



FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

Early Career Teacher Induction Policy (ECT's) 2025 – 2027

Ratified: May 2025

Signed by:

Executive
Headteacher

Chair of Governors

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- **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) 'Induction for early career teachers (England)'
- DfE (2024) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended

- **Roles and responsibilities**

ECTs will be responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

The Executive Headteacher / Tutor will be responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Checking that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly, observations and feedback of their teaching.

- Making sure that completed reports are sent to the appropriate body for review.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that the ECT is provided with all the relevant policies.
- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
 - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
 - Notifying the appropriate body if an ECT is absent for a total of 30 days or more, within each year of the induction
 - Regularly informing the governing board about the school's induction procedures
 - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed, including in relation to part-time ECTs
 - Providing interim assessment reports for staff moving in between formal assessment periods
 - Informing the appropriate body when an ECT serving induction leaves the school

Mentors will be responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

The Governing Board will be responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- . induction tutors on the progress of an ECT.

• **Statutory induction**

The statutory induction of an ECT is the bridge between ITT and a career in teaching. The school will support ECTs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in [Annex A of the DfE's 'Induction for early career teachers \(England\)' guidance](#).

ECTs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

The relevant body will determine the ECT's performance and any pay recommendation through the induction process and the school will consider awarding pay progression to ECTs at the end of the first year of their induction.

Short-term supply teaching of less than one term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

Where an ECT is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

Eligibility

In order to determine eligibility, the relevant school will undertake pre-employment checks on the ECT before the ECT takes up the post – these will be verified by the appropriate body. These pre-employment checks will include determining that the ECT holds QTS. The Executive Headteacher and the appropriate body will check with the TRA that the ECT holds QTS prior to the induction beginning.

If an ECT holds QTS but has already completed a period of induction which resulted in a judgement of failing to meet the 'Teachers' Standards', they will not be eligible to undertake statutory induction at the school. The Executive Headteacher will confirm whether this is the case by consulting the TRA.

The school will not refuse an induction post to an ECT whose QTS was obtained several years ago; although ECTs are encouraged to undertake induction as soon as possible after gaining QTS, there are no barriers to them undertaking induction later.

Teachers who completed their ITT between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) are also required to pass the QTS numeracy skills test before completing an induction.

Beginning induction

Once an ECT has been appointed to a suitable post, the Executive Headteacher will notify the TRA in advance of the ECT taking up the post. Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

The start date for the ECT's induction will be determined by the appropriate body, who will agree this date with the headteacher and the ECT in advance. This start date will be the date the ECT's induction programme formally begins, which may be a different date from when the ECT's contract with the school begins.

The headteacher will ensure the ECT is provided with a reduced timetable for their course of induction. This will amount to teaching:

- In the first year (terms 1-3), no more than 90 percent of the timetable of the school's existing teachers on the main pay range.
- In the second year (terms 4-6), no more than 95 percent of the timetable of the school's existing teachers on the main pay range.

These reductions will operate in addition to the timetable reduction related to PPA time.

Mentoring and support

The Executive Headteacher will identify a person to act as an ECT's mentor to support them through their induction period. They will usually be a relevant member of the school's teaching staff. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

Mentors are provided for ECTs in a supportive and advisory capacity only; mentors will not carry out all formal assessments of ECTs (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTs to discuss how the ECT's induction is going, including offering advice and providing an opportunity for the ECT to ask questions or raise any issues.

Sessions between ECTs and their mentors will be timetabled during teaching hours. Mentoring will only take place outside of teaching hours in exceptional circumstances where flexibility is required due to timetable constraints. In all cases, sessions will be scheduled within contracted time.

Mentors will receive training to support them in their role. Mentors will be expected to attend these training sessions to ensure they are successful in their role.

Monitoring and assessment

ECTs will also be provided with an induction tutor who will provide regular monitoring and support, and coordination of assessment. The induction tutor within our federation is currently the Executive Headteacher.

The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties. ECTs will be informed that they should raise any concerns about their induction with their induction tutor in the first instance. If the matter is not resolved, the ECT will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.

Termly observations of the ECT's lessons will be conducted. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT and the observer will meet to review the teaching observed. All feedback provided will be prompt and constructive.

ECTs will receive progress reviews against the 'Teachers' Standards', conducted by their induction tutors, in each term of their induction where a formal assessment is not scheduled.

