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Early Career Teacher (ECT) Induction Policy

Reviewed on: 28th September 2026

Next Review due: Summer 2028

Signed by: Chair of Governors

Signed by: Headteacher

Background
It is a statutory requirement[1] for all schools and settings employing Early Career Teachers (ECTs) to have an up-to-date policy.

The Department for Education (DfE) specifies that the following establishments need to have a policy for ECTs:

- Local authority maintained schools, including maintained special schools and nursery schools
- academies
- free schools, including university technical colleges and studio schools
- pupil referral units (PRUs)
- independent schools, not state funded
- sixth-form colleges
- further education institutions

Governors need to approve the policy and it is recommended they review it annually. Policy writing can be delegated to an individual member of staff.

The governing body is responsible for ensuring the school is compliant with the statutory guidance, see paragraph 5.13, (*Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2023 to come into force on 1 September 2023*[2]).

Early Career Framework (ECF)
From 1 September 2021 it is incumbent on all headteachers/principals to ensure that all ECTs receive an ECF-based training and support programme in addition to their other statutory entitlements. This is to enable ECTs to understand and apply the knowledge and skills set out in the ECF 'learn that' and 'learn how to' statements and equip them with the tools to be effective and successful teachers. ECF-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

The school's role is to walk alongside the ECT with support, advice and guidance. The headteacher must appoint an induction tutor and a designated ECF mentor. Both must have Qualified Teacher Status, the time, and skills to undertake the role, and have been appropriately trained in line with the statutory guidance. Different individuals are expected to undertake each of these discrete roles. In exceptional circumstances it may be necessary for the headteacher/principal to designate a single teacher to fulfil both roles, this may be the headteacher/principal themselves. In this situation there must be full understanding of the separate roles for all parties.

The induction tutor has responsibility for providing, or co-ordinating, support and guidance for the ECT's professional development, this can involve the Appropriate Body where necessary. The induction tutor also has responsibility for regular monitoring, assessment and report writing. The statutory pre-planned induction programme must consider the needs and circumstance for each ECT.

[1] Statutory policies for schools and academy trusts
[2] Statutory guidance

The dedicated ECF mentor's role is to work regularly and collaboratively with the ECT and other colleagues, to ensure the ECT receives a high-quality ECF-based induction programme. Instructional coaching and regular modelled of deliberate practice to support the ECT to develop their pedagogy, knowledge and understanding.

Model policy as a reference point for schools to use to when writing their policy

This is based on statutory guidance that came into force on 1 September 2023[3].

_____ School
Policy for the statutory induction of Early Career Teachers (ECTs)

Purpose
Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.9 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements:
    - trained induction tutor and dedicated ECF mentor with QTS
    - a reduced timetable for professional development (in addition to PPA time)
    - observation of experienced teachers
    - have no unreasonable demands made of them
    - a pre-planned induction programme
    - a support plan when necessary
    - an ECF-based induction programme
    - formal observation of teaching, at least each half-term, with verbal and written feedback
    - regular meetings with the induction tutor
    - half-termly reviews of progress
    - fair and rigorous assessment against all of the Teachers' Standards
    - two formal assessment meetings and reports
    - know the details for named contact at the Appropriate Body: Helen Main: hmain@unitysp.co.uk
- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor
- provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT's observation of effective teaching based on their development needs

[3] ECT statutory guidance

- support ECTs to develop positive relationships with all members of the school community to impact positively on pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF, as and when required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole school commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

Roles and responsibilities

Governing Body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance[4]. Prior to an ECT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

The governor with responsibility for ECTs is___Eileen Allpress _____

Headteacher/principal

The headteacher/principal has a significant role in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECF-based induction programme is in place
- appoint an induction tutor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- appoint a dedicated ECF mentor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT
- ensure the ECT is provided with all statutory entitlements
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.18[5] of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), if at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period

[4] Statutory guidance
[5] Statutory guidance

- ensure a support plan is put in place for any ECT deemed 'not on track' in order to bring them back on track
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track
- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance paragraph 1.8, and should successfully complete their induction period
- keep the governors informed about induction arrangements for ECTs in the school.

