

“The Summit is what drives us, but the climb itself is what matters”



## THE SUMMIT FEDERATION

Executive Headteacher: Mr. Damien Bond

### Early Careers Teacher (ECT) Policy

Document Status			
<b>Date of Next Review</b>	May 2027	Full Governing Body	
<b>Success Criteria for review completion</b>	All docs read and amended as necessary.	<b>Responsibility</b>	Chair of Governors
<b>Date of Policy Creation</b>	September 2025	<b>Name</b>	James Piggott
<b>Date of Policy Adoption by Governing Body</b>		<p><b>Signed:</b> (Governor responsible)</p> <p><b>Signed:</b> (Headteacher)</p>	
<p>26<sup>th</sup> November 2025 V1</p>			
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>			
Website and Cloud System			

# Contents

1. Guide to Abbreviations
2. Rationale
3. Aims
4. Purpose of Induction
5. Roles and Responsibilities
6. An ECT's Entitlement
7. The Induction Period and Early Career Framework
8. Formal Assessments
9. At Risk, Unsatisfactory Progress and Appeals
10. Raising Concerns
11. Confidentiality and Data Protection

## Guide to Abbreviations in this Document:

Abbreviation	Term	Definition
ECT	Early Career Teacher	A teacher in the first years of their career. Formally known as a newly qualified teacher or NQT.
ECF	Early Career Framework	The statutory framework that underpins the induction period for an early career teacher.
ITT	Initial Teacher Training	Training received by a prospective teacher. This can be university or school-based training.
QTS	Qualified Teacher Status	Awarded upon successful completion of the induction process.
DfE	Department for Education	The government department responsible for the provision of education.

## Rationale

From the Department for Education (DfE) document '[Induction for early career teachers \(England\)](#)' published March 2021:

- 'All qualified teachers, who are employed in a relevant school in England, must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.'

## Aims

At the Summit Federation, we believe in supporting early career teachers (ECTs) throughout their induction process so that they are equipped with the skills required to be the most successful teacher they can be. We aim to support all our ECTs with a rigorous, well-planned and sustainable programme of support, training, and guidance, which meets all statutory requirements outlined by the DfE.

We also aim for the induction period to develop our ECTs as confident practitioners. We will equip them with the skills required to be successful classroom practitioners and provide a wealth of experience in all areas of school life. They will be ready for the next step of their career, whatever they decide that to be.

## Purpose of Induction

- The induction period spans the gap between initial teacher training (ITT) and a career in teaching. It is an opportunity to practise and hone skills learned in ITT, as well as tackle roles of the teacher that can only be experienced 'on the job'.
- Induction provides ECTs with a structured programme of professional development alongside ongoing support and professional dialogue and is guided by the requirements of the Early Career Framework (ECF). This programme also includes regular monitoring and assessment of an ECT's performance against the [Teachers' Standards](#).
- Training, provided as part of the induction period, should ensure that an ECT can demonstrate satisfactory performance against the Teachers' Standards by the end of this period.
- ECTs should be equipped with all the tools and skills required to be an effective and successful teacher by the end of their induction.

## Roles and Responsibilities

*This section is based upon the roles and responsibilities set out by the DfE in the ['Induction for early career teachers'](#) statutory guidance.*

### ► The ECT will:

- demonstrate that they have QTS and are eligible to begin their induction;
- attend a meeting with their induction tutor to discuss and agree their induction programme and the priorities for this, which they will keep under review;
- plan with the induction tutor how they will use their reduced timetable allowance most effectively and ensure their engagement with their ECF-focused induction programme;
- keep and share evidence of their progress against the [Teachers' Standards](#);
- engage fully with the agreed monitoring and development programme;
- make sure any concerns they have are raised with their induction tutor as soon as possible;
- consult with Claire Geilser at Calderdale & Kirklees Teaching School Hub as early as possible if there are, or may be, issues that are difficult to resolve in the school or with their induction tutor;
- agree dates for classroom observations, progress reviews and formal assessment meetings, keep track of these and participate in them effectively;
- agree with their induction tutor when the induction period will start and finish and inform them of the dates of any absences during this period;
- keep copies of any completed assessment records.

