



Early Career Teacher (ECT) Induction Policy

Approval and Review Details	
Authorised By:	ASST Board
Status:	Approved
Chair of ASST Board	Russell Ayling
Date Approved:	February 2025
Next Review Date:	Spring 2029

Contents

- 1. Aims, scope and principles 3
- 2. Legislation and statutory guidance 3
- 3. The ECT induction programme..... 3
- 4. Roles and Responsibilities..... 5
- 5. Observation of teaching and learning 7
- 6. Who do I contact and when? 7
- 7. Review of the Policy..... 9
- 8. Links with other policies **Error! Bookmark not defined.**
- Further Advice..... **Error! Bookmark not defined.**

1. Aims, scope and principles

Our Trust's statutory induction processes have been developed to ensure our Early Career Teachers [ECTs] feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils.

Qualified teachers employed in a relevant school* must satisfactorily complete their statutory induction period to gain their full professional qualification. Statutory induction is not a legal requirement to teach in the FE or independent sectors, academies, free schools and British Schools Overseas. If an ECT is undertaking statutory induction in one of these institutions the statutory guidance must be followed.

[*A relevant school in England includes: maintained schools; non-maintained special schools; maintained nursery schools; nursery schools that form part of a maintained school; local authority-maintained children's centre and pupil referral units (PRUs).]

In our trust schools, there is an expectation for ECTs to satisfactorily complete their statutory induction and a requirement for the contractual probationary period to be satisfactorily completed. The expectation is that by the end of the induction period each ECT will be satisfactorily meeting the teacher standards. For a full-time ECT, the induction period will typically last for 2 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.

A career in teaching is both rewarding and demanding. The statutory induction period is the bridge between initial teacher training and a career in teaching. Fundamentally, statutory induction pivots around a personalised programme of development, support and professional dialogue, alongside monitoring and assessment, against the Teachers' Standards. The role of the school is to walk alongside the ECT with support, advice and guidance. The headteacher must appoint an induction tutor and an induction mentor who each has Qualified Teacher Status, has the time and skills to undertake the role and has been appropriately trained in line with the statutory guidance. The induction tutor has responsibility for day-to-day supervision of the ECT ensuring appropriate support, challenge, professional development, monitoring, assessment and reporting. The induction programme must consider individual needs and circumstance for each ECT.

In our Trust, we use an Appropriate Body [Unity Teaching School], to ensure formal assessments and reports are completed.

The Trust and every school in our Trust aim to:

- Follow an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 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

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021, [Early career framework reforms](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

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 be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

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 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 the school's existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of the school's existing teachers on the main

pay range. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive i.e. an ECT receives an additional 10% release time on top of the standard 10% PPA all teachers are entitled to in their first year. In their second year the ECT receives an additional 5% release time (reduced from the 10% additional release time) on top of the standard 10% PPA all teachers are entitled to in their second year.

- 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

3.2 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
- Their designated (induction) mentor, who will provide regular structured mentoring sessions which, through a standardised routine, provide the ECT the opportunity to shape a clear model of better, identify a bite-sized area for improvement and use deliberate practice as per Ambition Institute Early Career Teacher Full Induction Programme (as facilitated by the Unity Teaching School Hub) – ideally weekly
- Regular, brief (15minute), focused observations of their teaching/planning/resource (as per the Ambition Institute Early Career Teacher Full Induction Programme) and follow-up discussions with prompt and constructive feedback – ideally weekly
- 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 full time ECT's first year (term 3) and the final term of their second year (term 6), this may differ for part time ECT's and will be carried out by the headteacher or the ECT's 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 via the ECT Manager.

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 headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to 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 headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. 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 headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured. This is to best support the ECT and the new employing school.

3.3 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:

- 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 it to review. Schools must not wait for a reporting period if there are concerns that an ECT is not making sufficient progress. The ECT will be informed immediately, as per the statutory guidance there must be no surprises at a formal review and the appropriate body must be informed of any concerns.

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.

The ECT may also wish to seek the advice of their trade union.

4. Roles and Responsibilities

The Trust:

The Trust has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an ECT being employed the Trust will carefully consider the school's capacity to fulfil its obligations towards the ECT. The Trust will be kept informed of induction arrangements and outcomes of formal reports. The Trust Directors with responsibility for overseeing ECTs are Directors of Education.

The Trust Directors will intervene as much or as little as necessary based on the needs of the ECT. The Trust works on the principle that most ECTs are self-managing with well-timed support and guidance from their Induction Tutor and Induction Mentor.

As well as the above, the Trust Directors will:

- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the Trust'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

Where the ECT requires more support, there will be a greater degree of intervention from the Headteacher and then the Trust. Advice can also be sought from the Trust HR team by contacting Rachel Waters (r.waters@asst.org.uk).

