



Saint Jérôme  
Church of England  
Bilingual School

Policy for the Induction of  
Early Career Teachers (ECTs)

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| <b>Policy created:</b>              | October 2021                                                                                                                                                                                                |
| <b>Policy reviewed and updated:</b> | September 2026                                                                                                                                                                                              |
| <b>Date of next review:</b>         | September 2027                                                                                                                                                                                              |
| <b>Review cycle:</b>                | Not on the DfE statutory policies list, so no fixed review cycle is mandated. Reviewed annually as part of the school's development cycle, and sooner should there be any change to statutory requirements. |
| <b>Linked policies:</b>             | Safer Recruitment and Selection Policy, Collective Worship Policy, Relationships, Sex and Health Education Policy.                                                                                          |

Version history

| Date           | Version | Summary of changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 2021   | V1      | Original policy, written for the 2021-23 ECT cohort under the then-new Early Career Framework (ECF) reforms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| September 2026 | V2      | Full review following DfE Regions Group correspondence (ref CI-0396675 / CI-0392641). Added a legal framework section citing current DfE statutory guidance (last updated June 2026). Updated terminology throughout: the Early Career Framework (ECF) is now the Initial Teacher Training and Early Career Framework (ITTECF), and 'ECF-based training' is now the Early Career Teacher Entitlement (ECTE), both effective from September 2025. Added neonatal care leave to the list of statutory leave exempt from automatic induction extension. Removed the fixed 2021-23 cohort framing so the policy applies on an ongoing basis. Updated governance titles and named individuals, including the current Induction Tutor. |

Headteacher:

*Kate Schutte*

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(Kate Schutte)

Co-Chairs of Governors: Approved by Governors on 17th September 2026

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(Vas Lappas and Edward Stowell)

# 1. Introduction and Legal Framework

The first years of teaching are not only very demanding, but also of critical significance in the professional development of a new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge, enabling ECTs to establish a secure foundation upon which a successful teaching career can be built.

This policy is based on and follows the guidance and statutory requirements set out in DfE statutory guidance: Induction for early career teachers (England), last updated June 2026. It has regard to the following:

- The statutory guidance applies to all schools required or choosing to offer induction to early career teachers, including academies and free schools
- From September 2025, induction is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), which replaced the previous Early Career Framework (ECF). The two-year programme of training and support is now known as the Early Career Teacher Entitlement (ECTE)
- The guidance was updated in June 2026 to reflect the Ofsted inspection framework in force from 10 November 2025, and includes neonatal care leave in the list of statutory leave types exempt from automatic extension of the induction period
- Qualified teachers must by law complete a statutory induction period satisfactorily, subject to specified exceptions; an ECT cannot begin statutory induction unless they hold Qualified Teacher Status (QTS), which the Headteacher must check with the Teaching Regulation Agency (TRA).

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

## 2. Purposes

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- Ensure a smooth transition from teacher training, to support ECTs meet all the Teachers' Standards consistently by the end of the two-year induction period
- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs, including activities and training that support the ECT's deeper understanding of the ITTECF
- Provide individualised support through high quality mentoring
- Provide ECTs with examples of good classroom practice
- Help ECTs form productive relationships with all members of the school community and stakeholders
- Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate success
- Act quickly to help ECTs address any areas of concern
- Provide a foundation for longer-term professional development.

The whole staff are kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole-school approach to teacher induction, and recognises that the quality and commitment of those who supervise induction is a crucial factor in its continued success.

## 3. Entitlements

Each ECT should be proactive in their own career development. Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction, building on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs at Saint Jérôme C E Bilingual School are as follows:

- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these

- A dedicated Google Classroom with supportive resources to help induct the ECT to the school
- Help and guidance from an induction tutor and mentor who: is an experienced teacher holding Qualified Teacher Status; is knowledgeable about the phase group, year group or subject; and has been trained in the induction process and in coaching and mentoring skills
- Regular meetings with the mentor, induction tutor, senior managers, subject co-ordinators and other key staff where appropriate
- A reduction of 10% of the average teacher's timetable, in addition to PPA time, in the first year of induction, and 5% in the second year, used for participating in the school's induction programme, other professional development activities and meetings with the mentor
- Access to an induction programme based on the ITTECF: at Saint Jérôme C E Bilingual School we offer the Full Induction Programme, in partnership with UCL, Teach West London and Harrow Local Authority, with additional opportunities to engage in training and development with the London Diocesan Board for Schools
- Opportunities to observe experienced colleagues teaching
- Regular observation of the ECT's teaching by experienced colleagues, at least once every half term
- Prompt written, as well as oral, feedback on teaching observed against the Teachers' Standards, including feedback about strengths and areas for development as appropriate
- Termly progress review meetings to record achievements and progress against the standards, agree next-step targets and raise concerns (terms 1, 2, 4 and 5)
- Formal assessment meetings to record progress and performance against the Teachers' Standards, at the mid-point and end of induction (terms 3 and 6)
- Support in any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards, given in a timely, honest and professional manner
- Detailed success criteria for any areas identified as putting an ECT at risk of not meeting the Teachers' Standards
- Opportunities for further professional development based on agreed targets and identified needs
- Support to develop knowledge of French and how to support the bilingual ethos of the school
- Support with understanding the school's Christian vision, and how to effectively teach Religious Education and lead Collective Worship.

