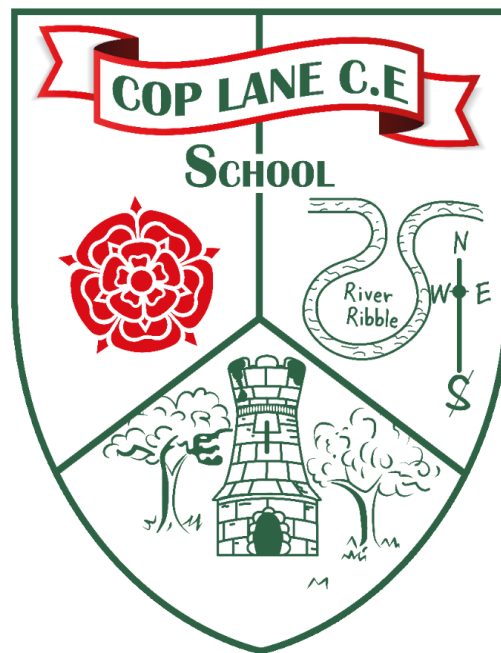


Cop Lane C.E Primary School



Early Career Teacher Policy

Autumn 2025

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'
Philippians 4.13

Statement of intent

At Cop Lane C.E. Primary School, we recognise that the successful induction of an Early Career Teacher (ECT) is important both for the development of the individual teacher and for the wider life of the school. ECTs bring fresh ideas, enthusiasm and new perspectives to teaching, and the school is committed to supporting them to become confident, reflective and effective practitioners. The induction period for ECTs will:

- enable ECTs to build upon their existing knowledge, skills and understanding
- support ECTs to become full members of the teaching profession
- provide a strong foundation for continuing professional development
- help ECTs to meet identified goals and complete induction to the required standard
- be systematic, fair and rigorous in the assessment of ECT professional practice
- provide appropriate support where an ECT is not making satisfactory progress

This policy sets out the school's approach to ECT induction and confirms the roles and responsibilities of all those involved.

Legal framework and guidance

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to:

- DfE statutory guidance: *Induction for early career teachers (England)*
- DfE statutory guidance: *Appropriate bodies guidance: induction and the early career framework*
- DfE statutory guidance: *Initial teacher training and early career framework*
- DfE guidance: *Teachers' Standards*
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended
- School teachers' pay and conditions document and associated guidance

Related school policies

This policy should be read alongside the following school policies:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

Roles and responsibilities

Early Career Teachers

ECTs are responsible for:

- providing evidence that they hold Qualified Teacher Status (QTS) and are eligible to begin induction
- meeting regularly with their induction tutor to agree priorities and review progress
- discussing with their induction tutor how best to use their reduced timetable allowance
- fully participating in the agreed induction, mentoring and professional development programme
- demonstrating progress against the Teachers' Standards
- raising any concerns with their induction tutor as soon as possible
- contacting their named contact at the appropriate body if concerns cannot be resolved within school
- attending scheduled observations, progress reviews and formal assessment meetings
- agreeing the start and end dates of induction, including any periods affected by absence, with their induction tutor

- retaining copies of all assessment reports for their own records

The Headteacher

The headteacher is responsible for:

- monitoring, supporting and assessing ECTs throughout induction, in partnership with the appropriate body
- ensuring the ECT holds QTS before induction begins
- determining whether the ECT is required to serve statutory induction or is exempt
- notifying the appropriate body when an ECT takes up a post for induction
- ensuring the post is suitable for induction
- agreeing the appropriate body with the ECT before induction begins
- ensuring the induction tutor has received suitable training and has sufficient time to carry out the role effectively
- ensuring a personalised, ECF-based induction programme is in place
- ensuring progress is reviewed regularly through observation, feedback and formal assessment
- submitting completed reports to the appropriate body in a timely manner
- keeping accurate records of employment relevant to induction
- ensuring all monitoring and record-keeping are streamlined and do not create unnecessary burden
- informing the Governing Board of the arrangements in place to support ECTs
- making recommendations to the appropriate body about whether the ECT has met the Teachers' Standards
- participating in the appropriate body's quality assurance process
- retaining all relevant documentation and evidence for six years
- ensuring that any ECT who does not satisfactorily complete induction is dealt with in line with statutory guidance
- ensuring the ECT receives key policies, including safeguarding, behaviour and staff conduct documents
- ensuring the ECT knows the identity and role of the Designated Safeguarding Lead and deputies
- ensuring the ECT understands the school's procedures for children missing from education

