# Early Career Teacher (ECT) Induction Policy

# Blue Coat

# Church of England Academy

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| Date: | | September 2025 |
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| Ratified by the Governing Body: | | 1st September 2026 |
| | Signature | |
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| Review date: | | September 2027 |

## Contents

1. Aims ..... 4
2. The Statutory Induction Period: An Overview ..... 4
3. Early Career Training Programme (ECTP) ..... 5
13. Roles and responsibilities ..... 11
14. Monitoring arrangements ..... 14
15. Links to other policies ..... 14

*Proverbs 18:15 "An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge."*

*Blue Coat Church of England Academy is an inclusive Christian learning environment, our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.*

## Key Terminology

**This policy makes use of the following terminology:**

**ECT:** Early Career Teacher: a newly qualified teacher who is completing their two-year statutory induction to the profession.

**ECTE:** Early Career Teacher Entitlement: an entitlement to training and support that all early career teachers have.

**Induction:** Two year statutory induction process for early career teachers.

**ECTP:** Early Career Training Programme: the training and support programme which is part of the statutory induction period for newly qualified teachers. This helps them to pass their statutory induction but early career teachers are not assessed against this training programme. It is purely developmental.

**ITTECF:** Initial Teacher Training and Early Career Framework: the core body of knowledge and skills that underpins the Early Career Training Programme. This core body of knowledge and skills underpins all initial teacher training and early career teacher development. Applying the same body of knowledge and skills over a three year period is designed to lead to greater mastery.

**Lead Provider:** The DfE have appointed five lead providers of the Early Career Training Programme. Schools must choose to work with one of these providers, who will facilitate the delivery of the programme itself and quality assure the programme in order to maintain fidelity to the ITTECF.

**Appropriate Body:** The Appropriate Body is a service provided by a Teaching School Hub, whose role is to ensure that early career teachers receive their statutory entitlements and that support, assessment and guidance procedures within each school are fair and appropriate. The Appropriate Body makes the final decision about whether an early career teacher has passed their induction, based on the recommendation of the Principal.

**Mentor:** A mentor plays the most important role in supporting a new teacher's development. They will provide instructional coaching through regular meetings with their ECT.

**ECTP Lead/Induction Tutor:** Schools appoint an ECTP Lead/ induction tutor who is a senior leader in their school. They are a point of contact for the appropriate body and lead provider, and will be the person responsible for ensuring the Early Career Training Programme is delivered to a high standard within their school.

*At Blue Coat Church of England Academy, we recognise that "great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieveing the best outcomes for all pupils, particularly the most disadvantaged among them" (Education Endowment Foundation 2020). We are committed to providing the best possible training and provision to ensure that all teachers feel valued and supported to strive for the best possible outcomes for students.*

The purpose of this policy is to provide guidance to all stakeholders in the induction of newly qualified teachers to ensure that they receive a supportive and structured induction programme (as set out by the DfE) that enables them to successfully transition into their professional careers and demonstrate satisfactory performance against the Teachers' Standards. The induction is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), which is statutory for all ECTs starting induction from September 2025.

## 1. Aims

The Academy aims to:

- Deliver a high-quality, two-year induction programme based on the ITTECF.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to become effective and successful teachers.
- Ensure all staff understand their role in the ECT induction programme.
- Ensure ECTs meet the Teachers' Standards by the end of their induction period.
- Use instructional coaching as one of the central mechanisms for professional development, feedback, and targeted support of ECTs.

## 2. The Statutory Induction Period: An Overview

The induction period for a full-time ECT lasts for two academic years. For a part-time ECT, the period is pro-rata. The induction period includes:

**Reduced timetable:** In the first year, ECTs will have a 10% reduced timetable, which is no more than 90% of a standard teacher's timetable. In the second year, the reduced timetable is 5%, which is no more than 95% of a standard teacher's timetable.

**Structured training:** This training is underpinned by the ITTECF, delivered through our chosen provider (Ambition Institute) and the Steplab platform.

**Regular reviews and assessment:** Regular professional progress reviews and formal assessments will monitor the ECT's performance against the Teachers' Standards.

