



# Early Career Teacher (ECT) Induction Policy

**BEDWELL PRIMARY SCHOOL**  
Bedwell Crescent,  
Stevenage, Herts, SG1 1NJ

**Revised January 2025**



## **1. Purpose and scope**

This policy sets out our commitment to supporting, monitoring and mentoring staff appointed as Early Career Teachers (ECT's) with the aim of helping them fulfil their professional duties and meet the requirements for satisfactory completion of the statutory induction period which is the equivalent of 2 school years.

Since September 2021, the requirement for schools has been to:

- register their ECT's for statutory induction with an Appropriate Body (AB)
- ensure that induction is underpinned by the Early Career Framework (ECF)
- ensure ECT's receive a reduced timetable in year 1 (10%) and in year 2 (5%)
- appoint both an induction tutor and a mentor to support induction.

This policy does not form part of any employee's contract of employment, and it may be amended at any time.

The policy will be used in conjunction with DfE statutory guidance for induction for Early Career Teachers, which came into force on 1st September 2023.

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

## **2. Roles and Responsibilities**

### **2.1 Appropriate Body (AB)**

We will appoint an AB to quality assure the induction process from commencement through to final assessment and certification from the Teaching Regulation Agency (TRA).

The AB will have two key roles regarding monitoring of support and assessment.

Regarding monitoring of support, the AB will:

- check that ECT's are receiving their statutory entitlements, and that regard is had to the statutory guidance.
- provide ECF fidelity checks (where relevant), ensuring schools are supported to provide ECT's with an ECF-based induction.

Regarding monitoring of assessment, the Appropriate Body will:

- make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

Please note that specific services differ depending on the Appropriate Body chosen. By subscribing to the 'HFL ECT Induction Service' through Chiltern TSH Appropriate Body, we will have access to:

- administrative services for registration, monitoring, progress reviews and assessments, including returns to the Teaching Regulation Agency (TRA)
- an online assessment system for headteachers, induction leads, induction tutors and ECT's
- online access to an ECT induction handbook and digital platform for all ECT's, induction leads and induction tutors detailing the most up-to-date guidance on the induction process
- telephone, email, and face-to-face advice, support and guidance for Headteachers, induction leads, induction tutors and ECT's

- advice, support and guidance where ECT's experience difficulties and/or are assessed at C2/D grade (this includes any necessary monitoring, additional intervention and formal meetings with unions)
- access to training for induction leads and induction tutors
- fidelity-checking for schools following a core or school-based ECF induction programme
- quality assurance to ensure fairness and consistency across schools.

Progress reviews will be completed and submitted online towards the end of Terms 1, 2, 4 & 5.  
Formal Assessments will take place in Terms 3 & 6 (final).

## 2.2 Headteacher/ Induction Lead

The Headteacher and/or induction lead will oversee the induction process in line with the statutory guidelines, ensuring that the ECT is registered with an AB, appropriate mentoring provision is in place (including provision of an ECF-based induction programme), assessments are completed, and recommendations are made to the AB on whether the ECT has met the relevant Teachers' Standards.

## 2.3 Induction Tutor

We will assign an Induction Tutor (who holds QTS) to provide regular monitoring and support, and coordination of assessment throughout the induction process. The Induction Tutor will carry out regular progress reviews and conduct formal assessments where they will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will also need to ensure that they can recognise when an ECT is experiencing difficulties and when early action is needed.

## 2.4 Mentor

The role of the mentor is discrete from the role of Induction Tutor. We will assign a mentor who holds QTS and leads regular mentoring sessions with the ECT, providing a dedicated source of support, guidance and coaching for the ECT's professional development, including their engagement with the ECF programme. The mentor is not responsible for any aspect of the ECT's formal assessment.

## 2.5 Early Career Teacher (ECT)

The ECT will be expected to participate in all tasks associated with the induction process and to actively engage with any support, guidance, feedback, and training provided.

# 3 Induction Process

We will meet the requirements of the DfE statutory guidance on ECT induction by providing the following:

## 3.1 Adherence to statutory induction guidance

- An Induction tutor who holds QTS and has the necessary skills and knowledge to work successfully in this role. The induction tutor will have access to induction tutor training in order to understand the expectations of this role.
- A mentor who holds QTS and has the necessary skills and knowledge to work successfully in this role. The mentor will engage with ECF programme mentor training in order to understand the expectations of this role.

- Appropriate work tasks, experience and support to enable the ECT to demonstrate satisfactory performance against the relevant Teachers' Standards by the end of the induction period.
- Regular professional reviews of progress where the ECT is monitored and observed by the induction tutor who sets and reviews development targets against the Teachers' Standards.
- A reduction in timetable to enable the ECT to undertake activities related to their induction (in line with paragraph 2.19 of the statutory guidance). This will be in the format of 10% release time in the first year of induction and a 5% timetable reduction in the second year.
- A personalised programme of development, support and professional dialogue.
- Regular observations of each ECT's teaching, including written and oral feedback on all aspects of their practice.
- Opportunities to observe experienced practitioners.
- Access to relevant training and development activities.
- An induction programme that is underpinned by the ECF. We must offer an ECF programme that supports the ECT to apply the knowledge and skills set out in the ECF into their own practice.

### 3.2 An Early Career Framework (ECF) based induction programme

The ECF is not an assessment tool and an ECT's progress should not be judged against their engagement with the ECF training programme.

We use a DfE-funded training provider (currently Best Practice Network, delivered through Chiltern Teaching Schools Hub), which offers a blend of face-to face and online training for early career teachers and their mentors based on DfE accredited provider materials.

## 4 Glossary

Commonly used terms (and abbreviations) referred to in the above guidance:

**Appropriate Body ('AB'):** The AB has the main quality assurance role within the induction process, specifically, regarding monitoring of support and assessment. The AB provides the TRA with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left their school partway through an induction period; together with details of the type of induction an ECT is accessing. The AB makes the final decision on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required and the relevant parties are notified.

**Department for Education ('DfE'):** A department of His Majesty's Government responsible for child protection, child services, education, apprenticeships and wider skills in England.

**Early Career Framework ('ECF'):** A school needs to ensure an ECT has access to the Early Career Framework programme that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. There are three approaches schools can choose from to enable the delivery of an ECF-based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors.

**Early Career Teacher ('ECT'):** Subject to certain exemptions, a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations. Academies and free schools may choose to follow the same regulations. In order for the ECT to serve induction, the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose.

**ECT Statutory Guidance:** The guidance for appropriate bodies, headteachers, school staff and governing bodies. This guidance covers settings which are required to offer induction to their early career teachers, and settings which choose to offer induction to their early career teachers.

**ECT's ECF Mentor:** The headteacher/principal should identify a person to act as the ECT's mentor, to provide regular mentoring, based on an ECF induction programme. This is separate to the role of the induction tutor.

**ECF Provider:** ECF lead providers work with delivery partners such as trusts, teaching school hubs and universities to deliver training directly to your early career teachers and mentors. ECF providers (Ambition Institute, Best Practice Network, Education Development Trust, National Institute of Teaching, Teach First, UCL) all have ECF training programmes based on the Early Career Framework.

**ECF Delivery Partner:** A local or national partner which delivers an ECF programme, using materials from an ECF lead provider.

**Fidelity Check:** Where schools deliver induction by using the DfE-accredited materials or choose to design their own training programme using the ECF, additional quality assurance checks will be required (undertaken by the AB) in order to verify that ECTs are receiving their entitlement to an ECF-based induction.

**Formal Assessment:** 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). Evidence for assessments must be drawn from the ECT's work as a teacher during their induction, with comments against the Teachers' Standards. These are to be written by the induction tutor and/or lead and then submitted to the AB.

**Induction Tutor ('IT'):** The headteacher/principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment.

**Induction Lead ('IL'):** In large schools where there are several ECTs, a school may choose to appoint an induction lead. This person would coordinate the induction programme and oversee the support and monitoring for each ECT, having a team of induction tutors and mentors working with the ECTs.

**Newly Qualified Teacher ('NQT'):** ECTs (formerly referred to as NQTs) who started but did not complete induction before September 2021. The term 'ECT' replaced the term 'NQT' and the standard length of induction increased from one school year to two school, among other key changes.

**Progress Review:** 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. These will be at the end of terms 1, 2, 4 and 5. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. These are to be written by the induction tutor and/or lead and then submitted to the AB.

**Qualified Teacher Status ('QTS'):** The award of qualified teacher status by the Department for Education.

**Teachers' Standards:** These standards are statutory and set the minimum requirements for teachers' practice and conduct (<https://www.gov.uk/government/publications/teachers-standards>).

**Teaching Regulation Agency ('TRA'):** Acting on behalf of the Secretary of State as the competent authority for teaching in England, the TRA holds responsibility for the regulation of the teaching profession, including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a Teacher Reference Number ('TRN').