Headteacher:

The headteacher has a significant role in the statutory induction process and 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 4.1 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 ECF-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 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 doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant 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 that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

Induction mentor:

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide opportunity to shape a clear model of better, a bite-sized area for improvement and use of deliberate practice through the standardised routine as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly.
- Complete recording of the agreed action steps for the ECT on the Ambition Institute online platform (Steplab) to be reviewed in future session.
- Commit to self-study utilising designated resources on Steplab and scheduled engagement at mentor clinic, coach-on-coach sessions and conferences as per Ambition Institute Early Career Teacher Full Induction Programme.
- Commit to attendance and involvement in two twilight clinic and two conferences over the course of the two-year programme,
- Ensure that the ECT understands and successfully embeds their learning into their classroom practice through effective instructional coaching.
- 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 ECF-based programme.
- 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.

ECT:

The ECT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.5. 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 guarantee engagement with their ECF-based induction, through the online access to the Ambition Institute Early Career Teacher Full Induction Programme materials
- Commit to weekly self-study of as per expectations of the Ambition Institute Early Career Teacher Full Induction Programme (10mins video, 15mins read of evidence summary, 15mins quiz and reflection) through the Ambition Institute platform (Steplab)
- Commit to deliberate practice within mentor feedback meetings, learning and practising aspects of the framework throughout the programme and embedding of new habits within teaching
- Commit to attendance and involvement in termly twilight clinics and three conferences over the course of the two-year 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 tutor or within the school.
- If the ECT feels the school/ trust has set them unreasonable targets or expectations, they should contact their induction tutor;
- If the ECT feels their induction tutor is being unreasonable/ unhelpful/ contradictory/ setting unreasonable demands/ being unfair then they should consult their Headteacher or the CEO (when the induction tutor is the Headteacher).

5. Observation of teaching and learning

As part of a successful induction, all ECTs will be formally observed at regular intervals throughout their induction period e.g. on a half termly basis by their Induction Tutor to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. From these observations, strengths and areas for improvement related to the Teachers' Standards must be identified. In the first term, the Trust will undertake an informal observation of the ECT. If the Trust are conducting a full teaching and learning review in school, including a work scrutiny, the ECT will be formally observed as part of this. The Headteacher and other leaders in school may also observe the ECT at any time.

It is also expected that:

- The observer holds QTS.
- The ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance.
- Feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and
- Any written record will indicate where any development needs have been identified.

6. Who do I contact and when?

- The Trust's confidential wellbeing scheme, contact details available from the school office or HR Officer Rachel Waters (r.waters@asst.org.uk).
- If the ECT has any concerns at any time about any aspect of their induction they may contact their union for advice.
- If the ECT has had a period of illness during then this may affect their induction. Please refer to the Staff Absence and Attendance policy for clarification or contact the HR Officer Rachel Waters (r.waters@asst.org.uk).
- If the ECT is deemed to be not on target to pass their final assessment, then it may be possible to extend their induction. They will need to consult their induction tutor and their union.

	Who do I contact?							
What's my query?	Induction Tutor	Induction Mentor	SENDCo	DSL	HT (or HoD / SLT if secondary school)	Trust Director of Education	HR	Contact Appropriate Body
I'm stuck with ideas for planning								

I'm not being provided the statutory 10% release time								
I am provided with insufficient IT resource to access the online self-study materials								
My mentor is not regularly meeting with me and/or engaging in appropriate instructional coaching activity								
I'm worried about doing Parents' Evening this term								
I'm unhappy in the school								
My children with D/SEN aren't making progress								
I've got a problem with my Induction Tutor								
I've got a problem with the Headteacher								
	Who do I contact?							
What's my query?	Induction Tutor	Induction Mentor	SENDCo	DSL	HT (or HoD / SLT if secondary school)	Trust Director of Education	HR	Contact Appropriate Body
I haven't been paid								
The behaviour of the Leadership Team makes me feel uncomfortable								
The behaviour of staff member makes me feel uncomfortable								
The behaviour of the Trust Director/Advisor/Consultant makes me feel uncomfortable								
I would like to change year group next year								
I've seen a teacher hitting a pupil					(HT only)			

I am not allowed to attend my training event								
A pupil has disclosed some confidential information to me								
I disagree with school's decision to fail me								

7. Review of the Policy

This policy is reviewed annually by the Trust Board who will monitor the application and outcomes of this policy to ensure it is working effectively.

8. Links with other policies

This policy links to the following policies and procedures:

- Probation Procedure
- Performance Management Procedure
- Grievance
- Pay
- Leave of absence policy

Further Advice

For further information staff can contact their Headteacher/ Head of School or our HR Officer (r.waters@asst.org.uk).

