

Achieving Success Together



Mill Green School

EARLY CAREER TEACHER (ECT) INDUCTION POLICY

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Introduction

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years satisfactorily. This induction period 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 Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards (see Appendix A). The programme should support an Early Career Teacher (ECT) in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

This policy applies all ECTs who have started, but not completed, their induction period.

Aims

Mill Green School aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)
- 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

Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

The ECT Induction Programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

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. Only continuous employment of 1 term or more will count towards the induction period.

The programme is quality assured by Rainbow Teaching Schools Hub our 'appropriate body'.

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 of 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 induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- 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

Assessments of ECT performance

ECTs are exempt from normal appraisal procedures during their induction period.

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.

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, the induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. 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 1 term or more but before the next formal assessment would take place, the induction tutor or headteacher will complete an interim assessment to make sure that the ECT's progress and performance since the last assessment is captured.

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:

- Continue to deliver process reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body

Capability procedures

In the event of serious capability concerns, the headteacher can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

Roles and Responsibilities

Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their early career teacher entitlement
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in 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 during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate early career teacher entitlement programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback on their teaching

- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way possible
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures for the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way possible, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality early career teacher entitlement programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

Monitoring and Concerns

Monitoring Progress – Formal Assessments

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context. The decision must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements will reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

There will be two formal assessments throughout the induction period, where reviews regarding the ECT's progress towards meeting the Teachers' Standards are discussed. These formal assessments will be carried out by the Induction Tutor, supported by the Mentor. ECTs will 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). Formal assessment reports should be completed and dates for submitting these are determined by the Rainbow Teaching Schools Hub.

Each formal assessment must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not onerous 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 documentation such as observation records. 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 in the formal assessment reports should relate directly to Teachers' Standards and not the ECF. Each ECT should be kept up to date about their progress and there should be nothing unexpected.

The final assessment meeting is at the end of the induction period and will form the basis of the Head Teacher'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 an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT will add their comments. They should then be signed by the Induction Tutor, Head Teacher 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. The appropriate body will then 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.

Monitoring Progress – Progress Reviews

The Induction Tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with Progress Reviews taking place in each term where a formal is not scheduled. These will be informed by existing evidence of the ECT's teaching and will 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.

The Induction Tutor will notify 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 they will outline the plan they have put in place to assist the ECT in getting back on track.

Mill Green will keep in regular contact Rainbow Teaching Schools Hub appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of Progress Reviews if requested.

Extending an Induction Period:

The induction period will automatically be extended when an ECT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the ECT started.

Raising Concerns:

An ECT who has concerns about any aspect of the content or delivery of their induction programme should act on these as quickly as possible. They should raise initial concerns internally with the Induction Tutor.

Where the School does not resolve them the ECT should raise concerns with the Rainbow Teaching Schools Hub appropriate body via email at AB@remat.org.uk

Unsatisfactory Progress:

An ECT has one chance to successfully complete induction; if they complete the induction period but fails to meet the Teachers' Standards, the ECT will not be permitted to repeat their induction and therefore cannot be employed lawfully as a teacher in a state school.

Where the Induction Tutor determines during the Progress Review that the ECT is not making satisfactory progress against the Teachers' Standards, they will state this clearly within the Progress Review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The Induction Tutor will notify the appropriate body of this determination and share both the Progress Review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and it will be ensured that additional monitoring and support measures are put in place immediately. The ECT will be made aware of where they need to improve their practice and given every opportunity to raise their performance. The Principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide the ECT towards satisfactory performance against
- the Teachers' Standards
- an effective support programme is in place to help the ECT improve their performance

If the ECT's progress is still unsatisfactory in subsequent Progress Reviews following the first assessment point, the Induction Tutor will continue to deliver Progress Reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two, the Induction Tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- details of additional monitoring and support put in place
- the evidence used to inform the judgement
- details of the improvement plan for the next assessment period

As with all Progress Reviews, the Progress Review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the College the induction process must continue in parallel with the capability procedure. The appropriate body will be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If an ECT fails induction, or has their induction extended, the appropriate body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Special Circumstances:

Extensions to the induction period can be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the ECT has not made progress. Action to improve performance must not be delayed until a formal assessment point is reached.

Extenuating circumstances could include:

- Personal crises
- Illness
- Issues around the support during induction
- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

The Appeal Body

The Teaching Regulation Agency for England is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

Further Reading

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- The [Early career framework reforms](#)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- [Early career teacher induction: COVID-19 absence exemption](#)

Links with other policies

This policy links to the following policies and procedures:

- Appraisal Policy
- Grievance Policy
- Pay Policy
- Complaints Policy
- Code of Conduct

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