



## **Our School Vision**

**In our school:**

**we love deeply, respecting everyone and treating them with dignity;  
we aspire with confidence, working hard and embracing challenge;  
we serve God and our community, following the example of Jesus, to create a better world.**

*“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.”*

**Ephesians 5:2 (NLT)**

**Our School Values: Love, Aspiration, Service**

***Latymer All Saints C of E Primary School  
ECT Induction Policy 2025***

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## **1. Introduction**

Supporting Early Career Teachers (ECTs) is a vital part of sustaining high standards of teaching and learning. This policy sets out our approach to delivering a structured, supportive, and developmental induction programme for ECTs, designed to build confidence, competence, and professional identity during the first two years of teaching.

The aim of this policy is to ensure ECTs successfully carry out their professional responsibilities and meet the requirements for satisfactory completion of the statutory induction period, which spans two school years.

The induction programme is designed to:

- Provide ECTs with a supportive environment that facilitates their professional growth.
- Ensure ECTs receive training and mentoring aligned with the Initial Teacher Training and Early Career Framework (ITTECF).
- Meet the statutory requirements of the Early Career Teacher Entitlement (ECTE).

This policy does not form part of any employee's contract of employment, and it may be amended at any time.

The policy will be used in conjunction with DfE statutory guidance for induction for Early Career Teachers, most recently updated on 1<sup>st</sup> April 2025: [https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction\\_for\\_early\\_career\\_teachers\\_England\\_.pdf](https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers_England_.pdf)

## **2. Scope**

From September 2025, all new ECT training programmes should be based on the Initial Teacher Training and Early Career Framework (ITTECF) which will replace the Early Career Framework (ECF). The term Early Career Teacher Entitlement (ECTE) replaces ECF-based training and induction.

ECTs who started training before 1 September 2025 will continue to use the same course and materials. If these ECTs have not completed their training programme by August 2027, they will be expected to receive training based on the ITTECF from September 2027 for the remainder of their ECTE.

## **3. Roles and Responsibilities**

### **3.1 The Headteacher / Induction Lead**

The Headteacher and/or Induction Lead will oversee the induction process in line with the statutory guidelines. They will:

- ensure that an ECT is eligible to start induction and, along with the Appropriate Body, ensure that the post is suitable for an ECT to serve statutory induction.
- appoint to, and oversee, Induction Tutor and Mentor roles to support the ECT's Induction programme and ensure that the progress of ECTs is reviewed regularly as planned, or as required
- ensure that ECTs receive their statutory entitlements during the induction period.
- ensure the ECT is registered with an Appropriate Body and that the Appropriate Body is kept informed of the progress of ECT.
- ensure that observations are carried out and that reviews, assessments and reports are completed and submitted to the Appropriate Body.
- ensure that accurate records are maintained and retained and that all monitoring and record-keeping is carried out in the least burdensome way.

- ensure that ECTs are being provided with the appropriate support.

make the final recommendation on the outcome of an ECT's Induction period to the Appropriate Body.

### 3.2 The Appropriate Body

An Appropriate Body will be appointed to quality assure the induction process, from commencement through to final assessment and certification by the Teaching Regulation Agency (TRA).

The Appropriate Body will:

- provide the main quality assurance role within the induction process.
- ensure the ECT is receiving their statutory entitlements.
- assure itself that Induction Tutors and Mentors can carry out their roles effectively.
- provide a named contact for ECTs on induction matters.
- make the final decision on whether the ECT has satisfactorily met the Teachers' Standards.
- provide relevant information about the induction of all ECTs for which it is responsible, to the Teaching Regulation Agency (TRA).

Specific services may differ depending on the Appropriate Body chosen.

### 3.3 The Induction Tutor

We will assign an Induction Tutor (who holds QTS) to provide regular monitoring and support, and coordination of assessment throughout the induction process. They will:

- coordinate the ECT's induction programme. be responsible for providing/coordinating an ECT's professional development.
- Monitor the ECT's progress against the Teachers' Standard.
- arrange observations and ensure that feedback is provided.
- carry out regular progress reviews and conduct formal assessments where they will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.
- liaise with the Appropriate Body regarding the ECT's progress.
- have the overall responsibility for managing reports and assessments with the ECT, Headteacher and Appropriate Body.
- ensure that ECTs are aware of how, both within the school and externally, they can raise any concerns about their induction programme or their progress.
- take prompt action if an ECT is having difficulties.
- ensure that monitoring and record-keeping is carried out and maintained in the least burdensome way.