The headteacher will also take the necessary steps in any of the following circumstances, where relevant:

- obtaining interim assessments from a previous post
- alerting the appropriate body at an early stage if progress is a concern
- ensuring a third-party observation takes place where required
- notifying the appropriate body if an ECT is absent for 30 days or more in a year of induction
- informing the Governing Board regularly about induction arrangements
- discussing reduced induction periods in exceptional circumstances
- providing interim assessment reports where an ECT moves between assessment points
- informing the appropriate body when an ECT leaves during induction

Induction Tutors

Induction tutors are responsible for:

- coordinating, guiding and supporting the ECT's professional development
- reviewing progress regularly during induction
- undertaking the two formal assessment meetings across the induction period
- coordinating input from other staff where necessary
- carrying out progress reviews in terms where a formal assessment is not due
- informing the ECT of the outcome of each progress review against the Teachers' Standards
- sharing progress review records with the ECT, headteacher and appropriate body
- informing the ECT of the judgements recorded in formal assessment reports and inviting comments
- observing the ECT's teaching and providing feedback
- ensuring the ECT knows how to raise concerns about induction or personal progress

- taking prompt and appropriate action if the ECT is experiencing difficulty
- ensuring monitoring and record-keeping are streamlined and based on existing working documents where possible

Mentors

Mentors are responsible for:

- meeting regularly with the ECT for structured support sessions
- providing effective, targeted feedback
- working collaboratively with the ECT and other staff involved in induction
- helping to ensure the ECT receives a high-quality programme based on the Early Career Framework
- providing or coordinating phase- or subject-specific mentoring where appropriate
- taking prompt and appropriate action if the ECT is facing difficulties

Appropriate Bodies

Appropriate bodies have a quality assurance role and are responsible for:

- ensuring the headteacher and Governing Board understand and can meet their responsibilities
- confirming that each ECT receives a personalised induction programme, tutor support and a reduced timetable
- maintaining full responsibility for their regulatory duties and not delegating these
- making direct decisions about the suitability of posts and institutions
- taking action where a school is not meeting the requirements
- overseeing and monitoring any third-party arrangements
- ensuring school induction programmes are clearly based on the Early Career Framework
- supporting schools where ECTs are facing difficulties
- ensuring induction tutors have sufficient ability and time to carry out their role
- contacting the school where responsibilities are not being met
- confirming that QTS has been awarded
- ensuring the school provides a reduced timetable in addition to PPA time
- ensuring ECTs have a named contact within the appropriate body
- maintaining records and assessment reports
- obtaining interim assessments where an ECT has moved from another school
- ensuring progress reviews and assessment reports are submitted on time
- agreeing any reduced induction period with the headteacher and ECT
- making the final decision on whether performance against the Teachers' Standards is satisfactory
- providing the Teaching Regulation Agency with required information
- responding to requests from schools and colleges for guidance and support
- supporting training for induction tutors where needed
- retaining all relevant records for six years

Governing Board

The Governing Board is responsible for:

- ensuring the school complies with this policy and relevant statutory guidance
- satisfying itself that the school has the capacity to support ECTs effectively
- ensuring the headteacher is fulfilling their responsibilities
- considering concerns raised by an ECT through the school's Grievance Policy where appropriate
- seeking advice from the appropriate body where necessary
- requesting general reports from induction tutors on ECT progress

Statutory induction

Statutory induction is the bridge between initial teacher training and a career in teaching. The school will support ECTs to demonstrate that their performance against the relevant standards is satisfactory and that they are equipped to become successful, reflective teachers.

The Teachers' Standards will be used to assess ECT performance during induction. Judgements will be made against what can reasonably be expected of the ECT within their school context. Assessments will reflect the expectation that the ECT has consolidated their initial teacher training and can demonstrate consistent performance over time.

The Early Career Framework will support professional development, but it will not be used as an assessment tool.

The school will not employ a qualified teacher as a teacher unless that person has satisfactorily completed induction, or is exempt from doing so in line with statutory guidance.

ECTs serving induction on a full-time basis are required to complete a statutory induction period of two academic years. Part-time ECTs must complete the full-time equivalent of two academic years. Any agreed reductions or extensions will be managed in line with statutory guidance.

Short-term supply teaching of less than one term will not count towards induction. If a supply placement is extended beyond one term, induction will begin from the point the post becomes a suitable induction post, in line with statutory requirements.

Where an ECT is judged not to have met the Teachers' Standards at the end of induction, they will not be permitted to repeat induction. They will, however, have the right to appeal in line with statutory guidance.

