



**Rudyard Kipling Primary School**

## **Policy for the Induction of Early Career Teachers (ECTs)**

**Review frequency: Annually**

**Policy approved by the governing board: July 2025**

**Next approval date: September 2026**



**Brighton & Hove  
City Council**

# 1. Introduction

The first year two years of teaching are not only very demanding but also of critical significance in the professional development of a new teacher. It is vital that early career teachers (ECTs) receive a smooth transition into the teaching profession through appropriate guidance, support and challenge. This then provides a firm foundation for career-long professional development.

ECTs carry out two years of formal induction (full time equivalent) in line with [Induction for ECTs: Statutory Guidance \(Department for Education\)](#).

They receive a personalised programme of support, monitoring and assessment, which is co-ordinated by their induction tutor. ECTs also receive weekly guidance from a mentor to support them through their professional development, using the Early Career Framework (ECF). All other teaching and support staff in the school also play a part in induction, as they share their knowledge, skills and experience.

This school welcomes early career teachers into the staff team, as they bring fresh approaches and ideas that the whole school can benefit from.

Before ECTs start induction, they must be registered with an 'appropriate body', which has the main quality assurance role within the induction process. Full details of the appropriate body's responsibilities can be found in the DfE's statutory guidance above.

This school is registered with the following appropriate body:

Wandle Teaching School Hub  
Chesterton Primary School  
Dagnall Street  
Battersea  
London  
SW11 5DT

Contact:

Tel: 07590551202

Email: [AppropriateBody@WandleTSHub.org.uk](mailto:AppropriateBody@WandleTSHub.org.uk)

Web: <http://wandletsh.ectmanager.com>

This policy is based on the DfE's statutory guidance and the appropriate body's recommended procedures. ECTs and induction tutors receive more comprehensive advice and guidance from the appropriate body once registered.

## 2. Registering an ECT with the appropriate body

Induction begins in an ECT's first post after achieving Qualified Teacher Status (QTS).

The school that is offering induction must:

- have a headteacher/principal to make the recommendation about whether the ECT's performance against the relevant standards is satisfactory
- appoint an induction tutor with QTS
- appoint a designated ECF mentor with QTS

The post that the ECT is being appointed to must:

- provide the ECT with an ECF-based induction programme
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme
- not make unreasonable demands upon the ECT
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- involve the ECT regularly teaching the same class(es)
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

The governing board must be satisfied that the setting has the capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities.

### Procedure for registering an ECT

If the post is suitable for induction and an ECT is appointed, the headteacher/principal must ensure the ECT has been awarded QTS by checking the [Teaching Regulation Agency's Employer Sign-In](#) site. The ECT can then be registered with the appropriate body prior to the start date to ensure they receive the appropriate advice and support from their first day. Registration instructions are available from the appropriate body on:

<https://wandletsh.ectmanager.com/RegisterSchool/Default.aspx>

### Supply teachers

This school recognises that it is in everyone's interest to support all ECTs on induction, including those employed through a supply agency. If an ECT is employed for at least a term on supply, they will be registered with the appropriate body to carry out induction.

### 3. Monitoring, support and assessment

An ECT's progress is regularly monitored by their induction tutor throughout the induction period, so they can show they are meeting the DfE's [Teachers' Standards](#) consistently, with appropriate support put in place as required.

At the start of the first year there will be an initial meeting between the induction tutor and ECT, so the induction process can be clarified, and targets set for the term. Targets will be based on the ECT's previous practice (if areas for development have been identified), the school's priorities, the needs of pupil cohorts and Early Career Framework requirements for that term.

#### a) Lesson observations

##### **DfE Statutory Guidance:**

"An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

It is also expected that:

- the observer holds QTS
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion, and
- any written record will indicate where any development needs have been identified."

##### **Appropriate body expectations:**

Lesson observations should be carried out once every half-term in the first year, i.e. six per year. The induction tutor may also carry out an additional shorter observation at the start of the year to inform initial target setting. In the second year, assuming there are no concerns, observations will be reduced to termly.

The induction tutor will co-ordinate all lesson observations and they will sometimes be carried out by other middle and senior leaders, when appropriate. The ECF mentor will not be involved in formal observations, as their role is not to assess the ECT's practice.

A template is available from the appropriate body, which is mapped to the Teachers' Standards.