### 3.4 The Mentor

In addition to the Induction Tutor, who has responsibility for the formal assessment of the ECT, we will appoint a Mentor who holds QTS to provide ongoing support. The Mentor will:

- meet regularly with the ECT to provide structured one-to-one mentoring sessions, with effective targeted feedback.

- provide support, guidance and coaching for the ECT's professional development.
- work collaboratively with the ECT and others involved in the ECT's induction to ensure that they receive their entitlement to a high quality ITTECF-based induction programme.
- provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- take prompt, appropriate action if the ECT appears to be having difficulties.

The Mentor is not responsible for any aspect of the ECT's formal assessment.

### 3.5 The Early Career Teacher (ECT)

The ECT will:

- provide evidence that they have QTS and are eligible to start induction
- meet with their Induction Tutor to agree on priorities for their programme and review these at regular intervals
- actively engage in CPD which is whole school or bespoke to their career development stage
- discuss and agree with their Induction Tutor how they will best utilise their reduced timetable allowance and commit to their ITTECF-based induction programme
- actively participate in monitoring, review and development programmes, classroom observations, progress reviews and formal assessment meetings
- provide evidence of their progress against the Teachers' Standards
- raise any concerns with their Induction Tutor as soon as possible
- consult the appropriate body if there are difficulties with resolving issues with the Induction Tutor or the school

## **4. The ECT Induction Period**

The Induction Programme will provide a combination of monitoring, support and assessment which are inter-related. Each component will be addressed early in planning the individual ECT's induction programme to ensure that the ECT is fully supported in meeting the requirements of the induction period and that the assessment is fair and well-founded.

All aspects of the programme will include an active role for the ECT. It will help the ECT take increasing responsibility for his or her own professional development as the induction period progresses.

### 4.1 Induction period length

The length of the induction period an ECT is required to serve is two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms.

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

The Appropriate Body will make the final decision about the equivalence of two school years/one school year where the ECT serves induction in more than one setting or in non-standard settings.

In some exceptional circumstances the length of the induction period may be reduced. This decision is for the Appropriate Body taking into consideration the statutory guidance 'Induction for early career teachers'.

ECTs must work for at least one full term (or the equivalent in time) in a continuous job for it to count towards their induction. For ECTs who don't follow a term-based schedule, the Appropriate Body will decide what counts as the minimum period.

#### 4.2 Monitoring and support

A suitable monitoring and support programme, including observations and Professional Progress Reviews, will be put in place for the ECT, structured to meet their professional development needs. It will include:

- support to understand and apply the knowledge and skills set out in the ITTECF evidence:
  - ('Learn that ...') statements and practice
  - ('Learn how to ...') statements
- regular one-to-one mentoring sessions from a designated Mentor who will provide ongoing support for the ECT in meeting the requirements of their ITTECF-based training programme.
- support and guidance from a designated Induction Tutor who will undertake progress reviews and formal assessments, as well as ensure that monitoring, support and observations are taking place, feedback is provided, and records are kept and maintained appropriately.
- observations of an ECT's teaching at least once each half-term, including in the first four weeks in post. Observations will usually be conducted by the Induction Tutor.
- post-observation follow-up discussions between the ECT and observer to analyse lessons observed. Arrangements for observations will be agreed in advance and a record made of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.
- Professional Progress Reviews conducted by the Induction Tutor throughout the induction period, taking place in each term where a formal assessment is not scheduled, to set and review development targets against the Teachers' Standards.
  - Professional Progress Reviews are not formal assessments and will normally be informed by existing evidence of an ECT's teaching. They will be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. ECTs are expected to engage with the process and provide copies of existing evidence as agreed with the Induction Tutor IT.
  - Reviews will be recorded in writing. The record will be retained and provided to the ECT, as well as to the Appropriate Body, after each meeting and will clearly state whether the ECT is on course to successfully complete induction, summarise evidence collected, and state agreed development areas. Objectives will be reviewed and revised in relation to the Teachers' Standards and needs and strengths of the ECT.
  - Following a Professional Progress Review, the Induction Tutor will notify the Appropriate Body and ECT whether the ECT is making satisfactory progress. Where the Induction Tutor believes the ECT is not making satisfactory progress, they will outline the plan put in place to get them back on track.
- Opportunities for the ECT to observe experienced teachers, either within the school or in another institution where effective practice has been identified.

