



Holy Trinity C of E School

Early Career Teacher Induction Policy

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness



Courage



Kindness



Respect



Responsibility



Perseverance



Togetherness

1. Introduction

This policy is underpinned by statutory guidance from the Department for Education. Those involved in managing statutory induction arrangements must have regard to the guidance when carrying out their relevant duties.

This policy is based on:

- The Department for Education's statutory guidance, Induction for early career teachers (England), current edition, updated June 2026.
- The Initial Teacher Training and Early Career Framework, ITTECF.
- The Early Career Teacher Entitlement, ECTE, which replaces the previous terminology of ECF based training and induction from September 2025.
- The Education, Induction Arrangements for School Teachers, England, Regulations 2012.

The relevant standards referred to throughout this policy are the Teachers' Standards. This policy should be read alongside the school's appraisal, professional development, safeguarding, equality and wellbeing policies.

This policy will be reviewed annually, or sooner where required, to ensure continued compliance with statutory guidance, DfE requirements and local procedures.

2. Rationale

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

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

The induction programme at the school supports Early Career Teachers, ECTs, to demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the induction period. It also equips them with the knowledge, skills and professional habits needed to become effective and successful teachers.

The induction programme will be delivered through the Early Career Teacher Entitlement, ECTE, and will be aligned with the Initial Teacher Training and Early Career Framework, ITTECF. Prior to the ECT serving induction, the Headteacher and Appropriate Body must agree that the post is suitable.

For a full time ECT, the induction period will typically last for two academic years. Part time ECTs will serve a full time equivalent. Up to one term of continuous employment may count towards completion of the induction period, where this is permitted by the statutory guidance and agreed with the Appropriate Body.

The programme is structured but flexible so that it can respond to individual development needs. It provides appropriate guidance, support, training, mentoring and assessment, enabling ECTs to form a secure foundation for a successful teaching career.

3. Aims

The aim of this policy is to 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.

3.1 The programme aims to:

- 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 opportunities to observe good practice and reflect on their own teaching practice with their induction tutor and mentor;
- allow opportunities for ECTs 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;
- support ECT wellbeing, workload management and professional confidence.

4. Roles and Responsibilities of Those Involved in the Induction Process

4.1 The Early Career Teacher

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 ensure engagement with their ECTE programme;
- provide evidence of their progress against the Teachers' Standards, drawing on existing working documents wherever possible;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor or within the institution;
- keep track of, and participate effectively in, scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period or part periods, and the dates of any absences from work during any period or part period;
- retain copies of all assessment forms.

4.2 The Induction Tutor

The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support and to coordinate assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and to assess the ECT's progress against the Teachers' Standards.

This is an important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor must be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards and recognise when early action is needed where an ECT is experiencing difficulties.

It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor. The induction tutor is a separate role from that of mentor.

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 progress review records with the ECT, Headteacher 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 regularly and that constructive feedback is provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or personal progress;
- take prompt and appropriate action if an ECT appears to be having difficulties;
- ensure that all monitoring and record keeping is completed in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

4.3 The Mentor

The Headteacher should identify a suitably qualified and experienced teacher to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills, knowledge and experience to provide regular mentoring and support. Where possible, this should include experience relevant to the ECT's phase, subject or context.

The mentor plays a central role in supporting the professional development of the ECT and must be provided with sufficient protected time to fulfil their responsibilities effectively. Mentors should engage fully with training provided through the school's chosen ECTE programme and maintain an up to date understanding of national requirements for ECT induction.

The mentor and induction tutor are separate roles with distinct responsibilities. Wherever possible, these roles should be carried out by different individuals. In exceptional circumstances, one person may undertake both roles. Where this occurs, the Headteacher must ensure that appropriate safeguards are in place to maintain the distinction between developmental mentoring and formal assessment against the Teachers' Standards.

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

- meet regularly with the ECT for structured mentoring sessions;
- provide effective targeted feedback, instructional coaching, support and professional challenge;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction to ensure the ECT receives a high quality programme aligned with the ITTECF;
- support the ECT to engage fully with ECTE professional development activities;
- provide, or broker, effective phase specific or subject specific mentoring and coaching where appropriate;
- monitor wellbeing and workload concerns and raise issues where necessary;
- take prompt and appropriate action if an ECT appears to be having difficulties.

ECT and mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances, where schools require flexibility due to timetabling constraints, mentoring may take place outside teaching hours but should always be scheduled within contracted time.

4.4 The Headteacher

The Headteacher plays an important part in the process of inducing new colleagues to the profession. The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction.

The ECT's teaching will be observed regularly by appropriately qualified colleagues. Observations will support professional development, provide constructive feedback and contribute to the overall assessment of progress against the Teachers' Standards.

