



8 – Early Career Teacher (ECT) Induction Policy

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The following assessments have been completed in relation to this policy

Workload impact

Equality impact

Trust virtues



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1. Rationale

The early years of a career in teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital that ECTs get a good start to their teaching careers through appropriate transitional support. MITRE's ECT induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

2. Scope and Purpose

Our Trust's ECT induction policy and programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the schools they work in throughout their careers. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide bespoke, individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice through observations
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to enable ECTs to meet all of the Teachers' Standards.

School-based staff will be encouraged to participate in ECT support where relevant e.g. by allowing ECTs to observe their lessons and having open dialogue with ECTs about teaching and learning. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

3. Aims

The trust 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.



4. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021;
- 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](#).

This policy complies with our funding agreement and articles of association.

5. 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 Head Teacher and appropriate body¹ 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 completion of the induction period.

The programme is quality assured by Redhill Teaching Hub, our 'appropriate body'.

If at any point a school in MITRE employs an ECT who has been trained by the Redhill Teaching Hub, the Trust will ensure that an alternative appropriate body is found for that ECT.

6.1 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

¹ The 'appropriate body' ensures that ECTs receive their statutory entitlements and have appropriate support in place during their induction period. For MITRE schools, the appropriate body is Redhill Teaching Hub.



- 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.

6.2 Support for ECTs

We support ECTs by ensuring that they receive provision meeting, and going beyond, the Early Career Teacher Entitlement. Our provision includes:

- 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
- Meetings and discussion with curriculum or key stage leader, subject co-ordinators, SENCo and other professionals to help develop their professional knowledge and understanding
- 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
- Support for any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Access to the Early Career Programme, including face-to-face facilitated sessions, online learning and discussion of the Early Career Framework with induction mentors and induction tutors.

6.3 Assessments of ECT performance

ECTs are exempt from the normal Teacher Investment Cycle 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 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 Head Teacher 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 Head Teacher, 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 Head Teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

6.4 At-risk procedures

Teaching is a challenging job and our ECT induction programme is designed to support all ECTs and prevent them from being 'at risk' of not meeting the Teachers' Standards. If an ECT is struggling to make progress, or if concerns are raised by the ECT, mentor or other colleagues, support will be provided:

- A meeting to make clear the area(s) of concern, and that support provided will enable weaknesses to be addressed
- Recorded diagnosis of the exact nature of the issues and advice given on how to redress the problem
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation
- Providing opportunities for further professional development based on agreed targets and identified needs within a reasonable timeframe.

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:

- Provision of a six-week support plan to address the area(s) of underperformance and secure improvement. The plan will include:
 - Appropriate objectives set to guide the ECT towards satisfactory performance against the relevant standards
 - Actions to be taken by the ECT, giving specific, practical steps that will result in the required improvement
 - Clear success criteria for any areas identified as making an ECT at risk of not meeting the Teacher Standards
 - The additional support provided through the period of the support plan
 - The evidence used to measure the improvements made.
- Early warning of the risk of failure will be given to the ECT and the school's concerns communicated to MITRE's Strategic Lead for Education and the appropriate body without delay.

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 Head Teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period. The named contact for the appropriate body will be informed as soon as it becomes clear that an ECT is at risk of not meeting one or more of the Teachers' Standards. Further support, advice, guidance and direction will be given by the appropriate body.

6.5 Capability procedures

In the event of serious capability concerns, the Head Teacher 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.

7. Roles and responsibilities

7.1 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, other quality assurance activities, 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
- Where the school does not resolve them the ECT should raise their concerns with the Leader of Teacher Education, Nicole Lyons
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or the **Leader of Teacher Education**

The Head Teacher, Induction tutor and Induction Mentor all have specific duties relating to ECTs. In some schools (i.e. smaller schools with fewer teaching staff) more than one role outlined below may be carried out by the same person. However, the specific duties and nature of each role must be understood by that member of staff.

7.2 Role of the Head Teacher



The Head Teacher 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 6.1 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 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
- Make the Local Governing Body 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 of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years
- Inform the MITRE Strategic Lead for Education of any ECTs that are potentially at risk of failure without delay.

Where an ECT serves induction at more than one school in the trust, we will appoint one Head Teacher to act as the **lead Head Teacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual Head Teachers as necessary. In addition, the lead Head Teacher will:

- Provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other Head Teachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all of the relevant standards
- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other Head Teachers and to the ECT.

7.3 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, co-ordinating 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, Head Teacher and other relevant **bodies including Redhill Teaching Hub**
- 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.

7.4 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

7.5 Role of the MITRE Leader of Teacher Education

The Leader of Teacher Education will:

- Provide support, advice and guidance to each school that employs ECTs
- Investigate, resolve and respond to any concerns raised by ECTs regarding their ECT induction
- Quality assure the ECT induction policy and programme and measure impact on effectiveness of practice in Trust schools
- Share best practice across Schools as appropriate.

7.6 Role of the MITRE Strategic Lead for Education

The Strategic Lead for Education will:

- Ensure that this policy is well-communicated and understood by all schools in the Trust
- Report arrangements and progress of ECTs to the Board of Trustees
- Investigate, resolve and respond to any concerns raised by ECTs regarding their ECT induction
- Provide an update to Trustees on the effectiveness of the programme including any areas of concern relating to individual ECTs



7.7 Role of the Board of Trustees

The Board of Trustees will:

- Be satisfied that MITRE schools comply with statutory guidance on ECT induction
- Be satisfied that MITRE schools have the capacity to support the ECT
- Make sure the Head Teacher 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 ECTs on a termly basis

8. Monitoring arrangements

This policy will be reviewed **annually** by the Strategic Lead for Education. At every review, it will be approved by the Standards and Effectiveness Committee of the Board of Trustees.

9. Links with other policies

This policy links to the following policies and procedures:

- Policy 3 - Appraisal
- Policy 5 – Capability Procedures
- Policy 7 - Grievance
- Policy 13 - Recruitment
- Policy 59 - Pay