## 4. Roles and Responsibilities

### The Governing Body

The Governing Body is fully aware of the contents of the DfE's statutory guidance on induction for early career teachers, which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its obligations over the two-year induction period. The Governing Body is kept aware and up to date about induction arrangements and the progress of ECTs, through the Headteacher's report and/or direct contact with the induction tutor in school.

The school's current Induction Tutor is Jack Corson, Assistant Headteacher.

### The Headteacher

The Headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

- Ensuring an appropriate induction programme and support are in place
- Appointing a suitably experienced teacher to the induction tutor role
- Keeping the Governing Body aware and up to date about induction arrangements and ECT progress.

Many of the tasks associated with the above are delegated to and carried out by the induction tutor and mentor; however, the Headteacher will also:

- Observe each ECT, through 'drop-ins', at least once each term
- Observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards

- Recommend to the Appropriate Body (Harrow Local Authority) whether an ECT has met the requirements for satisfactory completion of the induction period.

## Induction Co-ordinator (Induction Tutor)

The principal requirement for the Induction Co-ordinator is to be responsible for the overall management of ECTs as they join the teaching profession and Saint Jérôme C E Bilingual School's systems and structures. This entails a co-ordination role and keeping records of activities and monitoring the quality of provision, and embraces various tasks, such as ensuring the ECT is accessing an induction programme based on the ITTECF, with additional input to support wider understanding of school systems and structures, providing support and guidance, and the rigorous, fair and consistent assessment of ECT performance.

This is a very important element of the induction process, and the Induction Tutor is given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Induction Tutor makes rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards, and is able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

## Mentor

In addition to the tutor, who has responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot, which allows time for the ECT and mentor to work through activities relating to their induction programme. Evidence gathered through these activities may contribute to the judgements about the ECT's progress against the Teachers' Standards.

The mentor is given adequate time to carry out the role effectively and to meet the needs of the ECT. They are required to attend regular mentoring sessions and mentor training where appropriate.

## 5. Assessment and Quality Assurance

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Termly progress review meetings give details of: areas of strength; areas requiring development; evidence used to inform judgement; targets for the coming term; and support to be provided by the school.

ECTs receive a formal assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6), carried out by either the Headteacher or the Induction Tutor. Evidence used in progress reviews and assessments is clear and transparent, and referenced in reports and paperwork.

Evidence for assessments is drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings are informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, consisting of existing and working documents. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period relate directly to the Teachers' Standards, and are not made against the ITTECF.

The assessment of ECTs is rigorous and objective:

- The induction tutor ensures that assessment procedures are consistently applied
- Criteria used for formal assessments are shared and agreed in advance
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly progress reviews) are used
- Assessment draws on views from all teachers who have a part in the ECT's development, in order to gain a reliable overall view
- Assessment draws on evidence from planning, work produced by pupils, progress data and relationships with staff, pupils and parents, reflections on practice and training, as well as formal observations of teaching
- Copies of any records are shared with the ECT.

## 6. At-Risk Procedures

If an ECT encounters difficulties meeting the Teachers' Standards, the following procedures apply:

## Initial concern

- The tutor and ECT identify and agree the difficulties
- An action plan is developed with clear targets, success criteria and specific support outlined for securing an improvement in practice
- Early warning of the risk of failure is given, and the school's concerns communicated to the Appropriate Body (Harrow Local Authority) without delay.

## Continued concern

The Headteacher and Appropriate Body contact support the induction tutor and ECT in observations and planning an appropriate programme, to ensure satisfactory completion of the ECT's induction and that all steps have been taken to improve the situation.

## Improvements not achieved

Despite the additional support, the Headteacher, tutor and Appropriate Body contact meet with the ECT to explain their options and provide advice on next steps.

The ECT is made aware of any concerns, at all stages, throughout the induction process.

## 7. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, Induction Co-ordinator, Headteacher) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named Appropriate Body contact.

The first named point of contact for the Appropriate Body is Debbie Cummings, ECT Induction Adviser for the London Borough of Harrow.

## 8. Monitoring and Review

The Appropriate Body (Harrow Local Authority) has a role in checking that an ITTECF-based induction is in place, and records inductions through the DfE's national 'Record Inductions as an Appropriate Body' service. This policy is reviewed as part of the school's development cycle, and sooner should there be any change to statutory requirements.