Prior to the ECT serving their induction, the Principal and Appropriate Body must agree that the post is suitable.

The statutory induction period is quality assured by Manor School Teaching Hub, our 'Appropriate Body'.

## 3. Early Career Training Programme (ECTP)

As part of their ECTP entitlement, Early Career Teachers must:

- Follow a two-year programme of professional development based on the ITTECF, to be studied during the statutory induction period. This should be delivered by one of five recognised Lead Providers. The Academy works with Ambition Institute as its Lead Provider.
- Engage with self-study activities, mentoring and facilitated events as part of their training.
- Be provided with a dedicated mentor and induction tutor to guide them through their training programme.

The Early Career Training Programme itself is not assessed; it cannot be passed or failed. ECTs are assessed against the Teachers' Standards as part of the statutory induction programme. Active engagement with the ECTP supports ECTs in meeting the Teachers' Standards.

It is the responsibility of all ECTs to engage fully in the ECTP. Mentors and the Academy's Induction Tutor will actively monitor participation and engagement to ensure that all ECTs make the most of the high quality training and support available to them during the induction period.

### Additional Support

Alongside the ECTP, which is led by Ambition Institute, the Academy also runs an additional CPD programme for ECTs, which provides opportunities for the application of theory in the context of the Academy's specific policies and procedures. Sessions are calendared throughout the academic year, with typically two sessions per half term. These sessions are adaptive and designed to meet the varying needs of ECTs. Typically, sessions are differentiated for those in year 1 of the ECTP and those in year 2.

## 4. The Initial Teacher Training and Early Career Framework

The Early Career Teacher Programme is informed by the ITTECF. This is "the core body of knowledge, skills and behaviours that define great teaching" (Initial Teacher Training and Early Career Framework, 2004).The ITTECF provides a list of evidence informed teaching practices, setting out two types of content: 'Learn that…' and 'Learn how to…' statements.

This core body of knowledge and skills underpins all initial teacher training and early career teacher development to ensure that newly qualified teachers are able to build on, and revisit knowledge and skills from their training, providing a more integrated and cohesive approach to teacher development over a three-year period (comprising training and the two year statutory induction period).

During their statutory induction period, ECTs should revisit ‘Learn that…’ and ‘Learn how to…’ statements across the framework to deepen their understanding of the evidence base and make links between theory and practice. ECTs should revisit approaches introduced in their initial teacher training to develop greater fluency and confidence, and to develop their decision making to solve more complex challenges.

It is the responsibility of the Induction Tutor to ensure that all mentors are familiar with the ITTECF core framework. The Induction Tutor should facilitate training for new mentors and existing mentors who are unfamiliar with the ITTECF. Twenty hours of funded training is available for all new mentors through the Academy’s lead provider and the appropriate body.

## 5. Observation of the ECT’s Teaching Practice

An ECT’s teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT’s teaching practice, conduct and efficiency against the Teachers’ Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the Academy.

It is also expected that:

- the observer holds QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion;
- any written record will indicate where any development needs have been identified.

All ECTs should be observed at least fortnightly by their mentors. Typically, year 1 ECTs will be observed weekly, whilst those in year 2 will be observed fortnightly. The Induction Tutor should complete observations of each ECT on a half-termly basis.

