



Early Career Teacher (ECT) Induction Policy

Lionel Walden Primary School

Date Approved	22 nd September 2026	
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Review Date	September 2028	

Early Career Teacher (ECT) Induction Policy

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1. Statement of Intent:

Lionel Walden Primary School recognises that a successful induction period is crucial in supporting Early Career Teachers (ECTs) as they progress from Initial Teacher Training into a sustained and successful teaching career.

The school is committed to providing a high-quality induction programme that:

- Meets all statutory requirements set out by the Department for Education.
- Is underpinned by the Early Career Framework (ECF).
- Supports ECTs to become confident, reflective and effective practitioners.
- Provides appropriate professional development, mentoring and support.
- Assesses ECTs fairly and consistently against the Teachers' Standards.
- Ensures all stakeholders understand their roles and responsibilities within the induction process.

2. Aims

Lionel Walden Primary School aims to:

- Run an ECT induction programme that meets all statutory requirements underpinned by the Early Career Framework (ECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure ECTs receive high-quality mentoring and professional development throughout their induction period.
- Assess ECTs fairly and consistently against the Teachers' Standards.
- Ensure all staff understand their role in the ECT induction programme.

3. Legal Framework:

This policy has due regard to the following legislation and statutory guidance:

- DfE Statutory Guidance: *Induction for Early Career Teachers (England)*.
- DfE *Appropriate Bodies Guidance: Induction and the Early Career Framework*.
- DfE *Early Career Framework (ECF)*.
- Teachers' Standards.
- Education Act 2002.
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).
- School Teachers' Pay and Conditions Document (current edition).

This policy should be read alongside:

- Safeguarding and Child Protection Policy.
- Staff Code of Conduct.
- Behaviour Policy.
- Grievance Policy.
- Capability Policy.
- Teachers' Pay Policy.
- Records Management Policy.

4. Roles and Responsibilities:

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss priorities and review them regularly.
- Agree how best to use their reduced timetable allowance.
- Participate fully in the ECF programme.
- Provide evidence of progress against the Teachers' Standards.
- Participate fully in observations, reviews and assessments.
- Raise concerns promptly with the induction tutor.
- Contact the Appropriate Body where concerns remain unresolved.
- Keep copies of assessment reports.

The Headteacher will:

- Verify eligibility and QTS.
- Register the ECT with the Appropriate Body.
- Ensure induction arrangements comply with statutory guidance.
- Ensure suitable mentor and induction tutor arrangements are in place.
- Ensure mentors and tutors receive appropriate training.
- Monitor the ECT's progress.
- Ensure formal assessments are completed.
- Recommend induction outcomes to the Appropriate Body.
- Retain required records for six years.
- Inform governors of ECT support arrangements.

The Induction Tutor will:

- Provide guidance and support.

- Coordinate progress reviews.
- Conduct formal assessments.
- Observe teaching and provide feedback.
- Ensure records are completed.
- Inform the ECT of outcomes and expectations.

The Induction Mentor will:

- Provide regular structured mentoring sessions.
- Deliver targeted feedback.
- Support implementation of the ECF programme.
- Coordinate additional support where necessary.
- Act promptly where concerns arise.

The Appropriate Body will:

- Ensure the school understands and fulfils its statutory responsibilities.
- Quality assure induction arrangements.
- Ensure ECTs receive a suitable induction programme.
- Ensure ECTs receive the required timetable reduction.
- Provide ECTs with a named contact for raising concerns.
- Review progress reviews and formal assessment reports.
- Make the final decision regarding successful completion of induction.
- Provide support and guidance where concerns arise.
- Maintain relevant induction records.
- Liaise with the Teaching Regulation Agency (TRA) when required.

The Governing Board will:

- Ensure compliance with statutory guidance.
- Ensure the school has sufficient capacity to support ECTs.
- Monitor the effectiveness of induction arrangements.
- Investigate concerns raised through formal procedures.
- Seek advice from the Appropriate Body where required.
- Receive reports regarding induction arrangements.

5. Statutory Induction

The statutory induction period provides the bridge between Initial Teacher Training and a successful teaching career.

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

The Teachers' Standards will be used to assess an ECT's performance throughout the induction period. The Early Career Framework itself is not an assessment tool but supports professional development.

For a full-time ECT, the induction period will typically last two academic years. Part-time ECTs will complete the full-time equivalent.

The programme is quality assured through Cambridgeshire Local Authority and Cambridgeshire and Peterborough Teaching School Hub, acting as the Appropriate Body.

6. Eligibility

Prior to an ECT commencing induction, the Headteacher will:

- Verify that Qualified Teacher Status (QTS) has been awarded.
- Confirm eligibility to undertake statutory induction.
- Check whether the teacher has previously completed or failed induction.
- Confirm whether the teacher is exempt from induction requirements.

The school will not refuse an induction post solely because a teacher gained QTS several years previously.

7. Beginning Induction

Before induction begins:

- The Appropriate Body will be agreed.
- The ECT will be registered with the Appropriate Body.
- The induction start date will be agreed.
- Appropriate mentor and induction tutor arrangements will be established.
- The ECT will receive details of support and assessment arrangements.
- The school will not commence statutory induction until registration requirements have been completed.

8. 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 throughout, and by the end of, the induction period.

- Have an appointed induction tutor who holds Qualified Teacher Status.
- Have an appointed induction mentor who normally holds Qualified Teacher Status.
- Be provided with a reduced timetable to allow them to undertake activities within their induction programme. During Year 1 this will be no more than 90% of the timetable of teachers on the main pay range. During Year 2 this will be no more than 95%.
- Have this reduction in addition to their statutory PPA entitlement.
- Regularly teach the same class or classes.
- Participate in similar planning, teaching and assessment arrangements to colleagues in comparable roles.
- Not be given additional non-teaching responsibilities without suitable preparation and support.
- Not have unreasonable demands placed upon them.
- Not normally teach outside the age range and subjects for which they have been employed.
- Not routinely experience unreasonably demanding pupil discipline issues.

