



Early Career Teacher Induction Policy

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EARLY CAREER TEACHER INDUCTION POLICY

2025-2026

Our academy's induction process has been designed to make a significant contribution to both the professional and personal development of early career teachers (ECTs) as they make progress towards the Teachers' Standards (DfE).

The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. In this academy, the appropriate body is Northern Lights Teaching School Hub. They are also responsible for the quality assurance of this induction process.

Aims

The trust aims to:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF) until 2027 or the Initial Teacher Training and Early Career Framework (ITTECF) from 2025 for new ECTs.
- 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 or Early Career Teacher Entitlement (ECTE).

Links to Other Policies

This policy should be read alongside the following Trust Policies and Procedures:

- Appraisal – Teaching Staff (*note that ECTs are exempt from appraisal*)
- Confidential Reporting Code (Whistleblowing)
- Grievance
- Staff Code of Conduct
- Teachers Pay Policy

The ECT Induction Programme or Early Career Teacher Entitlement (ECTE)

For ECTs starting from September 2025 onwards, their overall induction will be called the ECTE, which includes an Early Career Teacher Programme (ECTP). This is underpinned by the ITTECF.

Those who started their induction programme prior to September 2025 will have an ECT induction programme underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

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 two academic years. Part-time ECTs will serve a full-time equivalent. A minimum of one term of full-time equivalent employment may count towards completion of the induction period.

The programme is quality assured by the Northern Lights Teaching School Hub, the appropriate body (AB).

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 relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS).
- Have an appointed induction mentor, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working 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.

Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Their designated mentor, who will provide regular structured mentoring sessions and targeted feedback.
- Mentor time is protected within directed time and will be scheduled regularly. Mentoring sessions will not be arranged on an ad hoc basis or take place during the ECT's PPA time.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.

- Chances to observe experienced teachers, either within the school or at another school with effective practice.
- The school recognises the importance of ECT wellbeing and will ensure ECTs have access to appropriate pastoral and wellbeing support throughout their induction period.

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 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, if requested.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. This will be completed on an online platform called ECT Manager. 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 notification will be sent automatically to the appropriate body via ECT Manager with a recommendation on whether the ECT has passed their induction. The final assessment report will be sent within ten working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

If 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. This is also captured on ECT Manager.

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 plan 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. Any support plan will be discussed with Northern Lights AB prior to commencing.

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.

The Induction Tutor should raise any initial concerns around an ECT's progress with the appropriate body. This will allow a discussion to take place regarding the optimal next steps for that ECT.

Support for ECTs Experiencing Difficulties

- Where an ECT is experiencing difficulties in meeting the Teachers' Standards or making expected progress through their induction period, the school will provide additional support and monitoring.
- Support may include more frequent mentor meetings, targeted coaching, additional observations, tailored professional development opportunities, reduced workload where appropriate, and the development of a structured support plan with clear targets and review points.
- The Appropriate Body will be informed where concerns arise, and support arrangements will be implemented in line with statutory induction guidance.
- The aim of any intervention will be to help the ECT successfully complete their induction through timely, constructive, and developmental support.

Changes to ECT's circumstances

It is also good practice to notify the appropriate body of any changes to ECT's circumstances. This includes, but is not limited to, the following:

- Change in ECT's contract.
- Change in classes taught by the ECT.
- Change of induction tutor or mentor (inform ECF provider too).
- Change of school (i.e., if ECT is leaving school or moving to another school in the Trust).
- Change in responsibilities of ECT that may impact induction.
- Concerns around any current absence or pending absence (this includes absences because of long term sickness or maternity/paternity/carer's leave).

Roles and Responsibilities within the Induction process

(Taken from '[Statutory guidance on induction for early career teachers](#)', April 2025)

There are a range of roles within the induction process of an early career teacher:

- Early Career Teacher, ECT
- Headteacher / Principal
- Induction Tutor
- Mentor
- Governing Body
- Appropriate Body

- Lead Providers / Delivery Partners
- Teaching Regulation Agency

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 ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- 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 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.

The Headteacher 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 and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based or ITTECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that 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.
- notify the appropriate body when an ECT serving induction leaves the institution.

The Induction Tutor is expected to: (or the Headteacher if carrying out this role)

- 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 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.

The Mentor 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 ECF-based or ITTECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Trust Board:

- 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.

Procedure for ECTs not satisfied with the Induction process

1. Raise any concerns with their induction tutor as soon as is practicable
2. Discuss issues of concern with the Headteacher
3. Consult their Appropriate Body named contact
4. Raise concerns with the Trust Board as outlined in their school's agreed grievance procedures

Relationship to the School's Appraisal Process

- ECTs undertaking statutory induction are exempt from the school's performance appraisal arrangements for the duration of their induction period.
- Assessment of an ECT's performance during induction will be conducted through the statutory induction process, including progress reviews and formal assessment points, as required by national guidance.
- Upon successful completion of induction, teachers will transition to the school's standard appraisal arrangements.

The whole staff will be kept informed of the school/academy induction policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school/academy approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.