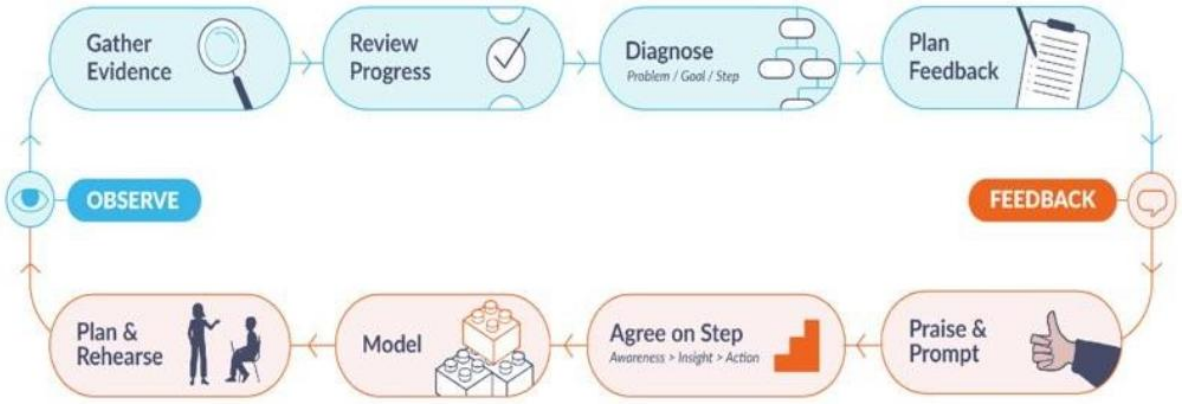
## 6. Mentor Meetings

Mentor meetings for early career teachers (ECTs) should be tailored to the individual needs of the ECT.

In year 1 of the statutory induction period, ECTs should meet with their mentor weekly. In year 2, it is expected that they meet fortnightly.

Typically, at least 30 minutes of each mentor meeting should focus on instructional coaching.

Instructional coaching for Early Career Teachers (ECTs) should be a structured and collaborative process that focuses on improving instructional practices and enhancing student learning outcomes. It should be based on the following cycle:




Feedback should follow the structure below:

**Praise:** the ECT mentor provides positive feedback on <u>one</u> aspect of teaching that went well in the lesson, related to the action step that was agreed beforehand.

**Prompt:** the mentor and ECT discuss how the specific action taken by the ECT impacted on students and their learning, highlighting the effective practice that the ECT should continue to replicate moving forwards.

**Agree action step:** the mentor and ECT agree the next action step to focus on. This should be a granular target, not something all-encompassing like ‘develop strategies to manage low level disruption’. Instead, it should be a specific strategy, such as ‘be seen looking’ (use exaggerated gestures and movement to show students that you are actively monitoring their behaviour).

**Model:** the mentor models the new action step or teaching technique. If possible, the mentor would get up and actively model the technique, i.e. physically demonstrate ‘being seen looking’, along with any words or phrases they may routinely use whilst performing certain gestures. As they model, the mentor should talk through how and why they choose to perform certain actions. Depending on the nature of the technique (and their own confidence in delivery) they could also use a video model of another member of staff performing these actions and use this as a talking piece to exemplify ‘what a good one looks like’.

**Plan and practice:** the ECT practices the new action step, with support and advice from their mentor. The ‘practice’ is literally a rehearsal of what will take place in the classroom. Planning refers to the ECT talking through and possibly scripting the things that they will literally say and do when in front of the class. They will then rehearse these up to 5 times, with feedback from the mentor after each rehearsal.

At certain points in the induction period, mentors may identify the need for a greater pastoral focus during their ECT meetings. ECT meetings with a pastoral focus are designed

to support early career teachers in managing their workload and improving their well-being. These meetings typically cover areas such as workload management, planning for wider school responsibilities, and knowledge-building around ECTP content. The meetings are structured to encourage discussions on specific needs and to provide pastoral support tailored to the ECT's requirements. Some ECTs may benefit from these types of meetings fortnightly, alternating between the pastoral focus and the instructional coaching.

## 7. Use of Steplab

The Steplab platform is integral to our ECT induction programme, providing a structured approach to instructional coaching that is aligned with the ITTECF.

**For ECTs:** Steplab is used for accessing self-study modules and resources, tracking progress, and reviewing feedback from coaching sessions.

**For Mentors:** Steplab is used to structure observation and feedback cycles. It helps mentors set specific, bite-sized action steps and track the ECT's progress against them.

**For Induction Tutors:** Steplab provides an overview of ECT and mentor engagement with the programme. It offers data and reporting to help monitor and quality-assure the induction process across the school.

*Instructional coaching must be recorded on Steplab. However, there is no requirement to record evidence of pastoral ECT meetings on this platform.*

## 8. Assessment

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ITTECF is not and should not be used as an assessment tool.

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 a member of SLT, usually the induction tutor, alongside the ECT's mentor.

