



**Willow Wood Community Primary School  
Policy for Induction  
of  
Early Career Teachers (ECT's)**

*This guidance refers to the following legislation:*

- *Sections 135A, 135B and 141C of the Education Act 2002; and*
- *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended.*

*This policy is written in conjunction with the following statutory guidance issued by the Department for Education:*

- *Induction for Early Career Teachers (England) (latest version in force at the time of induction); and*
- *Early Career Teacher Entitlement (ECTE), which applies to Early Career Teachers beginning statutory induction from 1 September 2025.*

*From September 2025, the Early Career Framework (ECF) is replaced by the Initial Teacher Training and Early Career Framework (ITTECF), and the induction programme is delivered under the Early Career Teacher Entitlement (ECTE). Schools must ensure that induction arrangements comply with the statutory requirements in force at the time the Early Career Teacher begins induction, including registration with an appropriate body and delivery of a programme aligned with the ITTECF.*

*This policy will be reviewed regularly to ensure continued compliance with current statutory guidance issued by the Department for Education.*

## **Policy for the Induction of Early Career Teachers (ECT's)**

### **Rationale**

Statutory induction provides the bridge between Initial Teacher Training (ITT) and a career in teaching.

The school's induction process ensures appropriate guidance, support and professional development through a structured but flexible programme underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) and delivered through the Early Career Teacher Entitlement (ECTE) from September 2025.

The programme includes high-quality professional development, instructional coaching and mentoring, regular progress reviews, and formal assessment against the Teachers' Standards.

The ITTECF supports professional development but is not used as an assessment tool. Assessment is solely against the Teachers' Standards.

This programme enables ECTs to consolidate their ITT learning and establish a secure foundation for a successful and sustained teaching career.

### **The Relevant Standards**

The Teachers' Standards are used to assess an ECT's performance at the end of the induction period.

Judgements must reflect what can reasonably be expected of an ECT by the end of induction and must consider the ECT's working context. ECTs must consistently demonstrate the Teachers' Standards over a sustained period.

The ITTECF/ECTE supports development but must not be used as an assessment checklist.

### **Requirement to Complete an Induction Period**

A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and ECT guidance. ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS) however there is no set time limit for starting or completing an induction period.

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 Teacher's Standards at the end of their induction period is not permitted to repeat induction (although they may appeal against the decision). While the 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.

### **Institutions in which Induction May Be Served**

Inductions may be served in the following institutions:

- A relevant school in England (including maintained schools, maintained nursery schools, a local authority maintained children's centre and a pupil referral unit (PRU))
- A non-maintained nursery school
- An independent school in England (including academies, alternative provision academies, city technology college or independent nursery school)
- A further education (FE) institution, including a sixth-form college
- An independent school overseas (see ECT framework for guidance)

### **Eligibility**

Before an ECT takes up post the headteacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration.

### **Qualified Teacher Status**

An ECT cannot undertake statutory induction (or a period of employment counting towards induction unless they have been awarded QTS. Headteachers and appropriate bodies must check the teaching Regulation Agency that the individual holds QTS.

### **Start Date for Induction**

The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher and ECT. The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

### **Suitable Induction Posts**

A suitable post is expected to:

- Have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the teacher standards is satisfactory;
- Have a prior agreement with an appropriate body to act in this role to quality assure the induction process;

- Provide the ECT with an ITTECF-aligned programme;
- Provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teacher's Standards throughout and by the end of the induction period;
- Include the appointment of an induction tutor who is expected to hold QTS;
- Include the appointment of a designated mentor who is expected to hold QTS;
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- Not make unreasonable demands upon the ECT;
- Not normally demand teaching outside of their age range and / or subjects for which the ECT has been employed to teach;
- Not present the ECT, on a day to day basis, with discipline problems that are unreasonably demanding for the setting;
- Involve the ECT regularly teaching the same class / classes;
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts are engaged in; and
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition,

- The governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

### **Reduced Timetable**

The headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction the ECT must not teach more than 90% of the timetable of the schools existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%.

This time off timetable should be used specifically to enable ECT's to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

### **Determining an Appropriate Body**

Independent quality assurance of statutory induction, through the role of an appropriate body, is important to ensure that school provides adequate support for their ECT's and that their assessment is fair and consistent across all institutions.

An ECT cannot start their induction until an appropriate body has been agreed.

Once an ECT has been appointed, the headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction process.

Appropriate bodies should inform the Teaching Regulation Agency of any ECTs who start an induction period of who have taken up a post in which to continue their induction.

### **Induction Period**

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two years.