Eligibility

Before an ECT starts, the headteacher will undertake the necessary pre-employment checks, including verification of QTS, and these will be confirmed with the appropriate body.

If an ECT has already completed an induction period that resulted in a judgement that the Teachers' Standards were not met, they will not be eligible to undertake statutory induction at the school. The headteacher will confirm this by consulting the Teaching Regulation Agency where required.

The school will not refuse an induction post simply because an ECT gained QTS some time ago. Although ECTs are encouraged to begin induction as soon as possible after gaining QTS, there is no requirement for them to do so immediately.

Suitable posts for induction

The headteacher and appropriate body will agree whether a post is suitable for induction. A suitable post will:

- have a headteacher able to make a recommendation about whether the ECT has met the Teachers' Standards
- have an agreed appropriate body to quality assure the process
- provide the ECT with the experience, support and opportunities needed to demonstrate satisfactory performance
- ensure the appointment of an induction tutor who holds QTS and has suitable knowledge and experience
- provide whole-class teaching experience appropriate to the ECT's phase or subject
- not place unreasonable demands on the ECT
- not normally require teaching outside the phase or subject(s) for which the ECT was employed
- not present the ECT, on a day-to-day basis, with unreasonably demanding behaviour or discipline issues
- involve regular teaching of the same classes where possible
- involve planning, teaching and assessment comparable to that of other teachers in similar posts
- not require substantial non-teaching responsibilities without appropriate preparation and support

The Governing Board will be satisfied that the school has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

If the school enters special measures, it will only be able to offer induction to ECTs where this is permitted by the relevant inspection arrangements and the appropriate body is satisfied that the ECT's induction would not be unfairly compromised.

Beginning induction

Once an ECT has been appointed to a suitable post, the headteacher will notify the Teaching Regulation Agency in advance of the ECT starting.

On registration, the ECT will be given a named contact to raise any concerns about the induction programme.

The start date for induction will be agreed by the headteacher, the ECT and the appropriate body. This may differ from the start date of the ECT's employment contract.

The length of the induction period will also be determined before induction begins. Where the ECT works part-time or across more than one setting, the appropriate body will determine the required length of induction in line with statutory guidance.

The school will not begin induction until an appropriate body has been agreed. Any reasonable charges made by the appropriate body will be agreed in advance.

The headteacher will ensure the ECT has a reduced timetable for induction. This will amount to teaching:

- Year 1: no more than 90 per cent of the timetable of the school's existing teachers on the main pay range
- Year 2: no more than 95 per cent of the timetable of the school's existing teachers on the main pay range

These reductions are in addition to PPA time.

Mentoring and support

ECTs will be allocated a named mentor, normally a relevant member of the teaching staff. The mentor will hold QTS and have the necessary knowledge, experience and time to fulfil the role effectively.

Wherever possible, the mentor will be a different person from the induction tutor. In exceptional circumstances, the headteacher may appoint one person to carry out both roles, including the headteacher if necessary. Where this happens, the headteacher will ensure that mentoring support remains separate from assessment.

Mentors provide supportive and advisory guidance only and do not carry out formal assessments unless they are also the induction tutor.

Mentors will meet the ECT regularly for structured one-to-one sessions to discuss progress, offer advice and provide an opportunity to raise questions or concerns. These sessions will normally take place during teaching hours and within contracted time.

Mentors will receive training appropriate to their role and are expected to attend all required training.

Monitoring and assessment

ECTs will also be supported by an induction tutor, who will provide monitoring, feedback and coordination of assessment. The induction tutor will be identified by the headteacher and will hold QTS, together with the necessary knowledge, skills and time to carry out the role effectively.

The induction tutor's role is separate from the mentor role wherever possible.

The main responsibilities of the induction tutor are to:

- make fair and rigorous judgements about ECT progress against the Teachers' Standards
- identify early where additional support is needed
- ensure ECTs understand how to raise concerns
- conduct termly observations, unless circumstances require otherwise
- hold post-observation review meetings in advance of observations where possible
- provide prompt, constructive written and verbal feedback
- carry out progress reviews in each term when a formal assessment is not scheduled
- use existing evidence wherever possible and avoid unnecessary duplication
- provide copies of progress review records to the ECT
- notify the headteacher and appropriate body of the ECT's progress
- ensure the ECT is not surprised by formal assessment outcomes
- produce formal assessment reports at the required points
- give the ECT the opportunity to comment on formal assessments
- ensure reports are shared with the headteacher, ECT and appropriate body

Progress reviews will not require the ECT to create new evidence specifically for review. Existing evidence from day-to-day professional work will be used wherever possible.

