EARLY CAREER TEACHER (ECT) INDUCTION POLICY & PROCEDURE

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CONTENTS

Section 1 Aims

Section 2 Newly Qualified Teacher (NQT) induction transitional arrangements

Section 3 Legislation and statutory guidance

Section 4 The ECT induction programme

Section 5 Roles and responsibilities

Section 6 Monitoring arrangements

Section 7 Links with other policies

Section 1 Aims

The Trust aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all of the 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;
- Make sure all staff understand their role in the ECT induction programme.

Section 2 Newly Qualified Teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**. The term 'early career teacher' refers to a newly qualified teacher in their first or second year of induction.

If a 'historic' NQT (newly qualified teacher) did not complete their induction by 1 September 2023, they will be required to complete the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

Section 3 Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) June 2026;
- The Initial Teacher Training and Early Career Framework (ITTECF) Initial Teacher Training and Early Career Framework;

The 'relevant standards' referred to below are the Teachers' Standards. This policy complies with our funding agreement and articles of association.

Section 4 The Early Career Teacher Induction Programme

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 ITTECF, with monitoring and an assessment of performance against the Teachers' Standards.

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. The minimum period that will need to be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term.

SHARE MAT schools will follow the full induction programme with Calderdale and Kirklees Teaching School Hub. The programme is also quality assured by Calderdale and Kirklees Teaching School Hub, our 'appropriate body'.

Shelley College is the lead school in the Hub status. Shelley College ECTs will use Exceed Teaching School Hub (Bradford) as their Appropriate Body due to regulations set out in the guidance.

4.1 Suitable posts for induction

Each ECT will:

- provide evidence that they have QTS and are eligible to start induction
- regularly meet with their induction tutor/mentor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor/mentor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based training programme
- provide evidence of their progress against the Teachers' Standards
- participate fully in any agreed monitoring, development programme and meetings
- 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.

4.2 Support for Early Career Teachers

Schools will:

- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed mentor, who will have QTS with the time and ability to support the ECT
- Ensure the ECT has a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be 95% of the timetable of our existing teachers on the main pay range
- Regularly observe the ECT's teaching and provide written feedback
- Offer opportunities for the ECT to observe other teachers where effective practice has been identified.
- Ensure the ECT's timetable allows regular teaching to the same class or classes
- Include ECTs in all planning, teaching and assessment processes, as per other teachers working in similar posts
- ECT should only be given additional non-teaching responsibilities with appropriate preparation and support
- ECTs should not have unreasonable demands made upon them, not normally teach outside the age range and/or subjects they have been employed to teach and not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.
- Ensure the nominated Induction Tutor reviews the ECT's progress against the teaching standards each term, with a progress review or formal assessment as requested by the appropriate body.
- Ensure the ECT is kept up to date on their progress. There should be nothing unexpected.

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews (one per term) during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend

to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will be available on ECT Manager for the appropriate body to quality assure. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified;
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards;
- An effective support programme is put in place to help the ECT improve their performance.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Section 5 Roles and responsibilities

5.1 Role of the ECT

The ECT 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 their programme of training and support based on the ITTECF;
- provide evidence of their progress against the Teachers' Standards (see para 1.9);
- 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 fully 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.

5.2 Role of the headteacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and 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, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;

• ensure that the mentor has the ability, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;

• ensure an appropriate programme of training and support based on the ITTECF is in place;

• ensure the ECT's progress is reviewed regularly, including through observations of and feedback and their teaching and that progress reviews are sent to the appropriate body;

• ensure that assessments (including any interim 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/principal is expected to:

• obtain interim assessments, any formal assessment and progress reviews 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, within each year of induction, 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 minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- 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.

5.3 Role of the induction tutor

The induction tutor (or the headteacher/principal if carrying out this role) 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 to support the ECT, 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.

5.4 Role of the mentor

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 programme of training and support based on the ITTECF;

• provide, or broker, effective support, including phase or subject specific mentoring and coaching; and

• take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties.

5.5 Role of the Trust Directors

The Board of Directors:

- 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.

Section 6 Monitoring arrangements

This policy will be reviewed **annually** by the Director of Teaching School Hub. At every review, it will be approved by the directors.

Section 7 Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance.

Section 8 Schedule of Amendment

Version No.	Date of Issue	Amendment
2.0	December 2021	section 3 updated to reference Covid exemption legislation
3.0	September 2023	Updated to reflect the DfE changes to Induction guidance (Sept 2023)
4.0	27.6.24	date of last change to statutory guidance to April 2024
5.0	26.6.25	Changes to sections 3, 4 and 5 to reflect updated DfE guidance and early career framework reforms
6.0	15.6.26	Section 3 - Updated DfE statutory guidance June 2026