

**St Monica's Catholic
Primary School**



**Early Career Teacher (ECT) Induction Policy
2026-2028**

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Created by:	Headteacher	
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Policy statement

St Monica's Catholic Primary School is committed to giving every early career teacher a strong, supportive and professionally rigorous start to their career. Our induction arrangements reflect the school's Catholic mission and promote high expectations, professional dignity, collaboration and care for the individual.

The policy should be read alongside the current Department for Education (DfE) statutory guidance. Where legislation or statutory guidance changes, the current legal requirements will take precedence over this policy and the policy will be reviewed promptly.

Key distinction: Training and support are based on the Initial Teacher Training and Early Career Framework (ITTECF). The ECT's performance is assessed only against the Teachers' Standards, not against the ITTECF.

1. Aims

St Monica's Catholic Primary School aims to:

- provide a statutory induction programme that complies with DfE requirements and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended
- provide each ECT with a structured programme of training, mentoring, support and professional dialogue through the Early Career Teacher Entitlement (ECTE)
- enable each ECT to develop their practice and demonstrate satisfactory performance against the Teachers' Standards
- ensure that monitoring, support and assessment are fair, consistent, proportionate and based on existing evidence
- make sure that everyone involved understands their role and acts promptly when support or intervention is needed

2. Scope and guiding principles

This policy applies to ECTs employed by the school who are required to complete, or are continuing, statutory induction. It also applies to staff appointed as induction tutors and mentors and to governors overseeing the school's arrangements.

ECTs who began induction before 1 September 2025 may continue under transitional arrangements linked to the Early Career Framework (ECF). The headteacher will agree the appropriate arrangements with the appropriate body, taking account of the ECT's previous training, support and induction record.

The school will make reasonable adjustments where an ECT has a disability or other protected characteristic and will ensure that induction is implemented consistently with the Equality Act 2010.

3. Legislation and statutory guidance

This policy has regard to:

- sections 135A to 135C and 141C(1)(b) of the Education Act 2002
- the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended
- DfE statutory guidance: Induction for early career teachers (England), updated June 2026
- the Initial Teacher Training and Early Career Framework (ITTECF)
- the Teachers' Standards
- the Education (School Teachers' Appraisal) (England) Regulations 2012
- the Equality Act 2010 and applicable data protection legislation

4. The ECT induction programme

4.1 Registration and appropriate body

Before the ECT begins induction, the headteacher will check that the teacher has qualified teacher status (QTS), establish whether statutory induction is required, confirm that the post is suitable and agree an appropriate body (such as Rainbow). The induction start date will be agreed in advance with the ECT and appropriate body and will be the date the ECT starts teaching in a suitable post while registered with the appropriate body. It is not determined by the date on which ITTECF-based training begins.

The school's appointed appropriate body will be confirmed and recorded before each ECT begins induction. The school will normally use the DfE-listed local teaching school hub unless there is a documented reason to appoint another eligible appropriate body. The appropriate body quality assures statutory induction and makes the final decision on whether the ECT has completed induction satisfactorily. Registration with the appropriate body is separate from registration for any DfE-funded training programme.

4.2 Suitable post

The post must provide the ECT with the tasks, experience, support and time needed to demonstrate satisfactory performance against the Teachers' Standards. The ECT will:

- regularly teach the same class or classes and have experience of teaching whole classes
- take part in planning, teaching and assessment processes comparable to teachers in similar posts
- not normally teach outside the age range or subjects for which they were employed
- not be given unreasonable demands, routinely challenging discipline problems or additional non-teaching responsibilities without suitable preparation and support
- have access to appropriate resources, facilities and a safe working environment

4.3 Length of induction

The standard induction period is the full-time equivalent of two school years, normally six terms. A part-time ECT will normally serve the equivalent period on a pro-rata basis. Any reduction may only be agreed by the appropriate body in accordance with the statutory guidance and, where required, with the ECT's agreement.

The minimum period of continuous employment that can initially count towards induction is one term. Once that minimum has been served, any further period of continuous employment, of any length, will count towards the two-year induction record.

4.4 Early Career Teacher Entitlement and reduced timetable

The school will provide a programme of training and support based on the ITTECF. This may be delivered through a DfE-funded provider-led programme or through a school-led programme that meets statutory requirements and is checked by the appropriate body.

- During year 1, the ECT will teach no more than 90% of the timetable of existing teachers on the main pay range.
- During year 2, the ECT will teach no more than 95% of the timetable of existing teachers on the main pay range.
- This reduction is additional to normal planning, preparation and assessment (PPA) time.
- ECT time off timetable will be used specifically for induction activities, including training, mentoring, observation and professional development.

5. Monitoring, support and assessment

5.1 Induction tutor and mentor

The ECT will have a named induction tutor and a named mentor. Both are expected to hold QTS and to have the skills, knowledge, experience and protected time needed to carry out their roles effectively.

