



The Athelstan Trust

ECT Induction Policy

Date of review	Approved by	Date of Approval	Next review	Website
July 2026	Executive	July 2026	June 2029	Y

Rationale

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

The induction programme at the Athelstan Trust supports early career teachers (ECTs) to demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

This policy is informed by:

- The ITTECF - [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- DfE's statutory guidance [Induction for early career teachers \(England\)](#) (June 2026)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- Appropriate Bodies Guidance: <https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

Aims

The aims of the policy are to:

- ensure schools run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) and meets the requirements of the Early Career Teacher Entitlement (ECTE)
- support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs
- ensure all staff understand their role in the ECT induction programme

The ECT induction programme

The induction programme will be underpinned by the ITTECF, and its aims are:

- be flexible and appropriate to the needs of individual ECTs
- help ECTs to become fully integrated into the school as a whole
- help ECTs to understand their responsibilities as part of the teaching profession
- provide ECTs with the opportunity to observe good practice and to reflect on their own



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teaching practice with their ECT induction tutor

- allow opportunities for them to identify areas for development
- enable ECTs to perform satisfactorily against the Teachers' Standards
- provide a foundation for ECTs to develop professionally in the long-term.

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 named contact within the appropriate body with whom they can raise concerns about their induction that they are unable to resolve
- 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

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 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 and the final term of their second year and will be carried out by the ECT 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.



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After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. Following the final assessment report the headteacher will recommend to the appropriate body whether the ECT's performance is satisfactory against the Teachers' 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.

The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.

If 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 will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

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 Teachers' standards
- An effective support programme is put in place to help the ECT improve their performance. The support plan will incorporate clear targets, be monitored through regular check-ins, and include the scheduled date for a formal review meeting.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan.

When there are still concerns about the ECT's progress following intervention, the Induction tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. The ECT's induction process must continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

- put an effective support programme in place to help the ECT improve their performance
- give the ECT every opportunity to improve their performance



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- inform the appropriate body that there is a concern.

Roles and Responsibilities of those involved in the Induction Process

The ECT

The ECT should:

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their Early Career Teacher Entitlement (ECTE)
- provide evidence of their progress against the Teachers' Standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- keep track of and participate effectively in all the 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
- retain the original copies of their own assessment forms.

The Induction Tutor

The induction tutor should:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six or pro rata for part-time staff)
- carry out progress reviews in terms where a formal assessment does not occur
- inform the ECT following 'progress review' meetings of the determination of their progress against the Teachers' Standards and share review records with the ECT, head teacher and appropriate body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure that the ECT's teaching is observed, and feedback provided
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress, to include ensuring they have been provided with a named contact within the appropriate body with whom to raise concerns
- take prompt, appropriate action if an ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs, wherever possible, do not require new documentation but draw on existing working documents.

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback



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- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality Early Career Teacher Entitlement (ECTE)
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties.

Where the mentor role and induction tutor role are combined, the school will put in place adequate safeguards to ensure mentoring support is not conflated with assessment.

The Headteacher

The Head teacher is, along with the Appropriate Body, jointly responsible for the monitoring, support, and assessment of the ECT during induction, and should:

- verify that the award of QTS has been made before the ECT takes up the post
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the ECT starting the induction programme, which Body will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- ensure that the requirements for a suitable post for induction are met
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure the mentor has the ability and sufficient time to carry out their role effectively
- ensure an appropriate Early Career Teacher Entitlement (ECTE) programme is in place.
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure that assessments are carried out and reports are completed and sent to the appropriate body
- maintain and retain accurate records of employment that will count towards the induction period
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension
- notify the appropriate body if absences total 30 days or more within each year of induction
- participate appropriately in the appropriate body's quality assurance procedures
- retain all relevant documentation, evidence, and forms on file for six years.

There may also be circumstances where the Head teacher should:

- obtain interim assessments from the ECT's previous post
- act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- notify the appropriate body as soon as absences total 30 days or more
- periodically inform the governing body about the school's induction arrangements
- advise and agree with the appropriate body in exceptional cases where it may be



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appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed

- provide interim assessment reports for staff moving in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution.

The Governing Body

The governing body:

- should ensure compliance with the Statutory Guidance for ECT Induction
- should be satisfied that the institution has the capacity to support the ECT
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Statutory Requirements

This policy is informed and underpinned by the *Induction for early career teachers (England) Statutory Guidance for appropriate bodies, head teachers, school staff and governing bodies (Department for Education June 2026)*.

In line with the statutory guidance the school will:

- identify a person, with QTS, to act as the ECT's induction tutor and another person to act as the ECT's mentor, giving those people sufficient time to carry out the role effectively and meet the needs of the ECT
- ensure that ECTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year one and no more than 95% of the timetable of the school's existing teachers on the main pay range in year two to enable them to undertake activities in their ECTE programme. This is in addition to the planning, preparation, and assessment time (PPA) that all teachers receive
- facilitate ECT's observation of experienced teachers either in this school or another school where good practice has been identified
- keep ECTs up to date on their progress to avoid unexpected issues
- ECT and mentor sessions should be timetabled during teaching hours however in exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time
- ECTs serving induction on a part-time basis may, on completion of a minimum period covering but not equivalent to two full years, have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory, the headteacher/principal may consult with the appropriate body on whether a reduced induction is appropriate. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher and must gain the agreement of the teacher concerned. A reduction, in these circumstances, should only be made on the basis that the ECT has met the Teachers' Standards.