The Governing Board will be satisfied that the school has sufficient capacity to provide appropriate support and mentoring arrangements throughout induction.

9. Mentoring and Support

Every ECT will have:

- A designated induction tutor.
- A designated mentor.

Wherever possible, these roles will be carried out by different members of staff.

The mentor role is developmental and supportive. Formal assessment responsibilities will normally remain with the induction tutor.

The school will ensure mentors:

- Receive appropriate training.
- Are allocated sufficient time to fulfil their responsibilities effectively.
- Support delivery of the ECF programme.

The ECT will receive:

- Regular structured mentor meetings.

- Regular classroom observations.
- Prompt and constructive feedback.
- Professional reviews of progress.
- Opportunities to observe experienced colleagues.
- Access to professional development opportunities linked to the ECF.

Mentoring sessions will normally take place within directed time.

In addition, ECTs will be introduced to:

- The Safeguarding and Child Protection Policy.
- The Behaviour Policy.
- The Staff Code of Conduct.
- The Designated Safeguarding Lead and Deputy DSLs.
- Procedures relating to children missing education.

10. Monitoring and Assessment

Progress reviews will take place in each term where a formal assessment is not scheduled.

Reviews will:

- Draw on existing evidence.
- Not require the ECT to generate new evidence.
- Review progress against the Teachers' Standards.
- Identify strengths and areas for development.
- Confirm whether the ECT remains on track to successfully complete induction.
- Observation of teaching will normally occur termly and be followed by professional discussion and feedback.
- Written records of observations and reviews will be retained.
- Formal assessment meetings will take place:
 - At the end of Year 1 (Term 3).
 - At the end of Year 2 (Term 6).
- These assessments will be carried out by the Headteacher or Induction Tutor.
- Assessment reports will:
 - Be informed by evidence gathered through reviews, observations and professional discussions.
 - Clearly show progress against the Teachers' Standards.
 - Be shared with the ECT and the Appropriate Body.
 - Be signed by the Headteacher, Induction Tutor and ECT.

The Headteacher will provide a recommendation to the Appropriate Body regarding successful completion of induction.

Final assessment reports will be submitted within ten working days of the assessment meeting.

Where an ECT leaves before a formal assessment point, an interim assessment will be completed whenever possible.

11. Completing Induction

An ECT will complete induction when they have:

- Successfully completed the equivalent of two academic years of induction.
- Successfully completed any reduced period approved by the Appropriate Body.
- Successfully completed any period following an agreed extension.

The Appropriate Body will make the final decision regarding satisfactory completion of induction.

Written confirmation of the outcome will be provided to both the school and the ECT.

12. At Risk Procedures

Where concerns arise regarding an ECT's progress, additional monitoring and support arrangements will be implemented immediately.

This will include:

- Identifying specific areas requiring improvement.
- Setting clear and achievable objectives.
- Establishing an appropriate support plan.
- Informing the Appropriate Body.
- Increasing monitoring and support arrangements.

Support may include:

- Additional coaching and mentoring.
- More frequent lesson observations.
- Additional professional development opportunities.
- Joint support arrangements involving the Appropriate Body.

Where concerns continue, the ECT will receive written information outlining:

- Areas of concern.
- Support provided.
- Expected improvements.
- Timescales for review.

- Potential consequences if progress remains unsatisfactory.

13. Special Circumstances

Reduction of Induction

The Appropriate Body may reduce the length of induction where previous experience demonstrates that a reduced period is appropriate.

Absence

Where an ECT is absent for thirty days or more during an induction year, excluding statutory exemptions, the induction period will normally be extended accordingly.

Maternity, Adoption and Family Leave

ECTs taking statutory maternity, paternity, adoption, shared parental or parental bereavement leave may choose whether their induction period is extended.

Transfer to Another School

Where an ECT transfers schools before completing induction:

- An interim assessment will be completed where appropriate.
- Relevant documentation will be transferred.
- The Appropriate Body will be informed.

Induction Across Multiple Schools

Where induction is undertaken across more than one school, the Appropriate Body will determine how induction requirements will be met.

14. Record Keeping

The school will maintain induction records in accordance with its Records Management Policy.

The school will:

- Retain formal assessment reports for six years.
- Retain records of progress reviews.
- Maintain records of induction absences.
- Maintain records relating to support plans and interventions where required.
- Where an ECT transfers from another school, previous assessment and review records will be obtained whenever possible.

15. Confidentiality

Information relating to induction will be treated as confidential.

The school will ensure:

- Records are stored securely.
- Information is only shared with authorised individuals.
- Data transfers are undertaken securely when an ECT moves school.

The Governing Board may receive general information regarding induction arrangements and progress but will not routinely access individual assessment records except where required through formal procedures.

16. Appeals

Where the Appropriate Body decides to:

- Extend an induction period; or
- Determine that an ECT has not satisfactorily completed induction,

the ECT will be informed of their right to appeal.

Details of appeal arrangements and timescales will be provided by the Appropriate Body in accordance with statutory guidance.

17. Monitoring and Review

This policy will be reviewed annually.

The effectiveness of the policy will be monitored through:

- Evaluation of induction outcomes.
- Feedback from ECTs.

- Feedback from mentors and induction tutors.
- Appropriate Body quality assurance processes.

Any amendments will be communicated to relevant stakeholders.