The induction tutor and mentor are two discrete roles and should normally be held by different people. In exceptional circumstances, one person may fulfil both roles. Where this occurs, the headteacher will provide sufficient time and safeguards so that developmental mentoring is not conflated with formal assessment.

Structured mentor sessions will normally be timetabled during teaching hours. Where exceptional timetabling constraints require otherwise, mentoring and mentor training will take place within contracted time.

5.2 Professional support

The school's support will include:

- regular structured mentoring and targeted feedback
- access to training and professional development based on the ITTECF
- opportunities to observe experienced teachers within the school or elsewhere
- subject- and phase-specific guidance where needed
- regular dialogue about workload, wellbeing, safeguarding and professional expectations

5.3 Observation of teaching

The ECT's teaching will be observed at regular intervals by the induction tutor or another suitable person who holds QTS. Observation arrangements will be agreed in advance. Feedback will be prompt and constructive, with a brief written record identifying strengths and any development needs.

5.4 Progress reviews

The induction tutor will review the ECT's progress against the Teachers' Standards in every term in which a formal assessment is not scheduled. For a standard full-time induction, progress reviews will therefore normally take place in terms 1, 2, 4 and 5.

For a part-time ECT, a progress review will still take place each term regardless of working pattern, except where a formal assessment is scheduled. If the ECT is absent when a progress review is due, it will be rescheduled when the ECT returns.

Progress reviews are not formal assessments. They will draw on existing evidence and working documents. The ECT will not be required to create a separate evidence portfolio or produce new documentation solely for the review.

A written record will state whether the ECT is on track to complete induction successfully, summarise the evidence considered and identify agreed development targets. The record will be shared with the ECT, headteacher and appropriate body.

5.5 Formal assessments

Formal assessment meetings will normally take place in the final term of year 1 and the final term of year 2. They will be carried out by the headteacher or induction tutor. A mentor will not conduct a formal assessment unless they are also formally designated as the induction tutor.

- Assessments will be based on the ECT's performance against the Teachers' Standards.
- Evidence will come from the ECT's work, existing documents, observations, progress reviews and the induction programme. No new evidence will be created solely for assessment.
- The evidence and judgements will be clear and transparent and the ECT will be kept informed, so that there is nothing unexpected at a formal assessment.
- After each meeting, the ECT will be invited to add comments and the report will be signed by the ECT, induction tutor and headteacher.
- The final report will record the headteacher's recommendation that performance is satisfactory, unsatisfactory or that an extension should be considered.
- A copy of each signed assessment report will be sent to the appropriate body shortly after the meeting. The final assessment report will be sent within 10 working days of the final assessment meeting.

If the ECT is absent when a formal assessment is scheduled, the assessment will be postponed until the ECT returns.

6. Absence, changes of circumstances and interim assessments

6.1 Absence

The school will maintain accurate absence records and notify the appropriate body as soon as an ECT's absences total 30 days or more within either year of induction, or the part-time equivalent. Unless an exception applies, the relevant induction year will be extended by the aggregate number of days absent.

Statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's and neonatal care leave are not counted automatically towards the 30-day extension threshold. An ECT taking such statutory leave may choose to extend induction to reflect the period of absence. The school will seek advice from the appropriate body in individual cases.

6.2 Transfers and changes

Where an ECT joins the school having completed part of induction elsewhere, the headteacher will obtain the previous progress reviews, formal assessments and any interim assessment before induction continues. Changes in working pattern, school, role or appropriate body will be reported promptly.

6.3 Interim assessment

If an ECT leaves after completing at least one term but before the next formal assessment, the headteacher or induction tutor will complete an interim assessment, normally before the ECT leaves. This is also required if the ECT leaves during the final term of induction. The report will record progress and performance, the exact length of induction completed, the total period of employment and the number of days absent since the last assessment. A copy will be provided to the ECT and appropriate body. If exceptional circumstances prevent completion before the ECT leaves, the report will still be completed as soon as possible afterwards.

7. Supporting an ECT who is at risk

Concerns will be addressed as soon as they arise and will not be held back until a scheduled review. The ECT will receive clear information about the concern, the Teachers' Standards involved and the support available.

7.1 Initial action

Where progress is not satisfactory, the induction tutor or headteacher will:

- meet with the ECT and explain the concern using clear, specific evidence
- inform the appropriate body and maintain regular contact
- agree a written support plan setting out the standards concerned, precise objectives, support, success criteria, timescales and review dates
- provide appropriate additional support, coaching, observation and feedback
- ensure that a third-party observation is carried out where the ECT may be at risk of not completing induction satisfactorily
- review and update the plan at each progress review or formal assessment

7.2 Continuing concerns

If progress remains unsatisfactory, the school will revise the objectives and support plan, explain the possible consequences of failing induction and ensure that the ECT has a fair opportunity to improve. The ECT may raise concerns through the school's grievance procedure or contact the named person at the appropriate body.