For part-time ECTs, progress reviews will also take place each term, regardless of the ECT's working pattern.

Progress reviews will not require ECTs to produce any new evidence specifically to inform the review; all progress reviews will draw on existing evidence of ECTs' teaching. ECTs may be asked to provide copies of existing evidence to the induction tutor to help inform the review. A written record of each progress review will be retained by the school and a copy will be provided to the ECT. This record will include:

- Whether the induction tutor believes the ECT is on track to successfully complete their induction.
- A brief summary of the evidence collected by the induction tutor.
- The agreed development targets for the ECT.
- A review of the ECT's objectives in relation to the 'Teachers' Standards' and the ECT's own individual strengths and needs.

The induction tutor will also notify the appropriate body whether the ECT is making satisfactory progress towards successfully completing their induction. Where the induction tutor believes the ECT is not making satisfactory progress, a plan can be put in place to support the ECT.

The appropriate body will be provided with copies of all progress reviews.

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.

ECTs will be formally assessed in the final term of the first year of their induction and again in the final term of the second year of their induction. If an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment will not be made until the ECT returns.

Where an ECT decides to leave their post at the school after completing one term or more, but before the next formal assessment would take place, the induction tutor will complete an interim assessment before the ECT leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECT.

Completing induction

ECTs will have completed their induction period when they have served:

- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period.

ECTs who are absent for any of the following reasons will not be subject to an automatic induction period extension and may decide whether their induction period should be extended:

- Statutory maternity, paternity and adoption leave
- Shared parental leave
- Parental bereavement leave
- Carers leave

The appropriate body will decide whether an extension to an ECT's induction period is needed where this can be justified. It will determine the length of any extension, the procedure for assessments during it and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- Personal crises.
- Illness.
- Disability.
- Issues around the support during induction.
- Where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

ECTs are still able to progress both their career and pay grade during and after the two-year induction period, and are not adversely impacted by this. The extension to a two-year induction period will not prevent the school from awarding pay progression to ECTs at the end of their first year.

The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the Executive Headteacher.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

• **Record-keeping**

Assessment forms will be signed by the Executive headteacher and or Tutor as well as the ECT. These will be submitted to the appropriate body in a timely manner. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences. Assessment reports will be retained for six years, as recommended by the DfE. ECTs will be advised by the school to retain their original copies of assessment reports.

The TRA keeps records of all submitted appeals and will be contacted as needed. The school will consult the [Employer Access Online service](#) for records of individuals who have passed or failed their induction.

Where an ECT has already completed part of their period of induction in another school, the Executive Headteacher will contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The Executive Headteacher will therefore establish how much required induction time remains for

the ECT. The Executive Headteacher will also alert the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

- **Confidentiality**

The school will work with the appropriate body and the TRA to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT inductions.

- **Special circumstances**

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the headteacher, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the 'Teachers' Standards'.

If an ECT is absent for a total of 30 days or more, or equivalent for part-time teachers, (with the exception of statutory maternity, paternity, shared parental, statutory adoption or parental bereavement leave) the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

- **Unsatisfactory progress and appeals**

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the Executive headteacher, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place.

In such cases, the school will seek support from the appropriate body to address specific areas of performance that require further development. The school will work collaboratively with the appropriate body where there are issues surrounding an ECT's performance and appropriate action plans will be put in place.

Together with the school, the appropriate body may:

- Investigate the root cause of the issue.
- Offer additional or more intensive support during quality assurance visits, including joint observations with the induction tutor as appropriate.
- Put in place an appropriate action or support plan.
- Monitor any support plan with regular check-ins.
- Signpost CPD opportunities that may help the ECT.
- Review, with the ECTs, their action or support plan.
- Ensure that ECTs are clear about who to speak to if they need to raise wider issues.

The appropriate body and the Executive Headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher 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 period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

Where concerns are raised in relation to capability, misconduct or complaints, the school will not seek advice from the appropriate body but will follow its own internal policies or grievance procedures as appropriate.

- **Monitoring and review**

Any changes to this policy will be communicated to all relevant stakeholders.

- **Links to other policies**

- Allegations of abuse against staff
- Appraisal
- Capability of staff
- Confidentiality

- Equality statement
- Low Level concerns
- Teachers Pay and Conditions
- Safeguarding and Child Protection Procedures
- Safer Recruitment
- Staff Conduct
- Staff code of conduct

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