

Early Career Teacher (ECT) Induction Policy

2026–27

ADAMSRILL PRIMARY SCHOOL



Approved by:	Dr Increase Esoe (Headteacher)	October 2026
Approved by:	Mrs Shirley Hamilton (Chair of Governors)	October 2026
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1. Purpose and aims

Statutory induction is the bridge between initial teacher training and a career in teaching. Adamsrill Primary School will provide every ECT serving induction at the school with a high-quality programme of training, support, professional dialogue, monitoring and assessment so that they can develop as confident and effective teachers and demonstrate satisfactory performance against the Teachers' Standards by the end of induction.

- meet the requirements of the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, and the Department for Education (DfE) statutory guidance Induction for early career teachers (England), updated June 2026;
- provide the full Early Career Teacher Entitlement (ECTE), including a programme of training and support based on the Initial Teacher Training and Early Career Framework (ITTECF);
- provide a supportive, developmental and appropriately challenging induction experience;
- ensure that monitoring and assessment are fair, transparent, proportionate and based on the Teachers' Standards; and
- ensure that all staff involved understand their distinct responsibilities for training, mentoring, support, monitoring and assessment.

This policy applies whenever Adamsrill employs an ECT who is required to complete, or is continuing, statutory induction.

2. Statutory framework and key guidance

This policy has been updated with regard to the following current framework:

- DfE statutory guidance: Induction for early career teachers (England), updated 9 June 2026;
- the Education Act 2002, sections 135A–135C and 141C(1)(b);
- the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended;
- the Early Career Teacher Entitlement (ECTE), in place from September 2025;
- the Initial Teacher Training and Early Career Framework (ITTECF), which superseded the Early Career Framework from September 2025; and
- the Teachers' Standards, which remain the standards against which an ECT is formally assessed.

The ITTECF underpins the ECT's programme of training and support. It is not an assessment framework. Formal judgements about satisfactory completion of induction are made against the Teachers' Standards.

3. Before induction begins

Before an ECT begins statutory induction, the Headteacher will:

- confirm that the teacher has been awarded Qualified Teacher Status (QTS) and establish whether they are required to serve induction;
- agree an appropriate body before induction begins and register the ECT with that body in advance of the induction start date;
- agree with the appropriate body that the post is suitable for induction;
- ensure that an appropriate programme of training and support based on the ITTECF is in place; and
- appoint an induction tutor and a mentor with the necessary skills, knowledge, experience and time to carry out their roles effectively.

The appropriate body provides independent quality assurance of statutory induction. Adamsrill will maintain regular contact with the appropriate body and comply with its reasonable quality-assurance requirements.

4. Length of induction and suitable posts

The standard statutory induction period is the full-time equivalent of two school years, usually six school terms. Part-time ECTs serve the full-time equivalent. The appropriate body determines the length of induction where service is completed across more than one setting or in exceptional circumstances.

A period of continuous employment of at least one term (or equivalent) may count towards induction. The appropriate body has discretion in specified exceptional circumstances to reduce or extend the induction period in accordance with statutory guidance.

4.1 Requirements of a suitable induction post

An ECT serving induction at Adamsrill will:

- have the opportunity to teach whole classes regularly and undertake employment tasks and experiences that allow a fair and effective assessment against the Teachers' Standards;
- receive a reduced timetable in addition to statutory PPA time: no more than 90% of the timetable of teachers on the main pay range in year 1 and no more than 95% in year 2;
- have an induction tutor and a designated mentor;
- not have unreasonable demands placed upon them or be routinely presented with unreasonably demanding discipline problems;
- not normally teach outside the age range and/or subjects for which they have been employed without appropriate support; and
- not be given additional non-teaching responsibilities without appropriate preparation and support.

5. The Early Career Teacher Entitlement and professional development

Adamsrill will ensure that the ECT receives the ECTE throughout the two-year induction period. The school will select and implement an appropriate training route and will ensure that the programme covers the ITTECF in full.

- The ECT will receive regular structured mentoring and targeted feedback.
- ECT and mentor sessions should normally be timetabled during teaching hours. Where exceptional timetabling constraints require flexibility, mentoring or mentor training will remain within contracted time.
- The ECT will have opportunities to observe experienced teachers and effective practice, within Adamsrill and/or other appropriate settings.
- Professional development will be responsive to the ECT's phase, subject, strengths, development needs and the context of the school.