In particularly serious cases the school may begin capability procedures before induction ends. For as long as the ECT remains employed, statutory induction will continue in parallel with the capability process. The appropriate body will be informed, but employment decisions remain the responsibility of the school.

7.3 Final decision and appeal

The appropriate body, not the school, makes the final decision on satisfactory completion, failure or extension of induction. If induction is failed or extended, the appropriate body will advise the ECT of the right of appeal to the Teaching Regulation Agency and the time limit for doing so. The current statutory time limit is 20 working days from notification of the decision.

8. Roles and responsibilities

8.1 The ECT

The ECT will:

- provide evidence of QTS and eligibility to undertake induction
- meet the induction tutor to agree priorities and keep them under review
- agree how the reduced timetable will be used and engage fully with the programme of training and support
- participate in mentoring, observations, progress reviews and formal assessments
- provide existing evidence of progress against the Teachers' Standards as agreed with the induction tutor
- agree the induction start and end dates and maintain an accurate record of absences
- raise concerns promptly with the induction tutor and, if necessary, the appropriate body's named contact
- retain copies of progress reviews and assessment reports

8.2 The headteacher

The headteacher will:

- check QTS, eligibility and whether induction is required
- agree the appropriate body and register the ECT before induction begins
- ensure that the post, timetable and programme meet statutory requirements
- appoint a suitably qualified induction tutor and mentor and provide sufficient time and training for both roles
- ensure that progress is reviewed regularly and that reports are completed and sent to the appropriate body
- make the final school recommendation on satisfactory performance, failure or possible extension
- act early where an ECT may be at risk and arrange third-party observation where required
- notify the appropriate body of significant absence, changes of circumstances or the ECT leaving
- obtain previous records where an ECT transfers into the school and complete an interim assessment when an ECT transfers out
- participate in the appropriate body's quality-assurance procedures and keep governors appropriately informed
- retain relevant induction documentation securely for at least six years

8.3 The induction tutor

The induction tutor will:

- provide or coordinate guidance and professional development for the ECT
- conduct progress reviews and the two formal assessment meetings, coordinating evidence from colleagues where appropriate
- review performance only against the Teachers' Standards and keep the ECT informed of progress
- ensure regular teaching observations and prompt, constructive feedback
- share progress-review records and formal assessment reports with the relevant parties
- notify the appropriate body after each progress review whether the ECT is making satisfactory progress and provide details of any support plan
- take prompt action where difficulties arise and ensure evidence requests are streamlined and based on existing documents
- maintain up-to-date training relevant to the induction tutor role

8.4 The mentor

The mentor will:

- meet the ECT regularly for structured mentor sessions and provide effective, targeted feedback
- work collaboratively with the ECT, induction tutor and colleagues to support a high-quality ITTECF-based programme
- provide or arrange subject-specific, phase-specific, coaching and mentoring support
- act promptly where the ECT appears to be experiencing difficulty while respecting the distinct developmental nature of mentoring
- complete and maintain appropriate mentor training

8.5 The governing board

The governing board will:

- ensure that the school complies with statutory induction requirements and has capacity to support ECTs
- be satisfied that the headteacher is fulfilling the responsibilities attached to a suitable induction post
- consider the school's induction arrangements through appropriate reports, without routinely accessing confidential individual assessment reports
- investigate concerns raised through the school's grievance procedures and seek advice from the appropriate body where necessary

9. Confidentiality, records and data protection

Induction records and assessment documents are confidential and will be shared only with those directly involved in the induction process or where disclosure is otherwise lawful. The ECT will be informed who has access to their records.

Progress reviews, assessment reports and related documentation will be stored securely. Assessment reports and relevant induction records will be retained for a minimum of six years and then reviewed and disposed of securely in line with the school's retention schedule and data protection obligations.

When records are transferred to another school or appropriate body, the school will use secure methods and will ensure that the information is accurate, relevant and limited to what is required.

10. Monitoring and links with other policies

10.1 Monitoring

The headteacher will review this policy every two years or sooner following a change to legislation or DfE guidance. The governing board will approve each review. The headteacher will monitor the quality and consistency of induction and report to governors in a manner that protects individual confidentiality.

10.2 Related policies

This policy should be read alongside the school's:

- Teacher Appraisal and Capability Policy
- Staff Grievance Policy
- Pay Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Data Protection Policy

Appraisal: ECTs undertaking statutory induction are exempt from the school's appraisal process. Where serious capability concerns arise, capability procedures may operate alongside, but do not replace, statutory induction.

Key DfE reference:

- [Induction for early career teachers \(England\): statutory guidance](#)
- [Initial Teacher Training and Early Career Framework](#)
- [Early career teacher entitlement support](#)
- [Find an appropriate body](#)