▶ **The executive headteacher will:**

- check that an ECT has been awarded QTS;
- determine if an ECT should serve an induction period or if they are exempt;
- appoint Calderdale & Kirklees Teaching School Hub to act as the appropriate body before any ECTs start their induction period;
- notify Calderdale & Kirklees Teaching School Hub when an ECT is taking up a post and will require induction;
- ensure that the post any ECT holds meets the suitability criteria for an induction post;
- make sure that those filling the roles of induction tutor and mentor have suitable ability and ensure they have time to carry out this role effectively;
- ensure an ECF-based induction programme is in place;
- ensure that the progress of any ECT is regularly reviewed through observation of, and feedback on, their teaching;
- ensure that all necessary reports and assessments are carried out and sent to Calderdale & Kirklees Teaching School Hub;
- ensure that accurate records of employment that count towards the induction period are maintained and retained;
- ensure that all record-keeping and monitoring by any ECTs, their induction tutor and mentor is carried out in the least burdensome and most streamlined way;
- share any arrangements for the support of an ECT induction period with the governing body of the school;
- at the end of each assessment period, make a recommendation to Calderdale & Kirklees Teaching School Hub on whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- engage and participate in Calderdale & Kirklees Teaching School Hub's quality assurance procedures;
- retain on file for six years all relevant documents, evidence and forms.

▶ **The induction tutor will:**

- work alongside Calderdale & Kirklees Teaching School Hub to coordinate and provide guidance for any ECT's professional development;
- ensure progress reviews are carried out regularly during an ECT's induction period, especially during terms when a formal assessment does not occur;
- lead on formal assessment meetings for any ECT during their induction period, one at the end of the first year and one at the end of the second year (or pro-rata if an ECT is part-time);
- keep any ECT informed of their progress against the Teachers' Standards following any progress review meetings and share records from these meetings with the executive headteacher and Calderdale & Kirklees Teaching School Hub;
- ensure any ECT is informed during a progress assessment meeting of the judgements to be recorded in the formal assessment record, inviting an ECT to add their own comments;
- make sure that teaching observations of an ECT are completed and that feedback is provided;
- make it clear to ECTs how they may raise any concerns about the induction programme or their personal development, both within and outside the school;
- ensure prompt and appropriate action is taken if an ECT appears to have difficulties;
- keep all monitoring and record-keeping as streamlined and as undemanding as possible, making sure that a request for evidence from an ECT draws on existing working documents and does not require the creation of new documentation.

▶ **The induction mentor will:**

*(NB: This role may be fulfilled by the same person as the induction tutor and/or executive headteacher, depending on the school size and structure.)*

- meet with the ECT regularly to give effective, targeted feedback through a structured mentor session;
- work with an ECT, the induction tutor, the executive headteacher and Calderdale & Kirklees Teaching School Hub collaboratively, to provide a high-quality, ECF-based induction programme;
- make sure that an ECT has effective support, including subject or phase-specific mentoring and coaching;
- take prompt and appropriate action if an ECT appears to have difficulties.

