



1. Aims

The school aims to:

- Run an ECT induction programme that meets all statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).
- Provide ECTs with the Early Career Teacher Entitlement (ECTE), ensuring a supportive environment that equips them to be effective teachers.
- Ensure all staff understand their roles and responsibilities within the induction programme.

2. Scope

This policy applies to all ECTs who have started, but not completed, their induction period.

3. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance "Induction for early career teachers (England)" (April 2025).
- The Initial Teacher Training and Early Career Framework (ITTECF).
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended.
- The 'relevant standards' referred to in this policy are the Teachers' Standards.

4. The ECT Induction Programme

The induction programme provides a bridge between initial teacher training and a career in teaching. It is a structured programme of development and support, providing the foundation for ECTs to meet the Teachers' Standards consistently over a sustained period.

4.1 Posts for Induction Each ECT will:

- Be provided with the necessary tasks, experience, and support to demonstrate performance against the Teachers' Standards.
- Have an appointed induction tutor and a designated mentor, both of whom are expected to hold QTS.
- Receive a reduced timetable to undertake ECTE activities. In Year 1, this is a maximum of **90%** of the timetable of existing teachers; in Year 2, it is a maximum of **95%**.
- Regularly teach the same class(es) and not be presented with unreasonably demanding discipline problems or non-teaching responsibilities without support.



4.2 Support for ECTs includes:

- **Mentoring:** Regular, structured one-to-one mentoring sessions. These sessions are expected to be timetabled during teaching hours.
- **Monitoring:** Guided by the induction tutor, including regular observations of teaching with prompt, constructive feedback.
- **Professional Reviews:** Termly reviews of progress (in terms without formal assessments) where objectives are revised against the Teachers' Standards.
- **Observation Opportunities:** Chances to observe experienced teachers within Red Marsh or at other schools.

4.3 Assessments of ECT Performance

- **Formal Assessments:** Carried out in the final term of Year 1 (Term 3) and Year 6 (Term 6) by the induction tutor or headteacher.
- **Evidence:** Assessments are informed by progress reviews and drawn from the ECT's actual work. The ITTECF is not an assessment tool and must not be used to judge the ECT.
- **Interim Assessments:** Completed if an ECT leaves the post after one term but before the next formal assessment.

4.4 At-Risk Procedures

If an ECT is not making sufficient progress, a support plan will be put in place immediately. This includes identifying areas for improvement, setting clear objectives, and notifying the appropriate body.

5. Roles and Responsibilities

5.1 The ECT

The ECT is expected to:

- Provide evidence of QTS and participate fully in the monitoring and ECTE programme.
- Keep track of and participate in all scheduled observations and assessments.
- Raise concerns with their induction tutor or the named contact at the appropriate body (Embrace Teaching Hub) if issues cannot be resolved internally.

5.2 The Headteacher

The headteacher is responsible for:

- Ensuring the induction tutor and mentor have the skills, experience, and sufficient time to carry out their roles effectively.
- Ensuring a programme of training and support based on the **ITTECF** is in place.
- Notifying the appropriate body if an ECT's absences total 30 days or more in a year (excluding statutory maternity, paternity, adoption, shared parental, parental bereavement, **carer's**, or **neonatal care** leave).

5.3 The Induction Tutor



The induction tutor (separate from the mentor) will:

- Coordinate assessments and carry out regular progress reviews.
- Ensure all record-keeping is done in the most streamlined and least burdensome way, avoiding requests for "new" work for assessments.

5.4 The Induction Mentor

The mentor will:

- Regularly meet with the ECT for structured sessions to provide targeted feedback.
- Work collaboratively to ensure the ECT receives a high-quality programme based on the ITTECF.

5.5 The Governing Board

The governing board will:

- Ensure the school complies with statutory guidance and has the capacity to support the ECT.
- Investigate concerns raised by an ECT via the school's grievance procedures.

Policy	
Reviewed	September 2026
To be reviewed	Annually