The Headteacher should:

- check that the ECT has been awarded QTS;
- 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 has the ability and sufficient time to carry out their role effectively;
- ensure the mentor has the ability and sufficient protected time to carry out their role effectively;
- ensure mentors and induction tutors receive appropriate training and support;
- ensure an appropriate ECTE programme aligned with the ITTECF is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback on their teaching;
- ensure that assessments are carried out and reports 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 completed 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 Teachers' Standards is satisfactory or whether an extension is required;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- promote a culture that supports professional growth, wellbeing and workload management for ECTs;
- ensure reasonable adjustments are implemented where required for ECTs with disabilities or other protected characteristics;
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Headteacher 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 appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the Appropriate Body in cases where a part time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;

- provide interim assessment reports for staff moving between formal assessment periods;
- notify the Appropriate Body when an ECT serving induction leaves the school.

4.5 The Governing Body

The Governing Body should:

- ensure compliance with the statutory guidance for ECT induction;
- be satisfied that the institution has the capacity to support the ECT;
- ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures;
- 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, where needed;
- request general reports on the progress of an ECT, where appropriate.

5. Assessment and Quality Assurance

The assessment of ECTs will be rigorous, fair and objective. Assessment will be clearly linked to the Teachers' Standards and will not be based on the ITTECF itself. The ITTECF sets out what ECTs are entitled to learn about and learn how to do, while the Teachers' Standards remain the basis for assessment.

The school will ensure that:

- the criteria used for formal assessments are shared and agreed in advance;
- formative assessment, such as lesson observation, professional dialogue, target setting and review of pupil progress, is used appropriately;
- summative assessment is completed through statutory assessment reports at the required points;
- assessment draws on the contributions of relevant colleagues in order to gain a reliable overall view;
- ECTs are given opportunities to develop confidence and expertise in self evaluation;
- assessment procedures are consistently applied by the induction tutor;
- copies of records are shared with the ECT concerned;
- assessment reports include areas of strength, areas requiring development, evidence used to inform judgement, targets for the coming term and support to be provided by the school;
- monitoring and evidence gathering remain proportionate and do not create unnecessary workload.

All assessment judgements will be clearly referenced to the Teachers' Standards.

6. Statutory Requirements

This policy is informed and underpinned by the Department for Education's statutory guidance, Induction for early career teachers (England).

In line with the statutory guidance the school will:

- apply the Teachers' Standards to assess an ECT's performance at the end of their induction period;
- identify a person with QTS to act as the ECT's induction tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the ECT;
- identify a person with QTS to act as the ECT's mentor, giving the person 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 percent of the timetable of the school's existing teachers in their first year, and no more than 95 percent in their second year, to enable them to undertake activities in their induction programme;
- ensure that the reduced timetable is in addition to the planning, preparation and assessment time, PPA, that all teachers receive;
- facilitate the ECT's observation of experienced teachers, either in this school or another school where good practice has been identified;
- ensure the ECT has access to an ECTE programme aligned with the ITTECF;
- work with the Appropriate Body and any delivery partner to ensure statutory induction requirements are met.

6.1 The ECT will:

- 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 or subjects they have been employed to teach;
- not be presented, on a day to day basis, with discipline problems that are unreasonably demanding for the school.

6.2 Equality, Wellbeing and Workload

The school is committed to ensuring that all ECTs are supported to thrive professionally and personally throughout their induction period.

The school will:

- promote positive wellbeing and manageable workload expectations;
- ensure ECTs have access to appropriate pastoral and professional support;
- make reasonable adjustments where required in accordance with the Equality Act 2010;
- provide additional support where absence, maternity leave, shared parental leave, adoption leave, parental bereavement leave, neonatal care leave, disability or other individual circumstances affect participation in induction;
- work with the Appropriate Body to ensure any necessary adjustments to induction arrangements are implemented fairly and consistently;
- ensure that support is inclusive and does not disadvantage ECTs with protected characteristics.

All staff involved in the induction process will contribute to creating an inclusive and supportive environment in which ECTs can develop confidence, competence and professional expertise.

7. ECTs at Risk of Failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice;
- ensure that additional monitoring and support measures are put in place immediately;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
- put an effective support programme in place to help the ECT improve their performance;

- give the ECT every opportunity to improve their performance;
- inform the Appropriate Body that there is a concern;
- ensure support is carefully documented while avoiding unnecessary workload.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period is not permitted to repeat induction, although they may appeal against the decision. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

8. Addressing ECT Concerns

If an ECT has concerns about their induction, these should be raised within the school in the first instance, normally with the induction tutor, mentor or Headteacher as appropriate.

Where the school is not able to resolve the concern, the ECT should raise the matter with the named contact at the Appropriate Body. ECTs should be made aware of this contact at the start of induction.

Concerns will be addressed promptly, fairly and in line with the school's relevant policies, including grievance, wellbeing and equality policies.

9. Monitoring and Review

The Headteacher and Governing Body will review this policy annually, or sooner if required by changes to legislation, statutory guidance or local procedures.

The effectiveness of the school's induction arrangements will be monitored through:

- feedback from ECTs, mentors and induction tutors;
- Appropriate Body quality assurance processes;
- completion and outcomes of statutory progress reviews and formal assessments;
- monitoring of ECT wellbeing, workload, retention and professional development;
- review of the quality and impact of mentoring and professional development.

This policy should be read alongside the school's appraisal, professional development, safeguarding, equality and wellbeing policies.

Adopted: July 2026

Next review July 2028