## **b) Termly progress reviews**

### **DfE Statutory Guidance:**

“The induction tutor is expected to review the ECT’s progress against the Teachers’ Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT’s teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers’ Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the head teacher, it is expected that they also update the head teacher on the ECT’s progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT’s progress and providing copies of progress reviews if requested.”

### **Appropriate body expectations:**

The outcomes of the progress reviews in terms 1, 2, 4 and 5 will be submitted to the appropriate body via a short form on ECT Manager, stating whether the ECT is making satisfactory progress. If the ECT is not making satisfactory progress, further information will be disclosed to the appropriate body that outlines what additional support has been put in place. This will usually be through a six-week support plan but can be for different periods.

A system for collecting evidence will be agreed between the ECT and induction tutor at the start of the year to ensure that evidence is accessible and can be monitored regularly. The ECT is expected to collect a variety of different types of evidence, so the induction tutor can make informed decisions about how well the ECT is progressing.

### **c) Half-termly progress reviews**

There is no DfE guidance around extra progress reviews, but the appropriate body expects induction tutors to carry out informal progress reviews halfway through each term, to identify if the ECT is making satisfactory progress, or if targets need to be reviewed and extra support put in place. Whilst the outcomes do not need to be submitted to the appropriate body, induction tutors should contact the appropriate body to receive advice about extra support if required, and then keep the appropriate body updated.

### **d) Annual assessments**

#### **DfE Statutory Guidance:**

“ECTs should have formal assessments carried out by either the head teacher/principal or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the head teacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, head teacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.”

**Appropriate body expectations:**

Assessment reports are completed during a formal meeting with the induction tutor during the two weeks leading up to the assessment due date. ECF mentors are not responsible for monitoring and assessment, so should be not carry out the annual formal assessments.

Reports are completed online on the BEEM portal and are electronically signed by the head teacher/principal, ECT and induction tutor. Assessment reports should be signed off by all parties as close to the assessment due date as possible, and certainly within ten working days.

## 4. Continuing professional development

### Reduced timetable

#### DfE Statutory Guidance:

“In a relevant school, the head teacher/principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school’s existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.”

There is more information about the provision of PPA time in [School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-teachers-pay-and-conditions).

This school schedules regular and frequent time for the ECT to carry out development activities. ECTs receive one day each week (in total) to carry out PPA and CPD. They are encouraged to carry out CPD activities in school E.g. observing experienced colleagues, so as not be tempted to extend the PPA work.

This school recognises that ECTs sometimes need to attend training courses and other developmental activities at times outside their scheduled CPD time. We aim to accommodate this where possible, but the ECT is expected to request any change in timetable at least 2 weeks prior to the activity.

The reduced timetable is to be predominantly used to follow the [Early Career Framework](#).

This school has chosen to register with a provider to deliver the Early Career Framework and has registered with UCL IOE for this provision. A mentor has been allocated to support the ECT for one hour per week.



## **5. Part-time ECTs and ECTs starting mid-year**

This school recognises that extra consideration needs to be taken when supporting part-time ECTs and ECTs starting mid-year, to ensure they receive similar opportunities to other ECTs in the school and are not disadvantaged. We will:

- Ensure the ECT and their induction tutor are given the opportunity to attend an introductory meeting and/or induction tutor training, offered by the appropriate body at the start of each term
- Seek advice from the appropriate body to ensure lesson observations, progress reviews and other monitoring is scheduled at appropriate intervals
- Provide extra opportunities for part-time ECTs who may need to catch up from staff meetings and events that have occurred on non-working days
- Carry out extra monitoring meetings for ECTs starting mid-year, for the first term at least, to identify any potential challenges due to taking over already-established classes
- Ensure that, when timetabling CPD time for part-time ECTs, they receive adequate time to carry out meaningful development activities – eg for ECTs working on a 0.5 contract, PPA time and CPD time can be scheduled on alternate weeks in the first year to give half a day per fortnight for each

## **6. ECTs experiencing difficulties**

New teachers sometimes experience difficulties, and an induction tutor may feel an ECT is not progressing satisfactorily against the Teachers' Standards. Extra support is provided as soon as the need is identified, which can include:

- A joint lesson observation by the induction tutor and head teacher, with prompt and constructive feedback to the ECT
- A formal support plan (four to six weeks, as appropriate), with weekly targets and review meetings, so the pace of progress is controlled by the induction tutor

The head teacher is kept updated during this period and written records are kept of all meetings and sent to the ECT so they are clear about their progress and actions.

