



St Peters CofE Primary Academy

Trust Headteacher: David Castledine

Chair of Combined Local Academy Committee: Zoe Heath

Early Career Teacher (ECT) Induction Policy

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Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1st September 2021.
- Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.
- This policy applies to ECTs who start their induction on or after 1st September 2021.

Legislation and statutory guidance

This policy is based on:

- The Department of Education's (DfE's) statutory guidance induction for early career teachers (England) updated April 2025.
- The Early career framework reforms.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The 'relevant standards' referred to below are the Teachers' Standards.

The ECT induction programme

The ECT induction programme will act as a 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.

We will be working with the John Taylor's Early Career Teachers programme.

Each week includes:

- Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly.
- Short videos of experts talking through the most important insights, and showing what they look like in practice.
- Mentor sessions that link closely with the summaries and videos, and provide support so they can conduct effective instructional coaching.

Induction will provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Each ECT will:

- Have an appointed induction tutor, who will have qualified teacher status (QTS).

- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- 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 and in their second year, this will be no more than 95% of the timetable.
- Have a mentor that is experienced and well-prepared for the role. The induction tutor will support and lead the team of ECT mentors to ensure all ECTS receive support of the highest quality.

Once identified the school follows the guidance as set out in the Code of Practice.

Support for ECTs

We support ECT's with:

- Their designated induction tutor and mentor, who will provide day-to-day monitoring and support.
- The induction tutor will co-ordinate their assessments.
- Their induction mentor will provide regular structured mentoring sessions and observations that are followed up with prompt and constructive feedback.

Assessments of ECT performance

- Our ECTs will be judged against the Teacher Standards, engagement with weekly resources and progress in observations.
- A progress review will take place per half term, except, when a formal assessment is due.
- There will be two formal assessments per year: by February half term (Spring 1) and by the end of the academic year (Summer 2).
- ECTs must evidence how they have met the Teachers' standards.
- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final terms of their second year (term 6), and will be carried out by the ECT's Induction Tutor and agreed and checked by the headteacher.
- After each formal assessment meeting, a formal assessment report will be completed that clearly show 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 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.

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 measure 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, which will be approved by the headteacher.
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. If there are still concerns about the ECT's progress during their subsequent progress review or formal assessments, as long as it is not the final formal assessment, the induction tutor and /or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

Role of the ECT

The ECT will:

- 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.
- 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.
- Keep copies of all assessment reports.
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the John Taylor's Early Career Teachers programme.

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 induction tutor or within the school.

Role of the headteacher

The headteacher 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.
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECT 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 arrangement 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.

Role of the induction tutor

The induction tutor will:

- Support mentors and ECTs to engage with the programme.
- Observe ECTs twice in the year.
- To check engagement with the weekly completion of modules Teacher Standards or not.
- To ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community.
- To update the headteacher on ECT progression.
- To complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards or not.
- 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.

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- 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 ECT programme.
- Participate in all relevant training provided by the school and John Taylor's Early Career Teachers 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.

Role of the Combined Local Academy Committee

The Combined Local Academy Committee will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- 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 school'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.

This policy will be reviewed in full by the Local Academy Committee on an annual basis. This policy was last reviewed and agreed on 5th February 2026 and is due for review in February 2027.