Policy Name	ECT Induction Policy				
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Author	Deputy Head of School				

Version	Approved by	Revision Date	Details of Changes	Author
1		20.9.2023	Removal of the Covid ECT related paragraph- dates no longer pertain to 2023 onwards	MTY
2		09.11.2023	Language pertaining to the start of the ECT induction in relation to how long they have to complete this.	MTY
3		11.09.2025	Changes from the Early Careers Framework to Early Career Teacher Entitlement (ECTE) induction programme	MTY

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1. Aims

The school aims to:

- Run an Early Career Teacher Entitlement (ECTE) induction programme that meets all statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

2. Scope

This policy applies to all ECTs who have started, but not completed, their induction period.

- **Post-September 2025 cohort:**
  - ECTs who start induction on or after 1 September 2025 will follow the ECTE arrangements, underpinned by the ITTECF.
- **Pre-September 2025 cohort (transitional arrangements):**
  - ECTs who started induction before 1 September 2025 will continue under the Early Career Framework (ECF)-based system until August 2027, after which all induction programmes must align to the ITTECF.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's statutory guidance: Induction for early career teachers (England)
- The Early Career Teacher Entitlement (ECTE) reforms from September 2025
- The Initial Teacher Training and Early Career Framework (ITTECF)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- The Teachers' Standards

4. The ECT induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the framework. This includes strengthened focus on:

- Special Educational Needs and Disabilities (SEND)
- Oracy and early cognitive development
- Evidence literacy

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 typically last for 2 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.

The programme is quality assured by The Independent Schools Teacher Induction Panel (ISTIP), our 'appropriate body', which also conducts fidelity checks to ensure compliance with the ITTECF.

4.1 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 Teachers' Standards.
- Have an appointed induction tutor and induction mentor, both of whom will have QTS.
- Have a reduced timetable (no more than 90% in Year 1, and no more than 95% in Year 2 compared with teachers on the main pay range).
- Regularly teach the same class or classes.
- Take part in comparable planning, teaching and assessment processes to other teachers 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 and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

4.2 Support for ECTs

We support ECTs with:

- A designated induction tutor (monitoring, support, assessment coordination).
- A designated induction mentor (structured mentoring, subject/phase-specific coaching, targeted feedback).
- Observations of their teaching and constructive feedback.
- Termly professional reviews of progress, including objective-setting and review.
- Opportunities to observe experienced teachers, either within school or at another school with effective practice.
- Specific provision aligned with ITTECF focus areas (SEND, oracy, evidence literacy).

4.3 Assessments of ECT performance

- Formal assessments will take place at the end of Year 1 and Year 2.
- Assessments will be evidence-based, using progress reviews, teaching evidence, and induction programme outcomes.
- Reports will be shared with the ECT and the appropriate body, including recommendations on whether the ECT has met the Teachers' Standards.
- Interim assessments will be completed if the ECT leaves mid-way through an induction period.

4.4 At-risk procedures

If an ECT is not making sufficient progress:

- Areas for improvement will be identified.
- Clear objectives will be set.
- Additional targeted support will be put in place.
- The support plan and review records will be shared with the appropriate body for oversight.

5. Roles and responsibilities

5.1 Role of the ECT

ECTs will:

- Provide evidence of QTS and eligibility to start induction.
- Agree induction priorities and review them regularly with their tutor.
- Make full use of their reduced timetable allowance.
- Provide evidence of progress against the Teachers' Standards.
- Engage with observations, reviews and assessments.
- Maintain copies of assessment reports.
- Raise concerns with their tutor, or with the appropriate body if unresolved.

5.2 Role of the Headteacher

The headteacher will:

- Confirm QTS and induction eligibility.
- Appoint an appropriate body.
- Ensure suitability of the ECT's post.
- Appoint and support trained induction tutors and mentors (ensuring compliance with the updated, streamlined mentor training requirements).
- Oversee the delivery of the ITTECF-based induction programme.
- Review progress through observations and feedback.
- Complete formal assessments and submit reports to the appropriate body.
- Maintain accurate induction records.
- Inform the governing board of ECT support arrangements.
- Engage in appropriate body quality assurance and fidelity checks.

5.3 Role of the Induction Tutor

The induction tutor will:

- Provide guidance, monitoring and support.
- Carry out regular progress reviews and formal assessments.
- Ensure observations and feedback are completed.
- Inform ECTs of progress against the Teachers' Standards.
- Share progress records with the ECT, headteacher and appropriate body.
- Take prompt action if the ECT experiences difficulties.
- Ensure streamlined monitoring and record-keeping.

5.4 Role of the Induction Mentor

The induction mentor will:

- Meet regularly with the ECT for structured sessions.
- Provide subject/phase-specific support and coaching.
- Deliver or arrange training in line with ITTECF requirements.
- Act promptly if the ECT is experiencing difficulties.

5.5 Role of the Governing Board

The governing board will:

- Ensure compliance with statutory induction requirements.
- Confirm the school has capacity to support ECTs.
- Be assured that the headteacher is fulfilling statutory duties.
- Investigate ECT concerns through grievance procedures if required.
- Seek guidance from the appropriate body where needed.
- Receive general termly reports on ECT progress if requested.

6. Monitoring arrangements

This policy will be reviewed annually by the Head of School and approved by the full governing board.

7. Links with other policies

This policy links to:

- Appraisal (PGP)
- Grievance
- Pay
- Staff Code of Conduct
- Staff Handbook