As soon as possible, and certainly prior to the progress review or assessment meeting, the head teacher will update the appropriate body, who will provide further advice and in some cases co-ordinate external support.

If an ECT is making unsatisfactory progress early in the induction period, by putting in appropriate additional monitoring and support, the ECT normally goes on to meet the requirements for satisfactory completion of induction.

## 7. Roles and Responsibilities

Everyone in the school can help to support the ECT, but there are key people that have specific roles and responsibilities in the induction process.

### **The ECT's responsibilities:**

- provide, or co-ordinate, guidance for the ECT's professional development (with the
- 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 guaranteed 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 and the dates of any absences from work
- retain copies of all assessment forms

### **The induction tutor's responsibilities:**

- provide, or co-ordinate, guidance for the ECT's professional development
- undertake two formal assessment meetings during the total induction period, co-ordinating input from other colleagues as appropriate (term 3 and 6), and submit to the appropriate body online via ECT Manager
- carry out progress reviews in terms where a formal assessment does not occur (terms 1, 2, 4 and 5) and submit to the appropriate body online via ECT Manager
- carry out further progress reviews as required – recommended at each half-term break (not required to submit to the appropriate body)
- share progress review records with the ECT, mentor and head teacher
- inform the ECT during the assessment meeting of the judgements to be recorded
- ensure that the ECT's teaching is observed and feedback provided – this would normally be half-termly in the first year and termly in the second year
- 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
- 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 ECF mentor's responsibilities:**

- 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 induction programme
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties, informing and working with the induction tutor to provide further support

## **The Head teacher/principal's responsibilities:**

The head teacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction.

### **Before the induction period starts, the head teacher/principal is expected to:**

- check that the teacher has been awarded QTS by the Teaching Regulation Agency (TRA) by going to [TRA Sign-in](#) – please note that a university certificate is not confirmation that the TRA has awarded QTS
- clarify on the above website if the ECT needs to serve an induction period or is exempt from induction – please note that a teacher can carry out induction whilst on short-term supply, if the contract is for at least a term
- register the ECT with an appropriate body (contact details for Wandle Teaching School Hub are at the end of this document)
- ensure that the requirements for a suitable post for induction are met (see [Induction for ECTs: Statutory Guidance \(DfE\)](#) – page 14).
- ensure the ECT has a 10% reduced timetable for development activities in the first year, in addition to PPA time (see the above guidance, page 15)
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively and is trained by the appropriate body
- ensure that the ECF mentor has the ability and sufficient time to carry out their role effectively and is trained by the relevant ECF provider
- ensure an appropriate ECF-based induction programme is in place

### **Once the induction period starts, the head teacher/principal is expected to:**

- ensure the ECT's progress is reviewed regularly by the induction tutor, including through observations of and feedback of their teaching
- ensure that formal assessments and progress reviews are carried out by the induction tutor and reports submitted to the appropriate body when required
- 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 on the final assessment form as to 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
- retain all relevant documentation/evidence on file for six years

**In certain situations, the head teacher/principal is expected to:**

- obtain assessment forms and/or interim assessments from the ECT's previous post (to inform target setting) and send copies to the appropriate body
- 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 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 period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- provide interim assessment reports for staff moving school in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution

**The governing board:**

- should ensure the school is complying with their roles and responsibilities in [Induction for ECTs: Statutory Guidance \(DfE\)](#)
- should be satisfied that the institution has the capacity to support the ECT
- 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
- can request general reports on the progress of an ECT

ECTs do not move onto the teacher appraisal cycle until they have completed induction. The governing board must ensure that ECTs are not negatively affected by the extension of the induction period from one to two years, and can therefore still award pay progression to ECTs at the end of the first year of teaching.

## **8. Completion of the induction year**

The appropriate body will make the final decision as to whether the ECT has met the standards for the successful completion of induction, or an extension is required.

If an ECT has not met the standards, the appropriate body will form a panel to consider whether an extension is required.

On successful completion of the induction year, the appropriate body will inform the Teaching Regulation Agency, who will then update the ECT's teacher record. The ECT will then join the school's appraisal cycle.