### **Monitoring, Support and Assessment**

A suitable monitoring and support programme must be in place for ECT, structured to meet their professional development needs and this must include:

- The induction programme must include a structured ITTECF-aligned training programme
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Observation of the ECT's teaching with written feedback provided.
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers Standards.
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.
- Termly progress reviews
- Two formal assessments

### **Early Career Based Training**

The headteacher is expected to ensure that ECT's receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in the Early Career Framework.

There are three approaches a school can choose from to enable the delivery of an ITTECF-aligned programme.

- A funded provider led programme
- Schools deliver their own training using DfE accredited materials and resources
- Schools design and deliver their own two year induction programme for ECT's based on the ITTECF

### **Formal Assessments**

Assessments will be carried out by the headteacher and induction tutor. ECT's should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for the institution and the ECT to agree when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. ECTs should be kept up to date with their progress. **There should be nothing unexpected.**

Formal assessment reports should be completed for each formal assessment and they should clearly show the ECTs performance against the Teacher Standards. The final assessment meeting at the end of the induction period will form the basis of the headteachers recommendation to the appropriate body as to whether, having completed the induction period, the ECT's performance against the Teachers'

Standards is satisfactory, unsatisfactory or whether or not an extension should be considered.

### **Interim Assessments**

Where an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment.

### **Raising concerns**

An ECT is normally expected to raise any concerns about their induction programme with the induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

### **Completing Induction**

To complete an induction period following the final assessment, the appropriate body has 20 working days to decide whether the ECT

- has performed satisfactorily against the standards
- requires an extension to the induction period
- has failed to satisfactorily complete the induction period.

Within 3 working days of making a decision, the appropriate body must make written notification of the decision to the ECT, the headteacher, the employer and the Teaching Regulation Agency.

Failure to complete an induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school.

The ECT has 20 working days to appeal any decision made.

### **Record Keeping and Retention**

The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. Records need to show the date the ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. The headteacher should notify the appropriate body if an ECT leaves the institution before completing the period and the appropriate body will notify the Teaching Regulation Agency.

Where an ECT has already completed part of the induction period in another institution, the headteacher should contact the appropriate body to gain copies of any progress review records or assessment reports. They should establish how much induction time remains to be served and alert the new appropriate body to any concerns.

It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. All documents will be retained in line with the institutions GDPR guidelines.

### **Special Circumstances**

The induction period is automatically extended where an ECT's absences per year of induction total 30 days or more (with the exclusion of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). In these circumstances the induction period must be extended by the agreeable total of days absent. If the ECT is unable to serve the extension in the same institution, the minimum period of employment of one term or equivalent must be served in a new institution.

### **Extension of the Induction Period after Induction has Concluded**

The appropriate body has the option, when making its decision at the end of the induction period to extend the period where this can be justified. Instances where this may occur include:

- personal crises
- illness
- disability
- issues around support during induction or
- where there is sufficient evidence within induction documentation for a decision to be made without the ECT's performance against the standards is satisfactory.

The ECT may be unable to or choose not to serve an extension in the same institution in which they completed their original induction period. They will then need to find another institution in which to complete their extension.

If an ECT leaves an institution having started but before completing their extension the headteacher should complete an interim assessment report and notify the appropriate body.

### **Unsatisfactory Progress and Appeals**

Where progress is unsatisfactory additional monitoring and support will be put in place in line with the DfE guidance.

### **Roles and Responsibilities**

#### **The Governing Body**

The Governing Body will be fully aware of the contents of Guidance to the Law The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date of induction arrangements.

The Governing Body will seek guidance from the appropriate body (LA) if necessary.

#### **The ETC is expected to –**

- 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 guarantee engagement with ITTECF-aligned programme;
- provide evidence of their progress against the Teachers' Standards;
- 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/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

**The Headteacher is expected to -**

- 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 that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ensure ITTECF-aligned programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of 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 done 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 requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and • retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected to:

- 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 institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, 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 school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

#### **The induction tutor is expected to:**

- 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 and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done 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.

#### **Mentors**

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

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;

- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ensure ITTECF-aligned programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

### **Appropriate bodies**

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ITTECF-aligned programme a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively. The appropriate body is expected to take steps to ensure that:

- headteachers have put in place an ITTECF-aligned programme for the ECT and that their programme of support is clearly based on the ITTECF;
- headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;

- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;
- all monitoring and record keeping is done 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;
- agreement is reached with the ECT and the headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher is consulted 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;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

### **The governing body**

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

### **Teaching Regulation Agency**

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

- Statutory hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.