Formal assessments will take place in the final term of the first year and again in the final term of the second year of induction. They will be carried out by the induction tutor or headteacher only.

If an ECT is absent when a formal assessment is due, the assessment will be completed when the ECT returns.

Formal assessment reports will:

- explain how the ECT has been assessed against the Teachers' Standards
- be discussed with the ECT in an assessment meeting
- allow the ECT to add comments
- be signed by the induction tutor, headteacher and ECT
- be sent to the appropriate body within 10 working days of the assessment meeting
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If an ECT leaves after completing one term or more, but before the next scheduled formal assessment, an interim assessment will be completed before departure. If this is not possible, an interim assessment report will still be completed and shared with the ECT and appropriate body.

Record-keeping

All records relating to ECT induction will be kept in accordance with the school's Records Management Policy.

Assessment forms will be signed by the headteacher and submitted to the appropriate body in a timely manner. They will include:

- the date employment began
- the amount of induction completed
- any changes to working pattern
- any periods of absence

Assessment reports will be retained for six years. ECTs will be advised to keep their own copies of all reports.

Where an ECT has completed part of induction in another school, the headteacher will obtain any relevant progress reviews or assessment reports from the previous school and confirm how much induction time remains. Any relevant concerns from previous posts will be shared with the new appropriate body where necessary.

The school will consult the Teaching Regulation Agency and the Employer Access Online service where appropriate.

Confidentiality

The school will work with the appropriate body and the Teaching Regulation Agency to ensure that data relating to ECT induction is handled securely and transferred appropriately.

Induction records and assessments will be treated as confidential and shared only with those who need access in order to fulfil their responsibilities.

ECTs will be informed about who has access to their assessment information.

The Governing Board may request general reports on ECT progress, but it does not have automatic access to individual assessment records. The exception to this is where an ECT raises a concern about an assessment and access is needed to review the matter properly.

Special circumstances

Where an ECT has significant teaching experience and meets the relevant criteria, the appropriate body may reduce the induction period to a minimum of one term. The ECT may still complete the full induction period if they wish. Any reduction will be made only where the ECT agrees and where it is reasonable in light of their experience and remaining development needs.

If an ECT is absent for a total of 30 days or more during induction, the induction period will be extended by the total number of days absent, except where statutory leave provisions apply in line with guidance.

ECTs who take maternity, paternity, adoption, shared parental or parental bereavement leave during induction may choose whether their induction is extended accordingly. Any outstanding assessment will be deferred until the ECT returns.

Where it would be unreasonable to expect an ECT to have demonstrated satisfactory performance for reasons such as illness, personal crisis, disability or lack of support, the appropriate body may extend induction in line with statutory guidance.

If records are lost through no fault of the teacher, the appropriate body may consider whether exemption from induction is appropriate. Every reasonable attempt must first be made to recover missing records or establish an audit trail.

Where an ECT completes induction across more than one school simultaneously:

- the separate contracts will be combined to calculate the total induction period
- one headteacher will act as the lead and fulfil the responsibilities set out in this policy
- one appropriate body will take the lead decision-making role

Unsatisfactory progress and appeal

Where an ECT is not making satisfactory progress, additional monitoring and support will be put in place. This may include meetings with the headteacher, refresher training and increased supervision. The induction tutor will record concerns, outline the support plan and notify the appropriate body.

The appropriate body and headteacher will ensure that:

- areas for improvement have been correctly identified
- clear objectives have been set
- an effective support programme is in place
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If concerns continue, the headteacher will meet with the ECT to explain the consequences of failing to complete induction satisfactorily and to review:

- the identified weaknesses
- the agreed objectives
- the additional support provided
- the evidence used to reach the judgement
- the improvement plan for the next assessment period
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Where there are serious capability concerns, capability procedures may be started before the end of induction. This does not prevent the ECT from completing induction at another school, where applicable.

If the ECT has their induction extended or fails induction, the appropriate body will inform them of their right to appeal and the relevant time limit.

Monitoring and review

The Governing Board is responsible for reviewing this policy annually. The effectiveness of the policy will be monitored by senior leaders and governors, and any concerns will be reported to the headteacher promptly.

Any updates to this policy will be shared with relevant staff and stakeholders.

This policy was adopted by the Governing Body in Autumn 2026.

It will be reviewed again in Autumn 2027 or sooner if required.

Signed:

I. P. Ashmore