5.1 Induction tutor and mentor roles

The induction tutor and mentor are two discrete roles with different purposes. They are expected to be held by different individuals. In exceptional circumstances, the Headteacher may designate one suitably qualified person to fulfil both roles, provided sufficient time and safeguards are in place so that mentoring support is not conflated with assessment against the Teachers' Standards.

6. Observation, progress reviews and formal assessment

6.1 Observation of teaching

The ECT's teaching will be observed at regular intervals throughout induction. Observations may be undertaken by the induction tutor or another suitable person who holds QTS. The ECT and observer will meet to review the teaching observed; feedback will be prompt and constructive, and a brief written record will identify any development needs.

6.2 Professional progress reviews

ECTs undertaking statutory induction are exempt from the school's appraisal process. The induction tutor will review the ECT's progress against the Teachers' Standards throughout induction. A professional progress review will take place in each term in which a formal assessment is not scheduled, including for part-time ECTs, subject to the specific timing provisions in statutory guidance.

- Progress reviews will draw on existing evidence from the ECT's work and induction; the ECT will not be required to create a separate evidence portfolio.
- A written record will state whether the ECT is on track to complete induction successfully, summarise the evidence considered and record agreed development targets.
- The record will be shared with the ECT, Headteacher and appropriate body.

6.3 Formal assessments

Formal assessments will normally take place in the final term of year 1 (term 3 or equivalent) and the final term of year 2 (term 6 or equivalent). They will be carried out by the Headteacher or induction tutor and will assess the ECT's performance against the Teachers' Standards.

- Assessment evidence will be clear, transparent and drawn from the ECT's work as a teacher, existing working documents, progress reviews and the induction programme; no additional evidence portfolio will be required.
- The ECT will be informed of the judgements to be recorded and invited to add comments to the assessment record.
- The Headteacher will make the statutory recommendation to the appropriate body on satisfactory completion or, where applicable, extension of induction.
- The appropriate body makes the final decision on whether the ECT has satisfactorily completed induction.

6.4 Interim assessments

Where an ECT leaves Adamsrill after completing at least one term but before the next formal assessment, the school will complete an interim assessment so that progress is accurately recorded and can transfer to the next setting. The school will also obtain relevant induction records from a previous setting where an ECT joins Adamsrill part-way through induction.

7. Where an ECT is not making satisfactory progress

Support will be developmental, timely and transparent. There should be no surprises at a formal assessment point. Where progress gives cause for concern, the induction tutor and Headteacher will act early and involve the appropriate body as required.

- The areas in which improvement is required will be clearly identified against the Teachers' Standards.
- Appropriate, achievable objectives and an effective support programme will be agreed, with additional monitoring and support where necessary.
- The ECT will be told what evidence is informing the judgement, what improvement is required, what support will be provided and the possible consequences of failing to complete induction satisfactorily.
- Progress review records and relevant support plans will be shared with the appropriate body.
- Where an ECT is at risk of not completing induction satisfactorily, the school will arrange a third-party observation where required by the statutory guidance.

In the small number of cases where there are serious capability concerns, the school may need to use its capability procedure before the end of induction. If this occurs, the statutory induction process will continue in parallel for as long as the ECT remains employed at the school, and the appropriate body will be informed. Induction and capability are separate processes.

8. Absence, extensions and reductions

The school will keep accurate records of absence during induction and will notify the appropriate body as soon as an ECT's absences within a year of induction total 30 days or more. Subject to the statutory exceptions, that year of induction must be extended by the aggregate number of days absent.

Statutory maternity leave, paternity leave, shared parental leave, adoption leave, parental bereavement leave, carer's leave and neonatal care leave are treated in accordance with the specific statutory provisions and are exempt from the automatic 30-day absence extension rule. Any reduction or extension to induction will be determined by the appropriate body in accordance with statutory guidance.

9. Roles and responsibilities

9.1 The Early Career Teacher

The ECT is expected to:

- provide evidence of QTS and eligibility to start induction;
- meet the induction tutor to agree and review priorities for induction and the use of reduced timetable time;
- engage fully with the programme of training and support based on the ITTECF;

- participate in observations, professional progress reviews and formal assessments and provide existing evidence of progress against the Teachers' Standards as agreed;
- agree induction dates and absence records with the induction tutor and retain copies of assessment reports; and
- raise concerns promptly with the induction tutor and, where necessary, contact the appropriate body's named contact.