- Other targeted professional development activities will also be provided based on the strengths and areas for the professional development of the ECT, focused on assisting the ECT to meet the Teachers' Standards.

When preparing a support programme, Induction Tutors will ensure that ECTs receive all essential information about the school, their role, and the induction period before their start date. They will also ensure ECT's participation in our general induction for new staff and other relevant training sessions. Additionally, Induction Tutors will make sure ECTs are familiar with whole-school policies, procedures, and protocols, including safeguarding and child protection. ECTs will have the opportunity to meet key staff members, such as the SENCO, and will be provided with any necessary external training or advice identified as relevant.

As part of the overall programme of support, ECTs will have a reduced timetable of:

- 10% extra non-contact time than other classroom teachers in the first year
- 5% extra non-contact time than other classroom teachers in their second year

We will ensure that ECTs are appointed to appropriate roles that do not place unreasonable demands on them. These posts will typically align with the age range and subject(s) for which the ECT has been employed and will not routinely involve teaching outside this scope. The roles will avoid exposing ECTs to daily discipline challenges that are excessively demanding for the context. ECTs will have regular teaching assignments with the same class(es) and will engage in planning, teaching, and assessment processes similar to those of other teachers in substantive positions. Non-teaching responsibilities will only be assigned with appropriate preparation and support.

#### 4.3 Formal assessment

Two formal assessment meetings will be held during the induction period between the ECT and either the Headteacher, or the Induction Tutor acting on behalf of the Headteacher. Mentors will not carry out formal assessments unless they are also acting as the Induction Tutor. Full-time ECTs will receive an assessment towards the end of the final term of the first year, normally term 3, and towards the end of the final term of the second year, normally term 6.

In schools with alternative term patterns, for ECTs starting mid-term, or for those working part-time, the first formal assessment meeting will occur approximately halfway through the induction period. The second assessment will take place near the end of the final induction term. Assessment dates will be agreed upon with the ECTs in advance. Advice may be sought from the Appropriate Body as needed.

Evidence for formal assessments will be drawn from an ECT's work as a teacher during their induction. Evidence will be gathered during progress reviews, observations and assessment periods leading up to the formal assessments using existing, working documents. There will be no need for an ECT to create additional materials. Further sources of evidence may include formal and informal pupil assessment records for those the ECT has had responsibility for, feedback from colleagues and parents, the ECT's lesson plans, records and evaluations, and the ECT's self-assessment and professional development records.

The final assessment meeting at the end of the induction period will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension should be considered. Once assessment reports have been completed, including the Headteacher's recommendation to the Appropriate Body, the ECT will add their comments. The ECT will be given the original and a copy sent to the Appropriate Body.

If an ECT leaves a post after completing at least a term of induction but before the next scheduled assessment, the Induction Tutor or Headteacher will complete an interim assessment to document the ECT's progress and performance since the previous assessment.

#### 4.4 Completion of induction

Following the Headteacher's recommendation at the end of an ECT's induction period, the Appropriate Body will decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period.
- requires an extension of the induction period.
- has failed to satisfactorily complete the induction period.

If the Appropriate Body's decision is that an extension is appropriate or that the ECT has failed, the ECT may appeal once they have been formally notified by the appropriate body.

To appeal, the teacher must contact the Teaching Regulation Agency (TRA) stating they wish to appeal (this is referred to as 'the Notice of Appeal').

The Notice of Appeal must be received by TRA no later than 20 working days after the teacher received the appropriate body's decision

Details of how to appeal can be found here: [https://assets.publishing.service.gov.uk/media/668e948349b9c0597fdafa6a/Induction\\_Appeals\\_Procedure\\_July\\_2024.pdf](https://assets.publishing.service.gov.uk/media/668e948349b9c0597fdafa6a/Induction_Appeals_Procedure_July_2024.pdf)

#### 4.5 Unsatisfactory progress during the induction period

If an ECT is not making satisfactory progress, early action will be taken to support and assist the ECT to make the necessary improvements. We will:

- provide additional support.
- document concerns.
- inform the appropriate body.