▶ **The appropriate body will ensure that:**

- the executive headteacher has put an ECF-based induction programme in place for any ECT and that their programme of support is also based on the ECF;
- the executive headteacher is providing a suitable post for an ECT's induction programme;
- any procedures put in place, such as monitoring, support, assessment and guidance, are fair and appropriate;
- action is taken to address areas of performance requiring further development and support, for any ECT experiencing difficulties;
- they contact the Summit Federation to raise any concerns if they are deemed to not be fulfilling their responsibilities;
- induction tutors and mentors have sufficient time and abilities to carry out their roles effectively;
- they consult with the executive headteacher on any quality assurance procedures it operates or wishes to introduce;
- the executive headteacher has certified that the ECT has been awarded QTS;
- The Summit Federation provides a reduced timetable (ten per cent in the first year of induction and five per cent in the second year of induction) in addition to PPA time;
- any ECT is given a named contact(s) at Calderdale & Kirklees Teaching School Hub with whom they may raise concerns;
- appropriate records and assessment reports of an ECT's progress are maintained;
- all monitoring and record-keeping is as streamlined and undemanding as possible and that any requests for evidence from an ECT draw on existing working documents and do not require the creation of new documentation;
- an agreement is reached with an ECT and the executive headteacher over any reduction in the induction period;
- relevant parties are notified of any ECT's satisfactory performance against the Teachers' Standards and make any final decisions on whether an extension is required;
- they provide the Teaching Regulation Agency with relevant details of any ECTs;
- they respond to any requests from the Summit Federation, the executive headteacher, induction tutor or mentor for guidance, support and assistance with ECT induction programmes;
- they provide the executive headteacher with information on the types of induction available.

▶ **The governing body will:**

- ensure that the induction programme and all parties involved comply with the guidance set out in [Induction for early career teachers \(England\)](#);
- ensure that the executive headteacher meets the requirements for providing a suitable role for induction;
- investigate any concerns raised by an ECT, in line with the Summit Federation's grievance policy;
- seek guidance from Calderdale & Kirklees Teaching School Hub on the quality of the Summit Federation's induction arrangements and the roles and responsibilities of the parties involved in the induction process;
- request general reports on an ECT's progress if they desire.

# ECT Entitlement

## ▶ All ECTs will receive the following as part of their induction period:

- The opportunity to visit the Summit Federation prior to starting their induction period. This could be to meet their class as part of a transition day, to meet with colleagues to plan and/or to attend any relevant staff meetings or training.
- To meet their induction tutor and mentor on, or before, the first day of their induction period.
- To meet with the executive headteacher within the first week of their induction.
- An induction programme underpinned by the ECF. Ten per cent dedicated professional development time in the first three terms of induction and five per cent in their second three terms (in addition to a ten per cent PPA entitlement).
- A personalised programme of development designed to enable the effective use of their ten per cent and five per cent professional development time in their first and second years respectively.
- Key stage, phase, year group and/or subject-specific support and development opportunities when required.
- Regular monitoring and support from a named induction tutor within the Summit Federation.
- Support and mentoring from a named ECT mentor from within the Summit Federation.
- Regular opportunities to meet with other ECTs and teachers.
- Opportunities to observe other teachers in the Summit Federation and other schools in the local pyramid.
- Regular observation of their teaching by their induction tutor (or another suitably qualified professional with QTS) to provide a fair and accurate view of their progress towards the Teachers' Standards.
- Regular progress reviews informed by evidence from observations, where success is celebrated and areas for development are discussed.
- To be kept well informed of their progress so that there are no surprises during formal assessments.
- To be formally assessed, both at the end of the first year and at the end of the second year of induction.
- A contact at Calderdale & Kirklees Teaching School Hub with whom they can raise any concerns about their induction provision.

## The ECT Induction Period

At the Summit Federation, we will provide all ECTs with a high-quality and effective induction period, underpinned by the principles of the ECF. This highly effective programme will give all ECTs a clear understanding of (and the ability to apply) the skills of the ECF evidence - 'learn that' statements and 'learn how to' practice statements.

### ▶ The Summit Federation's ECF delivery approach

The ECF will be delivered by Ambition Institute who are accredited by the DfE to deliver their own designed and developed programme of face-to-face and online training for ECTs and their mentors; this is funded by the DfE.

### ▶ The Early Career Framework - The 8 standards

The programme of support offered to each ECT will be underpinned by the eight strands which relate to the Teachers' Standards:

These are:

- High expectations
- How pupils learn
- Subject and curriculum
- Classroom practice
- Adaptive teaching
- Assessment
- Managing behaviour
- Professional behaviours

Each of the strands is split into knowledge/evidence and practice statements. The programme offered to all ECTs will build knowledge and support the practice of these skills through training and practical application.

The full framework document is available here: [Early Career Framework](#).