9.2 The Headteacher

The Headteacher is jointly responsible with the appropriate body for monitoring, support and assessment during induction and will:

- complete the pre-induction checks and registration requirements described in this policy;
- ensure the post, timetable, ECTE programme, induction tutor and mentor arrangements meet statutory requirements;
- ensure the ECT's progress is reviewed regularly, observations and feedback take place, and progress reviews and assessments are sent to the appropriate body;
- ensure monitoring and record keeping are streamlined and proportionate;
- act early where concerns arise, including notifying the appropriate body and arranging additional support and third-party observation where appropriate;
- make the governing body aware of the arrangements in place to support ECTs;
- make the required recommendation to the appropriate body at the end of induction; and
- retain relevant induction documentation for six years.

9.3 The Induction Tutor

The induction tutor will:

- provide or coordinate guidance for the ECT's professional development;
- carry out regular progress reviews and the two formal assessment meetings, where delegated to do so;
- ensure teaching is observed and prompt, constructive feedback is provided;
- keep the ECT, Headteacher and appropriate body informed about progress;
- take prompt action where difficulties arise; and
- ensure evidence requests are proportionate and draw on existing working documents.

9.4 The Mentor

The mentor will:

- meet the ECT regularly for structured mentoring sessions and provide effective targeted feedback;
- work collaboratively with the ECT and colleagues to support a high-quality ECTE programme;
- provide or arrange phase-, subject- and context-specific support, coaching and mentoring; and
- raise concerns promptly with the induction tutor or Headteacher while maintaining the distinction between developmental mentoring and formal assessment.

9.5 The Governing Board

The Governing Board will:

- ensure that the school has regard to statutory induction guidance and has the capacity to support ECTs effectively;
- satisfy itself that the Headteacher is fulfilling the requirements for a suitable induction post and programme;
- investigate concerns raised by an ECT through the school's agreed grievance procedures;
- seek guidance from the appropriate body where necessary; and
- receive general reports on induction arrangements and progress where appropriate, while respecting confidentiality.

9.6 The Appropriate Body

The appropriate body provides independent quality assurance. It checks that the school has a suitable induction programme based on the ITTECF, that statutory entitlements are provided, and that monitoring, support and assessment arrangements are fair and appropriate. It makes the final decision on satisfactory completion, extension or failure of induction and advises the ECT of appeal rights where relevant.

10. Raising concerns and appeals

An ECT should raise concerns about their induction programme or progress with the induction tutor as soon as practicable. If concerns cannot be resolved within school, the ECT may contact the named person at the appropriate body. The named contact should be independent of direct monitoring, support and decisions about satisfactory completion.

Where the appropriate body decides that an ECT has failed induction or that induction should be extended, it must advise the ECT of their right to appeal, the appeals body and the relevant time limit. In England, the appeals body is the Teaching Regulation Agency, acting on behalf of the Secretary of State.

11. Confidentiality, records and data protection

Induction records and assessment information will be handled confidentially and in accordance with data-protection requirements. The school will retain relevant induction documentation, evidence and forms for six years. Information will be shared with the appropriate body and other authorised parties where required for statutory induction, quality assurance, transfer of induction records or legal obligations.

12. Monitoring and review

The Headteacher will review this policy annually, or sooner if statutory guidance changes. The Governing Board will approve the policy following each review. Where the DfE updates statutory induction requirements during the policy period, Adamsrill will follow the current statutory guidance even where this policy has not yet been formally reissued.

13. Links with other school policies

- Teacher Appraisal and Capability Policy (noting that ECTs serving statutory induction are exempt from appraisal during induction);
- Pay Policy;
- Grievance Policy;
- Staff Code of Conduct;
- Safeguarding and Child Protection Policy;
- Equality Policy; and
- Staff Attendance / Managing Attendance procedures.

14. Key external guidance

Department for Education: Induction for early career teachers (England) – statutory guidance, updated June 2026.

Department for Education: Early career teacher entitlement (ECTE) and Set up and manage the early career teacher entitlement.

Department for Education: Initial Teacher Training and Early Career Framework (ITTECF).