Induction lead/Professional tutor – relevant in schools with a large number of ECTs or any school/setting that chooses to appoint to the role
The induction lead/professional tutor ensures that induction tutors and mentors are fulfilling their role and provides support to them.

The induction lead/professional tutor will:
- *ensure induction tutors and mentors are aware of their responsibilities*
- *ensure key milestones and processes throughout the year are planned for and executed efficiently*
- *undertake some paired observations to moderate judgements across the school and ensure a consistent and appropriate view of expectations in relation to the Teachers' Standards at different stages of an ECT's induction*
- *ensure scrutiny of professional reviews, progress reviews and assessment reports for all ECTs*
- *be the first point of contact when an induction tutor or mentor has concerns about an ECT's progress.*

Induction tutor
Many tasks associated with the headteacher/principal may be delegated to the induction tutor or other suitably experienced colleagues. Headteacher/principal retains responsibility.

The induction tutor will:
- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the writing and day-to-day oversight of the pre-planned induction programme
- meet regularly with the ECT, retaining signed and dated meeting notes that are uploaded to ECT Manager to provide transparency and access for ECT, induction tutor, headteacher/principal/induction lead/professional tutor and Appropriate Body
- undertake, and/or, arrange lesson observations as necessary, at least each half-term
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development
- have oversight of the ECT's use of the timetable reduction for professional development
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports
- liaise with the dedicated ECF mentor to ensure pertinent information is considered

- inform the headteacher/principal and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period'
- write a support plan and work with the ECT to bring the ECT back 'on track'
- share the support plan with the ECT, headteacher/principal and Appropriate Body
- seek support, advice, and guidance from the Appropriate Body as necessary
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

Dedicated ECF induction mentor

The mentor has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a high-quality ECF-based induction programme
- meet regularly with the ECT for structured mentor sessions based on the ECF
- provide targeted feedback and instructional coaching based on ECF training programme
- take prompt action if ECT appears to be having difficulties
- provide, or broker, effective support when required, which may be phase or subject specific
- ensure headteacher/principal and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period
- work with the school and ECT if a support plan is required

ECT

The ECT is expected to participate fully in the induction process, including all ECF activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.9[6].

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to write a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be utilised
- provide evidence that Teachers' Standards are being met, and how this is happening throughout the induction period
- participate fully in the monitoring and development programme
- work closely with the ECF dedicated mentor to access all aspects of the ECF to develop skills, pedagogy and practice to impact positively on outcomes for children/pupils/students
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings
- retain personal copies of both formal assessment reports.

[6] Statutory guidance

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact: Helen Main hmain@unitysp.co.uk These contact details are also provided in the Unity Induction Handbook. ECTs will be reminded that their Professional Association is another source of advice and support.

The Early Career Framework
From 1 September 2021 headteachers/principals are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school

Monitoring, assessment, and reporting
The induction tutor and ECT will undertake a professional review of practice by half-term in October, February and June each year (not statutory but very helpful to fulfil the expectations of statutory guidance). These will support the ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports and be uploaded to ECT Manager.

Progress reviews will be completed via ECT Manager during December and April each induction year for all ECTs. This is based on ECTs who begin their statutory induction period at the beginning of an academic year.

For information only rather than inclusion in the policy: for part time ECTs statutory guidance suggests that progress reviews are completed at the end of each term there is not a formal assessment, rather than on a pro-rata basis. This ensures regular monitoring.

Formal assessment reports will be completed in July each year for full time ECTs (adjust as appropriate for your school. ECT Manager will generate the date of the first formal assessment for any part-time ECTs). Assessment report 1 will be towards the end of statutory induction Year 1 with the final report at the end of Year 2.

Appropriate Body
The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

The Appropriate Body is available to the school throughout induction and can be contacted via email, telephone and ECT Manager Helpdesk Tickets.
Office phone number 01440 333 400 ext. 5564

Unity ECT Appropriate Body Lead: Tcooke@unitysp.co.uk