

ECT Induction Policy and SOP	 The Children's Trust For children with brain injury
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Contents

Policy

- 1 Purpose and Objectives
- 2 Scope
- 3 Definitions
- 4 Commitment to Future Implementation
- 5 Stakeholder Consultation
- 6 Related Policies
- 7 External References and Guidance

Standard Operating Procedure (SOP)

- 1 Roles and Responsibilities
- 2 Process/ Procedure

Policy

1. Purpose and Objectives

The Children's Trust School is committed to supporting high-quality teacher development at all stages of a teacher's career. This includes ensuring that any Early Career Teachers (ECTs) employed by the school receive a structured induction programme that meets all statutory requirements.

At the time of publication, the school does not employ any Early Career Teachers (ECTs). This policy therefore sets out the statutory framework and processes that will be implemented should an ECT be appointed.

The school recognises its responsibility to ensure that systems, roles and procedures are in place to enable full compliance with Department for Education (DfE) statutory guidance and to provide appropriate support, monitoring and assessment for ECTs.

2. Scope

This policy applies specifically to teachers who have been awarded Qualified Teacher Status (QTS) and are undertaking their statutory induction period as Early Career Teachers.

This policy does **not** apply to:

- Trainee teachers undertaking Initial Teacher Training (e.g. PGCE with QTS)
- Staff undertaking National Professional Qualifications (NPQs)
- Staff engaged in apprenticeship programmes or other forms of professional development

These staff are supported through separate professional development, training or partnership arrangements.

3. Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

TCTS	The Children's Trust School
SOP	Standard Operating Procedure
ECT	Early Career Teacher
DfE	Department of Education
QTS	Qualified Teacher Status
Promises	Our organisational cultures & values; Child first / Aim High / Care Deeply / Be open / Own it

4. Commitment to Future Implementation

The school is committed to being fully prepared to implement a compliant and high-quality ECT induction programme at any point. This includes:

- Securing an Appropriate Body prior to the start of induction
- Appointing suitably trained induction tutors and mentors
- Ensuring capacity to provide the required timetable reduction and support
- Aligning induction provision with the Early Career Framework

5. Stakeholder Consultation

This policy has been reviewed internally by two Upper Pay Scale teachers acting as critical readers. No wider stakeholder consultation was undertaken as the school does not currently employ any Early Career Teachers.

6. Related Policies

This policy links to the following policies and procedures:

- The Children's Trust Teacher Appraisal process
- Annual Teachers Pay Cycle (Guidance)
- HR118 Performance Improvement Policy & Procedures
- HR123 Disciplinary Policy
- Employee/Staff Handbook 2024
- School Code of Conduct
- FIN004 Payroll Policy

7. External References and Guidance

This policy is based on, and will be implemented in accordance with:

- The Department for Education's statutory guidance: Induction for Early Career Teachers (England) (latest version)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended
- The Teachers' Standards

The school will ensure that all statutory requirements are met in full when an ECT is employed, including:

- Registration with an Appropriate Body
- Engagement with a funded or approved Early Career Framework (ECF) induction programme
- Provision of a trained induction tutor and mentor
- Delivery of a structured two-year induction programme

- Adherence to statutory assessment, monitoring and support arrangements
- Provision of a reduced timetable (10% in Year 1 and 5% in Year 2)

The school will determine its ECF delivery approach (e.g. provider-led, school-led or core induction programme) at the point of appointing an ECT, ensuring fidelity to the Early Career Framework.

Standard Operating Procedure (SOP)

1. Roles and responsibilities

1.1 Role of the ECT

- 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
- 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 forms

When the ECT has any concerns, they will:

- Raise these with their mentor 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 mentor or others within the school management team.

1.2 Role of the deputy head teacher

- 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 3.1 above)
- Ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively

- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure 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 the governing board 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

1.3 Role of the Headteacher

- Ensure the deputy 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 procedure
- Headteacher to provide sign-off to end of term assignments

1.4 Role of the induction mentor

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure 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

1.5 Role of the Educational Governance Committee

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- If it wishes, 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 the ECT

2. Process /Procedure

2.1 The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.

The programme will be quality assured by our chosen appropriate body.

2.2 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 mentor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class
- 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 they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

2.3 Support for ECTs

We support ECTs with:

- Their designated induction mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- 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 on a monthly basis at which we will review their 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

2.4 Assessments of ECT performance

Formal assessment meetings will take place on a termly basis, carried out by either the deputy head teacher or the ECT's induction mentor.

These meetings will be informed by clear and transparent evidence gathered 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 these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the deputy head teacher/ Head of School to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

2.5 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the deputy head teacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

If, at the final formal assessment, it is judged that the ECT has not made satisfactory progress against the Teachers' Standards, the following actions will be taken:

- A final assessment report will be completed clearly outlining the areas where the ECT has not met the required standards
- The ECT will be given the opportunity to add their comments to the report
- The Headteacher/Deputy Headteacher will make a recommendation to the Appropriate Body that the ECT has not satisfactorily completed induction

The Appropriate Body will then make the final decision, taking into account all evidence provided.

2.6 Possible outcomes following the final assessment

Following submission of the final report, the Appropriate Body may decide that:

- **The ECT has satisfactorily completed induction**
 - No further action required.
 - The ECT can continue employment as a qualified teacher.
- **The ECT requires an extension to the induction period**
 - In exceptional circumstances (e.g. significant absence), the Appropriate Body may decide to extend the induction period
 - Clear targets and support arrangements will be put in place
 - A revised assessment period will be agreed
- **The ECT has failed to meet the Teachers' Standards**

If the Appropriate Body determines that the ECT has not met the required standard:

- The ECT will be deemed to have failed induction
- The ECT will receive written confirmation of this decision and the reasons for it
- The ECT has the right to appeal the decision

2.7 Implications of a failed induction

- An ECT who fails induction cannot be employed as a teacher in a maintained school, academy, or free school
- The school will follow its HR procedures in relation to the termination of employment where applicable
- Appropriate support and signposting will be provided to the individual

2.8 Right to appeal

- The ECT has the right to appeal against the decision through the appropriate statutory process
- The school will provide information about how to access this process

2.9. Monitoring arrangements

This policy will be reviewed **in June 2027** by the Deputy Headteacher.

Document Change Control

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