### ► Length of induction period

- The minimum standard length for induction for an ECT is six terms (or two academic years). This will be divided into two shorter periods of three terms or one year in length.
- The start date for an ECT's induction period will be set by Calderdale & Kirklees Teaching School Hub and agreed by the executive headteacher. The start date may not be the same as the date the ECT's contract starts.
- ECTs working on a part-time basis will need to complete a pro-rata induction period equivalent to a full-time teacher. For example, an ECT employed on a 0.5 contract would need to complete induction over 12 terms or four academic years. However, if a part-time ECT can demonstrate they have met the Teachers' Standards after two academic years, they can ask to have their induction period reduced. This will be at Calderdale & Kirklees Teaching School Hub's discretion.
- ECTs with significant previous teaching experience may apply to Calderdale & Kirklees Teaching School Hub to shorten the length of their induction period.
- ECTs taking statutory maternity, paternity or adoption leave, shared parental leave, or parental bereavement leave may choose to extend their induction period. The decision to do so should be made after seeking advice and upon returning to work after any period of leave.
- An extension of the induction period may also be considered for other reasons, such as personal crisis, illness, disability, issues around induction support, or in the case of insufficient evidence available, to decide on an ECT's progress against the Teachers' Standards.
- An ECT may choose to complete the extension to their induction period in a different school.

## Formal Assessments

- Any formal assessments of an ECT will be carried out by the induction tutor.
- Formal assessments will occur in the final term of the first year (term 3) and the final term of the second year (term 6) of induction.
- The induction tutor and the ECT will agree the date for these assessments in advance.
- All evidence used to inform these formal assessments will be clear and transparent and shared with the ECT and Calderdale & Kirklees Teaching School Hub.
- Evidence submitted for a formal assessment will be taken from an ECT's work as a teacher. Evidence will have already been used in previous progress reviews and interim assessments. It will not require any additional

paperwork to be generated for the purposes of assessment. For example, evidence could be in the form of existing and working documents, such as pupil assessments, feedback to pupils, planning and other records.

- ECTs will not be required to produce anything new for the purposes of a formal assessment meeting.
- ECTs will always be kept well informed and up to date with their progress so that formal assessments contain no unexpected information or surprises.
- Formal assessment reports will be completed for both formal assessments. These will show how the ECT is progressing towards the Teachers' Standards and will be completed at an assessment meeting.
- The final assessment meeting, held at the end of the induction period (term 6 or last term of the second year of induction), will be the basis for the executive headteacher's recommendation to Calderdale & Kirklees Teaching School Hub as to whether the ECT's achievement of the Teachers' Standards is satisfactory, unsatisfactory or requiring an extension. This decision will be recorded in the final assessment report.
- The ECT will be asked to add their own comments to the final assessment report.
- Final assessment reports will be signed by the ECT, the executive headteacher and the induction tutor.
- Once complete, the ECT will keep the original copy of the final assessment report and a copy will be submitted to Calderdale & Kirklees Teaching School Hub by the induction tutor as soon as possible and within ten days of the final assessment meeting.

#### ► **Interim Assessments**

Should an ECT choose to change schools during their induction period after completing one or more terms, an interim assessment will be completed by the executive headteacher. This will be completed prior to the ECT leaving their post and will capture the performance and progress they have made since their previous assessment. (This is particularly important if there are any concerns about an ECT's progress towards the Teachers' Standards). The information will enable the ECT's next school to pick up any support and allow induction to continue effectively. An interim assessment will still be required if the ECT leaves during the final term of their induction period.

## **At Risk, Unsatisfactory Progress and Appeals**

#### ► **During a progress review:**

Should an induction tutor have any concerns about an ECT's progress during a progress review, this should be made clear during the review and stated in the record of the meeting, along with a clear overview of the support that will be put into place to address this. The induction tutor should inform Calderdale & Kirklees Teaching School Hub if this is the case and share a copy of the progress review and support plan for Calderdale & Kirklees Teaching School Hub to evaluate.