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. Details (and copies, where relevant) 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 Principal 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 Principal, 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 Principal would complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## 9. Appeals Process

ECTs have the right to appeal against a decision that they have not successfully completed their induction, or a decision to extend their induction period. This appeal is made directly to the Appropriate Body, who will follow its own process.

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

In particularly serious cases it may be necessary for the Academy 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 Academy, the induction process must continue in parallel with the capability procedure. The appropriate body will be informed, however it is the Academy that has a responsibility to manage 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.

## 11. Extensions to the Induction Period

Extensions to the Early Career Teacher Entitlement (ECTE) induction period are possible under specific circumstances.

**Absence:** If an ECT has a 30 or more days absence in a year, the induction period must be extended by a minimum of the absence.

**Extenuating Circumstances:** Personal difficulties or disruption in school can lead to an extension being agreed upon by the appropriate body.

**Risk of Failing Induction:** If an ECT is at risk of failing induction, the appropriate body may consider an extension to enable the ECT to pass.

These extensions are only granted in exceptional circumstances and are subject to a rigorous process, governed by the appropriate body. Where it is deemed that an ECT may require an extension to the statutory induction programme, it is the responsibility of the induction tutor to liaise with the appropriate body to determine the reasons for this and the length of any potential extension.

## 12. Early Career Teacher Entitlement (ECTE)

**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 mentor sessions timetabled during teaching hours. In exceptional circumstances, where the Academy requires flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.
- Have weekly mentor sessions in their first year of induction, and fortnightly mentor sessions in their second year of induction.
- Complete two formal assessments: one midway through induction, and one at the end of the induction period. These are supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- 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 classes.
- 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.

**We support ECTs with:**

- Their designated induction tutor, who will provide monitoring and support, and co-ordinate their assessments.
- Their designated induction mentor, who will provide day-to-day monitoring and support, as well as regular structured mentoring sessions and targeted written and verbal feedback.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt, constructive, granular 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 school or at another school with effective practice.
- Regular in-school ECT training sessions (at least one per half term), in addition to those provided by the lead provider (Ambition Institute) and appropriate body (Manor Teaching School Hub), focusing on the Teachers' Standards and their application in context.
- Opportunities for recording and reflecting on lessons. These recordings may be shared with colleagues, including the ECT's induction mentor, for feedback and support, at the ECT's discretion. All recordings must be saved via the Steplab platform.

## 13. Roles and responsibilities

### 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 ITTECF-based induction
- 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 reports

**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 school

**Role of the Principal**

The Principal or induction tutor (Assistant Principal) 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
- 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 ITTECF-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 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

**Role of the induction tutor**

The induction tutor will:

- Promptly register all new ECTs with the DfE and appropriate body
- Facilitate access to Steplab and any other relevant training platforms used by the Academy's lead provider (Ambition Institute)
- 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, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Observe the ECT at least once per half term
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- 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 regularly and feedback is provided
- Track the ECT's engagement with their Steplab training modules and coaching cycles.
- 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

**Role of the ECT Mentor**

The ECT mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback (weekly in year 1 and fortnightly in year 2)
- Participate fully and meet all requirements in the provider-led ECT Programme

- 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 ITTECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Provide both instructional coaching and pastoral support during mentor meetings
- Act promptly and appropriately if the ECT appears to be having difficulties

**Role of the governing body**

The governing body will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Principal 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 the ECT on a termly basis

**Role of the Appropriate Body**

- Oversee the ECT's induction to ensure it meets DfE statutory requirements.
- Check that the Academy's programme is based on the ITTECF.
- Provide an independent and external check on the monitoring, support, and assessment of ECTs.
- Decide whether an ECT has satisfactorily completed their induction period based on the final recommendation from the Academy.
- Offer support and guidance to the Academy and ECTs regarding the induction process.

## 14. Monitoring arrangements

This policy will be reviewed **every year** by Emma Perry (Assistant Principal/Induction Tutor). At every review, it will be approved by the full governing body.

## 15. Links to other policies

- Staff capability policy

- Staff disciplinary Policy
- Teaching and Learning Policy
- Staff Absence Policy