



Early Career Teacher (ECT) Induction Policy

Reviewed:	November 2025
Next Review:	Annually
Staff Responsibility:	ECT Mentor/s Headteacher

Early Career Teacher (ECT) Induction Policy

1. Aims

The school aims to:

- Run an ECT induction programme that meets all statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021 (updated April 2024).
- Provide ECTs with a supportive and encouraging environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the ECT induction programme.

2. Legislation and Statutory Guidance

This policy is based on the following Department for Education (DfE) publications:

- Statutory Guidance: Induction for Early Career Teachers (England) – from 1 September 2021 (updated April 2024). Available at: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>
- The Early Career Framework (ECF). Available at: <https://www.gov.uk/government/publications/early-career-framework>
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012. Available at: <https://www.legislation.gov.uk/uksi/2012/1115/contents/made>

The 'relevant standards' referred to throughout this document are the Teachers' Standards.

3. The ECT Induction Programme

The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out within it.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will normally last two academic years. Part-time ECTs will serve the equivalent of two full-time years. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by PEP:mk, part of the Milton Keynes Appropriate Body Partnership led by Milton Keynes Local Authority – our designated 'appropriate body'.

3.1 Posts for Induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards.
- Have an appointed induction tutor with Qualified Teacher Status (QTS).
- Have an appointed induction mentor with QTS.
- Have a reduced timetable allowance (no more than 90% of a main scale teacher in year 1 and 95% in year 2).
- Regularly teach the same class or classes.

- Take part in similar planning, teaching and assessment processes to other teachers in similar posts.
- Not be given additional non-teaching responsibilities without appropriate support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects for which they were employed.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

3.2 Support for ECTs

ECTs will be supported through:

- A designated induction tutor who provides day-to-day monitoring, support, and coordinates assessments.
- A designated induction mentor who provides regular structured mentoring and targeted feedback.
- Regular observations of teaching with prompt and constructive feedback.
- Termly professional reviews of progress (except where a formal assessment occurs), reviewing and revising objectives in relation to the Teachers' Standards.
- Opportunities to observe experienced teachers within and beyond the school.

3.3 Assessment of ECT Performance

Formal assessments will take place at the end of the first and second years of induction, carried out by either the headteacher or the ECT's induction tutor.

These meetings will be informed by evidence from progress reviews, the ECT's teaching, and the induction programme. Copies of evidence will be provided to the ECT and the appropriate body.

Following each assessment, a report will be completed showing how the ECT is performing against the Teachers' Standards. The final report will include the headteacher's recommendation to the appropriate body regarding whether the ECT's performance is satisfactory.

The ECT may add comments to the report, which must be signed by the headteacher, induction tutor, and the ECT. The final assessment report must be sent to the appropriate body within 10 working days of the meeting.

If an ECT leaves after completing at least one term but before the next formal assessment, an interim assessment will be completed.

3.4 At-Risk Procedures

If an ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately. This includes:

- Identifying areas for improvement.
- Setting appropriate objectives to guide improvement.
- Implementing an effective support plan with additional monitoring and mentoring.
- Notifying the appropriate body if the ECT is at risk of not meeting the Teachers' Standards.

4. Roles and Responsibilities

Outlined below are the key responsibilities for all participants in the ECT induction process.

4.1 Role of the ECT

- Provide evidence of QTS and eligibility to start induction.
- Meet with the induction tutor to discuss and agree priorities, keeping these under review.
- Agree how best to use their reduced timetable and engage fully with the ECF-based induction programme.
- Provide evidence of progress against the Teachers' Standards.
- Participate fully in observations, progress reviews and assessment meetings.
- Keep copies of all assessment reports and record induction dates and absences.
- Raise concerns with their induction tutor promptly and contact the appropriate body if issues remain unresolved.

4.2 Role of the Headteacher

- Check the ECT has QTS and confirm whether an induction period is required.
- Agree who will act as the appropriate body before the ECT starts.
- Notify the appropriate body when an ECT takes up a post and begins induction.
- Ensure the ECT's post is suitable according to statutory guidance (see section 3.1).
- Ensure the induction tutor and mentor are appropriately trained and have time to fulfil their roles.
- Ensure a high-quality ECF-based induction programme is in place.
- Review ECT progress regularly and ensure formal assessments are completed and submitted.
- Maintain accurate employment records contributing to induction.
- Ensure monitoring and record keeping are efficient and non-burdensome.
- Inform the governing board of induction arrangements.
- Make the final recommendation to the appropriate body on ECT performance.
- Retain documentation for six years.

4.3 Role of the Induction Tutor

- Provide guidance and effective support to the ECT (liaising with the appropriate body when necessary).
- Conduct regular progress reviews and two formal assessments during induction.
- Ensure feedback is clear, constructive, and aligned to the Teachers' Standards.
- Inform the ECT of judgements recorded in assessments and invite their comments.
- Ensure ECTs are aware of how to raise concerns.
- Take prompt action if an ECT appears to be struggling.
- Keep monitoring and record keeping streamlined and avoid requiring unnecessary evidence.

4.4 Role of the Induction Mentor

- Hold regular structured mentor meetings with targeted feedback.
- Collaborate with colleagues to ensure a coherent, high-quality ECF-based programme.
- Provide or arrange phase- or subject-specific mentoring, coaching and support.
- Take action promptly if an ECT is experiencing difficulties.

4.5 Role of the Governing Board

- Ensure compliance with statutory ECT induction guidance.
- Be satisfied that the school has the capacity to support ECTs.
- Ensure the headteacher meets all statutory requirements.
- Investigate concerns raised by ECTs under the school's grievance procedures.
- Seek guidance from the appropriate body if needed on induction quality.
- Request general progress reports on ECTs if desired.

5. Monitoring Arrangements

This policy will be reviewed annually by the headteacher and induction tutor, and approved by the full governing board at each review.

Policy adopted: November 2025

Next review due: November 2026

Based on DfE Statutory Guidance (April 2024).