#### ► **During the first formal assessment:**

If an ECT is not deemed to be making satisfactory progress during their first formal assessment, Calderdale & Kirklees Teaching School Hub needs to be informed and the headteacher will make sure that additional monitoring and support procedures are put into place immediately.

The ECT will be made aware of what they need to improve in their practice and given every opportunity to raise their performance.

Both the executive headteacher and Calderdale & Kirklees Teaching School Hub need to be satisfied that:

- areas for improvement have been correctly identified;
- the ECT has been set appropriate objectives to help them achieve satisfactory performance against the Teachers' Standards;
- a support programme is put into place, which is effective in helping the ECT to improve their performance.

Following this first formal assessment, the induction tutor will continue to hold regular progress reviews. If progress is still unsatisfactory in these reviews, the induction tutor will review and revise the ECT's objective and support plan as

necessary, linking objectives to the Teachers' Standards and keeping both the executive headteacher and Calderdale & Kirklees Teaching School Hub informed.

▶ **If performance is still unsatisfactory between the first and final formal assessment:**

If there are still concerns about an ECT's progress between the two formal assessment points, the induction tutor will:

- explain the consequences of failure to satisfactorily complete the induction period;
- fully discuss the areas that have been identified for the ECT to develop;
- discuss fully the agreed objectives set for the satisfactory completion of induction and update them as necessary;
- discuss details of additional monitoring and support put in place;
- share and discuss the evidence used to inform the judgement;
- share and discuss the details of any improvement plan being put into place for the next assessment period.

Any progress review records in these circumstances should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with Calderdale & Kirklees Teaching School Hub.

Any assessment report will also reflect the current rate of progress and any details of the issues discussed.

▶ **In the event of serious capability problems**

Should it become necessary to instigate capability procedures before the end of an ECT's induction period (with the possibility of the ECT being dismissed before completing their induction), the induction process will be carried out in parallel with any capability or disciplinary procedures. Calderdale & Kirklees Teaching School Hub will also be informed in this instance.

▶ **An ECT's right to appeal**

In the case of an ECT failing their induction, or having their induction period extended, Calderdale & Kirklees Teaching School Hub will advise them of their right to appeal. This information will include who to appeal to and the time limit for doing so. The appeals body in England is the Teacher Regulation Agency and in Wales it is the Education Workforce Council.

## Raising Concerns

As stated in the roles and responsibilities section, the ECT will be provided with the contact details for someone they can raise any concerns with at Calderdale & Kirklees Teaching School Hub.

Before contacting Calderdale & Kirklees Teaching School Hub, they are first expected to raise their concerns with their induction tutor.

If the matter is not resolved by the induction tutor, the ECT can notify the named contact if they so wish. Calderdale & Kirklees Teaching School Hub will investigate the issues raised as soon as possible.

Any ECT may also follow the Summit Federation's grievance procedure, as any member of staff may, to raise concerns for the governing body to investigate.

## Confidentiality and Data Protection

All parties involved in the induction process will make suitable arrangements to facilitate the effective protection and secure transfer of any data. This includes the executive headteacher, induction tutor, induction mentor and Calderdale & Kirklees Teaching School Hub.

The process of induction, assessments and paperwork generated from it will be treated with confidentiality at all times. All those involved in ECT induction will ensure this information is not shared with anyone outside of the process.

If anyone is granted access to, or views, the induction documents, they will be informed that they are confidential and any ECT will be informed of anyone being given access to their assessments.

General progress reports for ECTs can be requested by the governing body but they will not be automatically entitled to view an individual ECT's assessment reports. If an ECT has raised concerns about a particular issue or assessment following the Summit Federation's grievance procedure, then an exception to this would be made allowing the governing body to investigate.

Should the governing body have questions or concerns about the Summit Federation's induction arrangements and the roles and responsibilities of staff, they will seek guidance from Calderdale & Kirklees Teaching School Hub.

The executive headteacher will retain all forms, paperwork and assessments relevant to the induction period, for six years from the end of the induction period.