the Appropriate Body rather than by Riverside Bridge School alone.

Absence

The school will maintain accurate records of absence during statutory induction.

Where an ECT has 30 or more days of ad-hoc absence during a year of induction, the induction period will normally be extended by the aggregate number of days absent in accordance with statutory guidance.

Certain statutory family and caring absences are treated differently under the regulations and current guidance. The school will apply the current rules rather than treating all absence identically.

The Appropriate Body will be consulted where an extension or other adjustment may be required.

Where an ECT is absent when a progress review or formal assessment is scheduled, the outstanding review or assessment will normally take place following their return rather than being completed in their absence.

Leaving Riverside Bridge School during induction

Where an ECT leaves Riverside Bridge School before completing induction, the school will complete the required documentation and provide an interim assessment where required.

Relevant records will be provided to the ECT and Appropriate Body so that completed induction service can be recognised appropriately.

Where an ECT joins Riverside partway through induction, the school will obtain relevant previous assessment and progress-review records.

Section 11

CONCERNS, ADDITIONAL SUPPORT AND CAPABILITY

Identifying early. Providing support. Separating induction from capability.

Riverside Bridge School will identify concerns as early as possible so that the ECT has a genuine opportunity to improve. Where the induction tutor determines that progress is not satisfactory, the concern must be stated clearly within the relevant progress review or formal assessment. The school will:

- identify the specific Teachers' Standards or areas of practice requiring improvement;
- explain the concern clearly to the ECT;
- establish appropriate and achievable objectives;
- provide additional mentoring, coaching or professional development;
- increase observation, monitoring or feedback where appropriate;
- create a structured support plan;
- review progress regularly;
- notify the Headteacher;
- notify and liaise with the Appropriate Body;
- ensure that the ECT understands the potential consequences if improvement is not secured.

Where unsatisfactory progress continues, the support plan will be reviewed and revised as necessary.

The ECT must not reach the final assessment point unaware that their progress is considered unsatisfactory. Monitoring and support should ensure that assessment outcomes are not unexpected.

Relationship with capability

Statutory induction and employment capability are separate processes.

In most cases, concerns about an ECT's progress will be managed through the statutory induction support arrangements. However, in a small number of particularly serious cases, Partnership Learning may commence the Staff Capability Procedure before the end of statutory induction where the seriousness of the performance concern justifies this. Capability proceedings may result in dismissal before induction is completed. The induction process and Appropriate Body involvement will continue to be managed in accordance with statutory guidance for as long as the ECT remains employed and serving induction.

Trust HR and the Appropriate Body must be consulted where capability action is being considered during induction.

ECT concerns about induction

An ECT who believes they are not receiving their statutory entitlement or that their induction arrangements are inappropriate should raise the concern promptly with their mentor or induction tutor.

Where it cannot be resolved, the matter may be escalated to the Headteacher and then to the Appropriate Body. This does not remove the employee's right to use another relevant school or Trust procedure where applicable.

Section 12

COMPLETION OF INDUCTION AND APPEALS

Making recommendations. Securing independent decisions. Protecting appeal rights.

Following the final formal assessment, the Headteacher, informed by the induction tutor's assessment, will make a recommendation to the Appropriate Body. The recommendation will indicate whether:

- the ECT's performance against the Teachers' Standards is satisfactory;
- the ECT's performance is not satisfactory;
- an extension should be considered.

The Appropriate Body is responsible for the final statutory decision.

Successful completion

Where induction is satisfactorily completed, the Appropriate Body will confirm the decision. The teacher will then continue their professional development through the school's normal professional-development and appraisal arrangements as applicable.

Extension

In some circumstances, the Appropriate Body may determine that induction should be extended. Any extension will be governed by the statutory criteria and arrangements applicable at the time. The school will provide appropriate support during an extended induction period.

Failure to complete induction satisfactorily

Where the Appropriate Body determines that the ECT has failed satisfactorily to complete induction, the ECT will be informed formally of the decision and their appeal rights. Failure to complete induction satisfactorily does not remove QTS. However, statutory restrictions apply to subsequent employment as a teacher in a relevant school where satisfactory completion of induction is required.

Appeals

An ECT has a statutory right of appeal against a decision that they have failed satisfactorily to complete induction. In England, the Teaching Regulation Agency acts as the Appeals Body on behalf of the Secretary of State. The school will cooperate with any appeal and provide relevant records and evidence as required.

Section 13

EQUALITY, MONITORING AND REVIEW

Ensuring fairness. Monitoring entitlement. Maintaining compliance.

Riverside Bridge School will ensure that all Early Career Teachers are treated fairly, consistently and with dignity throughout statutory induction. The school will comply with the Equality Act 2010 and will make reasonable adjustments where required. Professional judgements will be based upon evidence of practice and the Teachers' Standards, taking appropriate account of the teacher's working context. At Riverside Bridge School, assessment must recognise the specialist nature of teaching pupils with complex SEND. Judgements should be based upon the Teachers' Standards in a way that reflects the pupils, curriculum pathways and professional context in which the ECT works.

The Headteacher will ensure that:

- ECTs are appropriately registered with an Appropriate Body;
- suitable posts are provided;
- timetable entitlements are protected;
- induction tutors and mentors have sufficient time and training;
- progress reviews and formal assessments are completed;
- records are maintained;
- concerns are acted upon appropriately;
- Appropriate Body requirements are met;
- ECT professional-development arrangements remain effective.

The Governing Board will receive appropriate assurance that statutory induction arrangements are effective and compliant. Governance monitoring may include numbers of ECTs, induction completion, access to timetable entitlement, mentor capacity, professional-development arrangements and any recurring issues requiring strategic action. Individual assessment judgements remain an operational and statutory matter and will not be routinely scrutinised by governors.

This policy will be reviewed annually and sooner where:

- DfE statutory guidance and induction regulations change;
- Early Career Teacher Entitlement arrangements change;
- the ITTECF changes;
- Appropriate Body arrangements change;
- Partnership Learning requirements change;
- school experience indicates a need for revision.

Section 14

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Staff Induction Policy
- Staff Capability Policy
- Teachers' Pay Policy
- Professional Development Policy
- Staff Wellbeing Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Grievance Resolution Policy
- Whistleblowing Policy
- Data Protection Policy
- relevant Partnership Learning HR and employment procedures
- current Teachers' Standards
- current DfE statutory guidance on induction for Early Career Teachers
- current Appropriate Body guidance
- current Initial Teacher Training and Early Career Framework
- current Early Career Teacher Entitlement arrangements

APPENDIX

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Early Career Teacher Induction Journey

A clear timeline for support, development and success

Stage	Typical Timing	Purpose
Pre-arrival	Before start date	Induction planning, statutory registration and confirmation of a suitable post.
School Induction	Week 1	Welcome, safeguarding, systems and specialist SEND practice.
Year 1	Throughout Year 1	Mentoring, ECT training, observations, progress reviews and Formal Assessment 1.
Year 2	Throughout Year 2	Continued professional development, mentoring, progress. reviews and Formal Assessment 2.
Completion	End of Year 2	Appropriate Body decision and transition to appraisal.

The focus throughout the induction period is **professional growth.**
Riverside Bridge School is committed to providing Early School Teacher with **high-quality mentoring, coaching, specialist professional development** and support to help them become confident, reflective and successful teachers.

Inspiring communication, empowering independence, achieving brighter futures.

Communication for all | Independence for life | Aspirations for every learner | Partnership with families | Safety and wellbeing