

ECT Induction Policy

Reviewed by: Senior Leadership Team

Reviewed: July 2025

Contents

1.0 Rationale	2
2.0 Aims	2
3.0 Roles and Responsibilities of those involved in the Induction Process	2
4.0 Raising Concerns	5
5.0 References.....	5
6.0 Further advice or clarification:	5

1.0 Rationale

- 1.1 All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.
- 1.2 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework with monitoring and an assessment of performance against the Teachers' Standards.
- 1.3 Our induction programme ensures ECTs:
 - 1.3.1 Receive structured, high-quality professional development.
 - 1.3.2 Are not burdened with unnecessary paperwork or workload.
 - 1.3.3 Are supported to demonstrate competence against the Teachers' Standards.

2.0 Aims

- 2.1 Provide a two-year structured induction period based on the ECF.
- 2.2 Integrate ECTs fully into the school community.
- 2.3 Ensure clear professional expectations and rights within the teaching profession.
- 2.4 Provide opportunities to observe expert teaching.
- 2.5 Deliver consistent, constructive feedback and support.
- 2.6 Establish a secure foundation for long-term professional growth.

3.0 Roles and Responsibilities of those involved in the Induction Process

- 3.1 The ECT will:
 - 3.1.1 Provide evidence of QTS and induction eligibility.
 - 3.1.2 Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
 - 3.1.3 Engage fully with the ECF-based programme.
 - 3.1.4 Attend structured mentor sessions regularly.
 - 3.1.5 Maintain records of professional development.
 - 3.1.6 Raise concerns promptly with the induction tutor or appropriate body contact.

3.1.7 Participate in scheduled observations, progress reviews, and formal assessments.

3.2 The Induction Tutor will:

3.2.1 Be separate from the mentor wherever possible, unless unavoidable.

3.2.2 Obtain interim assessments and reports from the ECTs previous post.

3.2.3 Coordinate the ECT's overall programme with the appropriate body.

3.2.4 Conduct regular progress reviews and two formal assessments (end of Year 1 and 2).

3.2.5 Ensure all monitoring is streamlined and avoids unnecessary workload and evidence collection.

3.2.6 Communicate clear outcomes and next steps against the Teacher's Standards following reviews.

3.2.7 Ensure that the ECT's teaching is observed, and feedback provided.

3.2.8 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.

3.2.9 Take prompt, appropriate action if an ECT appears to be having difficulties.

3.2.10 Act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.

3.2.11 Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.

3.2.12 Notify the appropriate body as soon as absences total 30 days or more.

3.3 The Mentor will:

3.3.1 Meet weekly (or as agreed) for structured, targeted mentoring sessions.

3.3.2 Focus on phase/subject-specific support and professional development.

3.3.3 Avoid involvement in formal assessment of the ECT.

3.3.4 Ensure consistent support, collaboration, and constructive feedback.

3.3.5 Inform the Induction Tutor and HOD if the ECT appears to be having difficulties

3.4 The Headteacher will:

3.4.1 Verify QTS and induction eligibility.

- 3.4.2 Appoint an appropriately trained induction tutor and mentor.
- 3.4.3 Ensure sufficient time is allocated for both roles.
- 3.4.4 Secure delivery of an appropriate ECF-based induction via a DfE-funded lead provider or delivery partner.
- 3.4.5 Oversee regular progress monitoring, including classroom observations.
- 3.4.6 Make formal recommendations on ECT progress to the appropriate body.
- 3.4.7 Participate in quality assurance activities.
- 3.4.8 Inform the governing body of induction arrangements.

3.5 The Trustees will:

- 3.5.1 Ensure statutory compliance with DfE ECT Induction Guidance.
- 3.5.2 Monitor school capacity to support ECTs.
- 3.5.3 Address concerns raised by ECTs via the school's grievance procedures.
- 3.5.4 Statutory Requirements
- 3.5.5 Keep ECTs up to date on their progress – there will be 'nothing unexpected'.
- 3.5.6 A qualified induction tutor and mentor will be appointed for each ECT, ensuring role separation where possible.
- 3.5.7 ECTs will receive:
 - 3.5.7.1 Year 1: No more than 90% of a full-time teacher's timetable (plus PPA).
 - 3.5.7.2 Year 2: No more than 95% of a full-time teacher's timetable (plus PPA).
 - 3.5.7.3 Opportunities will be provided for observing high-quality teaching, internally and externally.
 - 3.5.7.4 Monitoring, feedback, and assessment processes will focus on professional development, avoiding excessive documentation or evidence demands.
- 3.5.8 ECTs will be kept informed of progress regularly, with no surprises.
- 3.5.9 Clear distinction between regular progress reviews and formal assessments will be maintained.

3.6 ECTs at Risk of Not Meeting Standards

- 3.6.1 Prompt communication of concerns and clear identification of required improvements.
- 3.6.2 Implementation of additional monitoring, support, and targeted objectives.

3.6.3 Notification to the appropriate body.

3.6.4 Full opportunity provided to address underperformance.

4.0 Raising Concerns

4.1 ECTs should initially raise concerns with their induction tutor or mentor.

4.2 If unresolved, ECTs should contact the named contact at the appropriate body.

5.0 References

5.1 DfE Induction for Early Career Teachers (England) Statutory Guidance (2024)

www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects

6.0 Further advice or clarification:

6.1 ECTs should consult our appropriate body which is Balcarras Teaching School Hub:

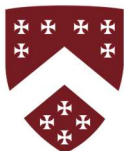
Lianne Harrington Lead AB Administrator

Email: Ts-hub@balcarras.gloucs.sch.uk

Telephone: 01242 545134

www.balcarrasteachingschoohub.com

KLB



Katharine Lady Berkeley's School
Wotton-under-Edge, Gloucester, GL12 8LX

Tel: 01453 842227

Mail: info@klbschool.org.uk

www.klbschool.org.uk