If an ECT is struggling, we will discuss what enhanced support needs they may have that can reasonably be put in place. This may include, but is not limited to:

- increased mentoring.
- additional observations and feedback.
- targeted professional development.
- time for reflection and discussion.

If performance concerns persist despite support, then a structured improvement plan may be appropriate. We recognise that the ECF and subsequent ITTECF are designed to support and assess so this improvement plan will be distinct from formal capability procedures.

Where an ECT has continuing difficulties, the consequences of failure to complete the induction period will be fully discussed with them.

In these circumstances, it will be recommended to ECTs that they should contact their Professional Association for advice.

In particularly serious cases it may be necessary to instigate capability procedures alongside the induction programme, before its conclusion, which may lead to dismissal before the end of the induction period.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution. All ECTs must complete a full induction period before they can be judged to have failed induction.

If an ECT feels that the induction support or assessment procedures are inappropriate or insufficient, and their concerns have not been resolved through internal channels or by speaking with the Appropriate Body's Induction Coordinator, they should contact the named representative at the Appropriate Body as soon as possible.

## **5. Special Circumstances**

### **5.1 Extension due to ad-hoc absences**

The Induction period will be automatically extended if an ECT is absent for a total of 30 school days or more during each year of induction (or the equivalent for part-time staff). This excludes absences for statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave. In these circumstances, the induction period will be extended by the total number of days the ECT was absent.

If the ECT is on a permanent contract, and their induction is extended, they will continue in post.

If the ECT is on a fixed term contract, we will reasonably consider extending this contract with any final decisions being made on a case-by-case basis.

### **5.2 Extension due to statutory leave**

ECTs who take statutory leave such as maternity, paternity, adoption, shared parental or parental bereavement leave while serving their induction period, or an extension to their induction period, may choose whether to extend their induction. In these circumstances, the induction period will be extended by the total number of days the ECT was absent.

Any outstanding assessments will be postponed until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction. This choice rests with the ECT, and any request to extend induction in these circumstances will be granted.

If an ECT chooses not to extend the induction period, their performance will be assessed against the Teachers' Standards based on the time they were in post. ECTs in this position are strongly advised to seek advice before making a decision.

### **5.3 Extension after induction period has ended**

The Appropriate Body has the discretion to extend an ECT's induction period at the final assessment point, where such an extension can be clearly justified. The Appropriate Body will determine the length of the extension, the assessment arrangements during this period, and the final recommendation upon its completion.

Where an extension is served in a new school or institution, the ECT must complete a minimum of one full term of employment in that setting for it to count toward induction.

If an ECT leaves our employment before completing induction, the Headteacher must complete an interim assessment report and notify the Appropriate Body accordingly.

### **5.4 ECT moving from Wales to England**

Where an extension is granted under Welsh Regulations and the ECT is subsequently employed at a school in England, the period is treated as having been extended under English Regulations. Such ECTs will complete the remainder of a two-year statutory induction, unless eligible under transitional arrangements to complete the remainder of a one-year induction.

### **5.5 ECTs Completing induction in more than one institution simultaneously**

In all cases where Induction is served in more than one institution simultaneously, one Headteacher acts as the lead, consulting with and gathering evidence from the other Headteacher(s). Similarly, one Appropriate Body takes the lead in making the decision on the outcome of the Induction period, following the recommendation from the lead Headteacher.

## **6. Addressing ECT Concerns**

If an ECT has any concerns about their induction, these should be raised with us in the first instance. ECT can raise their concerns with the Headteacher, Induction Lead or Induction Tutor as they prefer.

ECT also have the right to access any of our policies and procedures to raise concerns.

Where concerns relating to their induction have not been resolved using these routes, ECTs should raise their concerns with the named contact within the Appropriate Body.

### **Monitoring arrangements**

This policy will be reviewed annually by the Staffing and Curriculum Committee. Any amendments will be presented at a meeting of the Full Governing board.

**Reviewed and Approved by:** The Finance and Premises Committee

**Date:** September 2025

**Ratified by Full Governing Board**

**Date:** September 2025

**Next review due:**

**Date:** July 2026

**Latymer All Saints C of E Primary School is committed to the safeguarding of our pupils and staff.**