

GREENHEART

LEARNING PARTNERSHIP 

Early Career Teacher (ECT) Induction Policy

Signed off by Trust Board meeting dated: 19th May 2025

Effective from: May 2025

Review Date: May 2026

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1. Aims

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 Initial Teacher Training and Early Career Framework (ITTECF), with monitoring and an assessment of performance against the Teachers' Standards. 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.

Greenheart will:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the - ITTECF
- Provide ECTs with a supportive environment that develops them and equips them with tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme.

Following the award of QTS, an ECT begins the induction period of two - academic years that is underpinned by the ITTECF. During this period, they will be expected to maintain and further develop the Teachers' Standards already achieved during their ITT year.

2. Legislation and Statutory Guidance

This policy is based on:

- The [Early career framework reforms](#)
[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#) The 'relevant standards' referred to below are the [Teachers' Standards](#).
 - Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies April 2025

3. 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 as detailed in the statutory guidance (April, 2025).

The programme must be quality assured by an appropriate body before the start of an ECT's induction period.

A suitable post is expected to:

- have a headteacher/Head of School in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with a programme of training and support based on the ITTECF;
- provide the ECT with the necessary employment tasks and experience of teaching whole classes, as well as with the necessary support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme as set out in the statutory guidance. In the first year (terms 1-3, or equivalent for part-time ECTs) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6, or equivalent for part-time ECTs) of induction must not teach more than 95%. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support as outlined in the statutory guidance.

In addition, the People Committee must be satisfied that the academy has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities. At Greenheart ECTS will be supported by

- 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 (half termly), 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
- Opportunities to observe experienced teachers, either within the academy or at another academy with effective practice.

Assessments of ECT performance

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 either the headteacher or the ECTS'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, 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 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.

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 discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4. Roles and Responsibilities

(NB: The role of Tutor and Mentor may be combined and managed locally, for logistical reasons)

Role of the ECT

The ECT is responsible for both monitoring and evidencing their progress against the Teachers'

Standards and participating fully in the agreed development programme provided by the Tutor ITTECF Programme Provider.. Each ECT is given a reduced timetable by 10% in their first year of induction, and 5% in their second. They should agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme. This - reduced timetable should be used to specifically enable ECTs to undertake activities in their induction programme, for example undertaking:

- self-directed study, both to support identified development needs to fulfil their engagement of the ECF
- Attendance at training provided by Greenheart and as directed by the appropriate body .
- Regular weekly scheduled meetings with their Mentor
- Planned observations of other colleagues

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 ITTECF-based induction
- Participate fully in the monitoring and development programme
- 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
- Be responsible for participating fully in observations, keeping track of progress against the Teachers' Standards and both formal and informal assessment processes.

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 academy

Role of the Headteacher/Head of School

The headteacher/Head of School 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, including the relevant skills, knowledge, experience and

- sufficient time to carry out their role effectively;
 - ensure that the mentor has the ability, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;
 - ensure an appropriate programme of training and support based on the ITTECF is in place;
 - ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body;
 - ensure that assessments (including any interim 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 People Committee aware of the arrangements that have been put in place to support ECTs serving induction and provide termly general reports on the progress of ECT's;
 - 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/Head of School is expected to:
 - obtain interim assessments, any formal assessment and progress reviews 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, within each year of induction, total 30 days or more;
 - periodically inform the - People Committee 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 minimum period covering, but not equivalent to, two schoolyears and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
 - provide interim assessment reports for staff moving school in between formal assessment periods; and
 - notify the appropriate body when an ECT serving induction leaves the institution.

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);

- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

Role of the Mentor

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high- quality programme of training and support based on the ITTECF;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties.
ECT and mentor sessions are expected to be timetabled during teaching hours.

Capability and Failed Induction

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary for a headteacher 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 institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed however, it is the employer that has a responsibility to manage its capability procedures and decisions relating to the outcome of these. The role of the appropriate body relates only to the ECT's performance in relation to induction.

If an ECT has failed their induction

It is important to note that, in line with the statutory guidance (April 2025), an ECT working in a school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the school should dismiss the ECT within ten working days of being told of the outcome of the hearing.

Role of the Partnership and GLAC

On behalf of the Partnership, the Director of People and/or designated officer will:

- Make sure the academy complies with statutory guidance on ECT induction
- Be satisfied that the academy has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post

On behalf of the Trust, – the People Committee will

- Seek guidance and, where appropriate, investigate concerns raised by the ECT as part of the academy'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

5. Monitoring Arrangements

This policy will be reviewed annually by Greenheart Learning Partnership. After review, it will be received by the - Trust Board.

6. Links with Other Policies

This policy links to the following policies and procedures:

- Greenheart Appraisal Policy * ECTS are exempt from appraisal
- Greenheart Pay Policy
- Records Retention Policy
- Grievance Procedure
- Capability Policy
- Workforce Privacy Notice (ECTs should be told who will be able to see their assessments – see Statutory guidance April 2025)