GRAYSWOOD PRIMARY SCHOOL
Church of England (Aided)

Early Career Teacher Induction Policy

Policy schedule	
Written Last Reviewed	September 2024 September 2026
Next review	September 2028

Version History

Version 2 – the following was adapted/added/changed on 13/9/2025 to reflect new guidance.

Section	Changes made	Changes made by
2. Scope Page 3	Added new criteria detailing whom this policy applies to.	Angela Barnes
4.3 Assessments of ECT performance Page 4	Added new statement to stipulate ECTs are exempt from appraisals during their induction period.	Angela Barnes
4.4 At-risk procedures Page 5 – bullet points 4, 5, 6	New bullet points to detail the process if concerns are made about the ECT's progress (as long as this is not during the final assessment)	Angela Barnes
4.5 Capability procedures Page 5	A new subheading to detail procedure if there are serious capability concerns. The ECT will continue their induction alongside capability procedures.	Angela Barnes
5.3 Role of the induction tutor Page 6 – bullet point 11	New bullet point detailing notification of the appropriate body after each progress review to chart ECT's progress	Angela Barnes

Version 3 – the following was adapted/added/changed on 21/9/2026.

Section	Changes made	Changes made by
Throughout policy & Sections 4, 4.4, 5.2, 5.3	Replaced all historical references to external "Appropriate Bodies" with the new DfE Quality Assurance Service; removed "Teach First" QA references; aligned progress review notification frequencies with streamlined paperwork rules	Hannah Cole

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1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF)
- 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

2. Scope

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

3. Legislation and statutory guidance

This policy is based on:

- The Education (Induction Arrangements for School Teachers) (England) (Amendment) Regulations
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Early career teacher induction: COVID-19 absence exemption

The 'relevant standards' referred to below are the Teachers' Standards.

4. The ECT induction programme

The induction programme will be 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 the DfE Quality Assurance Service 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. Up to one term of continuous employment may count towards completion of the induction period.

The induction programme is officially registered with and quality assured by the DfE Quality Assurance Service. The training curriculum is delivered using the DfE-accredited Teach First full induction programme materials.

4.1 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

4.2 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

4.3 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 ETC's induction tutor or Headteacher.

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 DfE Quality Assurance Service.

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 DfE Quality Assurance Service in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent via the secure online portal to the DfE Quality Assurance Service within 10 working days of the meeting, for the final decision to be made.

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.

4.4 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.

The progress review record or formal assessment report will be shared directly with the DfE Quality Assurance Service, alongside the targeted support plan, for external review. If concerns persist during subsequent progress reviews, the induction tutor or Headteacher will share updated objectives and modified plans with the ECT, Headteacher, and the DfE Quality Assurance Service.

4.5 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 DfE Quality Assurance Service immediately when these procedures are formally instigated. The ECT's induction process will continue alongside these capability procedures.

5. Roles and responsibilities

5.1 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 ECF-based induction
- 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 designated contact at the DfE Quality Assurance Service at an early stage if there are difficulties

5.2 Role of the Headteacher

The Headteacher retains all operational duties as outlined in the full policy text, including checking QTS status, registering the ECT with the DfE Quality Assurance Service, ensuring suitable post criteria, managing mentor/tutor training and time allocations, overseeing ECF-based induction programmes, conducting regular progress reviews and formal assessments, maintaining employment records, and making final recommendations regarding the ECT's performance. For the complete list of all 15 statutory duties and guidelines, please refer to the referenced documentation.

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Formally register the ECT with the DfE Quality Assurance Service prior to the start of the induction period, ensuring the post meets all statutory criteria
- Notify the DfE Quality Assurance Service 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 ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the DfE Quality Assurance Service
- 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
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the DfE Quality Assurance Service on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the DfE Quality Assurance Service's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT
- 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 DfE Quality Assurance Service
- 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, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the DfE Quality Assurance Service via the official portal after each formal assessment point regarding the ECT's progress
- Ensure internal progress review logs are securely filed within the school, minimizing administrative burdens on the ECT by removing unnecessary external evidence-upload requirements

5.4 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 ECF-based 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

5.5 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 DfE Quality Assurance Service on the quality of the induction arrangements and the wider statutory capacity of the school
- If it wishes, request general reports on the progress of the ECT on a termly basis

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay