



Early Career Teacher (ECT) Induction Policy

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Author: D P Cassidy

Introduction

The Government's system of induction for Newly Qualified Teachers began on 1st September 1999 and new guidance was published in June 2021 changing the programme to Early Career Teachers (ECTs). ECTs at Belmont School will undertake the induction period and follow a programme, which fulfils all the requirements for the satisfactory completion of the system.

The standards set out what an ECT must know, understand, and be able to do in order to successfully complete induction. During the induction period ECT should build on what they have achieved during their Initial Teacher Training; the core standards reflect the progression and characteristics expected as they begin to work more confidently and independently as a teacher. The guidance refers to Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

All ECTs will have been awarded Qualified Teacher Status (QTS) but will need to complete an initial induction period equivalent to two years. Throughout the induction, assessments will take place which will judge the ECT's ability to meet the Teachers' Standards consistently and over a sustained period in their practice.

The school has a key role in introducing new colleagues to the profession. The overall responsibility for this lies with the Headteacher. The Induction Tutor is directly responsible for the guidance and assistance offered to the ECT and for the organisation of a relevant induction programme (ECF).

Induction begins as soon as an appointment is made. It is focussed upon building on the ECT's strengths and potential. The development needs of ECTs will be drawn from a comparison of progress made and the Teachers' Standards. ECTs will be provided with the Belmont School Staff Handbook containing the School's ethos, aims, policies and procedures. They will also receive the relevant Departmental Electronic Handbook which includes schemes of work.

The main changes: A summary

- Induction will take place over two years. Experienced teachers may be able to reduce this
- ETCs will be known as Early Career Teachers (ECTs)
- ECTs will require a 10% timetable reduction in year 1; 5% in year 2
- There will be two assessment points over two years
- All ETCs will have a Mentor
- ECTs should have an Early Career Framework (ECF) based induction. The ECF is not to be used as an assessment tool
- The Standards will remain unchanged and ETCs will still be assessed against these, but over a two-year period, and
- Appropriate Bodies (such as ISTIP: The Independent Schools Teacher Induction Panel) will need to ensure the quality of induction and the use of the ECF.

Aims of the Early Career Teacher (ECT) induction policy

The induction process aims to:

- Contribute towards the maintenance of and improvement in the quality of the school's teaching and learning
- Combine an individualised programme of monitoring and support with the programme for assessment
- Integrate into the school's development plan and to be complimentary to the system of professional development and those for monitoring and reviewing
- Enable ECTs to integrate quickly into the school and to ensure they develop into confident and effective teachers
- Encourage ECTs to take on more complex and challenging problems
- Build upon ECT's current strengths and address those identified as areas for development
- Allow ECTs to plan, share and evaluate their own work
- Provide ECTs with support, guidance, and training in setting their own targets
- Provide ECTs with effective introduction to the school and induction to the teaching profession and career-long professional development
- Provide opportunities for experienced teachers to further their professional development by involving them in the analysis of the ECT's work and by sharing their experiences with the ECT and others.

The ECT's entitlement

- A specified induction tutor and designated mentor
- Weekly scheduled meeting with the induction tutor
- Extra support from a mentor if necessary and Head of Department (if applicable)
- Opportunities to observe and plan lessons with other colleagues
- A discussion of the ECT's aims, strengths and weaknesses identified
- Discussion of QTS and Teachers' standards
- 10% additional non-contact time in the first year of teaching (Terms 1 – 3) and 5% in the second (Terms 4 – 6) to enable the ECT to undertake activities in the induction programme
- An ECF-based induction programme to include activities, observations, and discussions
- A programme of training 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
- Opportunities for feedback following observations and observations of other colleagues
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards
- Attendance at relevant training courses and participation in school-based INSET
- Join networks of newly qualified teachers within the GDST and wider network
- Join policy making and planning groups
- Procedures for the ECT to air grievances about induction provision
- Inclusion in the School's new staff induction programme

The length of induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms.

ECTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years. The school and ISTIP will decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced

The mentoring process

It is the role of the school to continue to support the ECT as s/he works towards completion of the induction period after gaining qualified teacher status. The aim is to enhance the quality of teaching and learning. To achieve this aim:

- the ECT undertakes regular self-evaluation involving offering the tutor(s) evidence of prior experience and identifying gaps in experience

- the tutor(s) and ECT agree an overall action plan aimed at giving further progress and continuous development
- the tutor(s) supervise(s) the activities then validate(s) and record(s) the ECT's progress using the following methods:
- direct observation of the ECT
- the testimony of others who may have worked with and/or observed the ECT
- self-evaluation by the ECT
- half termly progress reviews
- termly formal assessments comparing performance with the Teachers' Standards.

Roles and responsibilities

The Early Career Teacher should be proactive in the induction process by:

- Providing evidence of QTS before starting the induction process
- Agreeing with the tutor(s) how best to use the reduction in timetable allowance
- Engaging fully and actively in the process of evaluating their progress and identifying their strengths and areas for improvement
- Working closely with their tutor(s) to use their CPD as the basis for their professional development, review, and objective setting
- Being familiar with the Teachers' Standards against which their capability will be assessed and ensuring that their teaching meets these standards
- Providing evidence of progress against the Standards
- Keeping a record of all professional development, observations, monitoring and assessment
- Expressing any concerns about their induction to the induction tutor, Headteacher or to ISTIP.

The Induction Tutor

The Induction Tutor oversees and supports the professional development of all newly qualified teachers and manages the induction programme. Their role is to:

- Inform ISTIP when any teacher subject to induction arrangement joins or leaves the school
- Be appropriately trained to conduct the role effectively
- Oversee the implementation of policy
- Organise the induction programme specific to the ECT
- Assign mentors where applicable
- Organise with the ECT to meet with the mentor or induction tutor weekly
- Provide ongoing support and guidance to ECTs (and mentors if applicable)
- Identify areas of strength and areas for development with regards to target setting
- Advise on suitable professional development courses and in-house support
- Ensure that the professional needs of the ECT are met
- Conduct a formal lesson observation each term or ensure that these are delegated throughout the Senior Leadership Team and specified colleagues
- Advise on effective classroom organisation and pupil management
- Arrange for subject teachers in the department to observe and give feedback to an ECT
- Liaise with Headteachers of Department, subject tutors, and other colleagues regarding the ECT's progress.
- Carry out regular progress reviews throughout the induction period
- Keep the ECT informed of his/her progress. There should be no surprises in formal assessments
- Compile evidence, discuss findings and complete two formal assessments (in terms 3 and 6) for the ECT and inform ISTIP
- Keep the Headteacher informed of the ECT's progress
- Monitor the extra-curricular involvement of the ECT
- Ensure the ECT is aware of how s/he can raise any concerns about the induction programme or their personal progress
- Take prompt action if the ECT appears to be having difficulties or has absences totalling 30 days or more
- Co-ordinate the evaluation of the induction programme
- Retain all records for 6 years.

The Mentor

When possible, a mentor will be provided within the same department. In the Junior and EYFS departments a mentor will be appointed who will assist the ECT on a day-to-day basis. Mentors will oversee and support the professional development of ECTs. This includes:

- Organising at least one day's briefing in the term prior to taking up the post in consultation with the induction tutor
- Providing the ECT with the appropriate subject-based information
- Inducting the teacher into the planning, preparation, and teaching of the subject
- Overseeing effective record keeping and reporting, in line with school policy
- Advising on effective classroom organisation and pupil management
- Meeting formally at least every week with the ECT, giving quality time for discussion and encouraging reflective practice
- Feeding back information and concerns promptly to the induction tutor
- Conducting at least one formal lesson observation each term of induction
- Arranging for the ECT to see colleagues and the mentor teach
- Providing constructive feedback resulting in the setting of agreed professional development targets
- Keeping the induction tutor updated on progress being made
- Supporting other issues pertinent to the development of the ECT
- Being involved in on-going professional development and attending relevant mentor courses
- Assisting in the training of new mentors.

The Headteacher

The Headteacher is, along with the appropriate body, jointly responsible for the monitoring, support, and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- ensure that the requirements for a suitable post for induction are met
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively
- ensure that the mentor has the ability and sufficient time to carry out their role effectively
- ensure an appropriate ECF-based induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- 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 to the appropriate body on 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; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher is expected to:

- obtain interim assessments from the ECT's previous post
- 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 Induction Programme

The ETCs will be actively involved with the Induction Tutor in planning their induction programme.

The **key components** of the programme will be:

- Initial meeting to agree individual programmes and targets
- Ready access to subject mentor on a day-to-day basis for advice and information
- Access, as appropriate, to Heads of Department, the Senior Leadership Team and the Headteacher
- Regular personal evaluations of progress and achievements
- Observation of lessons by subject tutor, Induction Tutor and other relevant staff followed by discussion.
- Opportunities to observe experienced teachers
- Half-termly progress review meetings to review and revise objectives
- Formal-assessment meetings at the end of each term, with the Headteacher.

Lesson observations

Focussed classroom observation is important in the development of teaching skills because it provides opportunities for reflection and learning from evidence. The focus of the observation can be general (quality of learning, classroom management) or specific (differentiation, use of TA etc). By agreeing a focus, the observer can record what was successful and which areas need to be developed.

The subject tutor and induction tutor should aim to observe informally on a regular basis, but at least once a term, being sensitive to the number of observations already conducted in any one-half term session. They should also carry out formal, specific observations. Other teachers with particular areas of expertise should also be encouraged to see the ECT teach and be willing to be observed themselves.

Reports

All documentation regarding the professional development of staff is confidential.

- A report on the ECT is submitted to ISTIP at the end of terms 1 and 3. This is generally delegated to the induction tutor but is to be countersigned digitally by the Headteacher and ECT.
- For teachers granted an extension of their induction, a further report will be required for each term during the extension period.
- The reports are to be discussed with the ECT concerned, who comments in the space provided.
- The discussion process of the report provides the starting point for further development.
- All reports are confidential and are not made available to anyone not directly involved in the assessment process unless the ECT's permission has been sought.

Assessment

The Headteacher will make a recommendation to the Teacher Induction Panel within 10 days of the end of the Induction period and their decision is made within 20 days of receipt.

Assessment will be carried out through the formal meetings which will focus on the following areas: Usually through an academic year but they can carry over several years especially if the ECT is part time. There are two assessments points over two years.

Assessment will be informed by **evidence** including:

- Written reports on the progress review meetings.
- Written reports of teaching observations and subsequent discussions.
- Examples of reports and records of pupil progress and attainment.
- Records of involvement in pastoral care of pupils and extra-curricular activities.

ECTs at risk of failure

Line managers should discuss any concerns regarding the performance of the ECT with him/her at an early stage. Areas of improvement will be identified, and additional monitoring put in place. The ECT will be given every

opportunity through the setting of agreed specific targets and the implementation of a range of support strategies to remedy the situation. These will be discussed fully with the ECT as issues arise, not delayed until a formal assessment meeting takes place. The induction tutor should be kept informed of both concerns and progress. Records of meetings with the ECT and recommendations made should be kept.

If an ECT is at risk of failing a review, ISTIP will be informed immediately. An ECT who does not complete statutory induction cannot repeat induction (although s/he may appeal) and cannot lawfully be employed as a teacher.

ECT Induction checklist – Year 1

Year 1 – term 1 (10% timetable remission)	Completed
Pre-induction checklist completed	
Introduction to ISTIP webinar attended / watched	
Regular meetings focusing on ECF	
Two formal lesson observations of ECT	
Two lessons observations by ECT	
ECT using evidence tracker to chart progress	
ISTIP regional meeting 1 *	
Half term progress check	
End of Term – progress review completed	

Year 1 – term 2 (10% timetable remission)	Completed
Regular meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
Half term progress check	
End of Term – progress review completed	

Year 1 – term 3 (10% timetable remission)	Completed
Regular meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTIP regional meeting 2 *	
Half term progress check	
End of Year 1 – assessment form completed	

*Regional meetings are not compulsory but are highly recommended

ECT Induction checklist – Year 2

Year 2 – term 1 (5% timetable remission)	Completed
Monthly meetings focusing on ECF / support	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
Half term progress check	
End of Term – progress review completed	

Year 2 – term 2 (5% timetable remission)	Completed
Monthly meetings focusing on ECF / support	
One formal lesson observation of ECT	
One formal lesson observation by ECT	
ECT using evidence tracker to chart progress	
ISTIP regional meeting 3 *	
Half term progress check	
End of Term – progress review completed	

Year 2 – term 3 (5% timetable remission)	Completed
Monthly meetings focusing on ECF / support	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
IN term 3 – assessment form completed	

*Regional meetings are not compulsory but are highly recommended