



Early Career Teacher (ECT) Induction Policy Spring 2025





Policy Checklist

Author:	Sophie Johnson
Date Written:	Spring 2024

Statutory:	Yes
Trust / Local Policy:	Local
On website:	Yes

Approval / Adoption of Policy

Committee:	Resources Committee
Date of Ctte Approval/ Adoption:	26/02/2024

Review

Name of person undertaking review	Sophie Johnson
Date Reviewed (most recent):	March 2025
Reviewed Policy Approval/Adoption:	03/03/25
Date of next planned review:	Spring 2026

Implementation

Implementation of the policy will be monitored by:	Shamara Sadler
Monitoring frequency:	Annual

Notes:

Reviewed February 2025: Amendment: starting Sept. 2025 - change to lead provider, Ambition. This also updated on the role of the mentor section.



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Policy 1. Introduction

- 1.1 At Fairfield Spencer Academy (“our Academy”) our vision is, ‘For all children to SHINE and be Kind’
- 1.2 It is the intention of the ECT induction policy (“this policy”) to ensure that all early career teachers (ECTs) employed at Fairfield Spencer Academy receive their full statutory entitlements as set out in the ‘[Induction for Early Career Teachers \(England\)](#)’ guidance from the Department for Education.
- 1.3 Our governors, principal, induction tutors and mentors at our Academy acknowledge their shared responsibility for ensuring compliance with the statutory guidance in accordance with the roles and responsibilities outlined in section 12 of this policy.
- 1.4 Our Academy will always follow guidance from the Government, Department for Education and the Department of Health, which may be published during any unprecedented public health events and any Trust guidance that may also be issued.

2. Legislation and Statutory Guidance

- 2.1 This policy is based on:
- The Department for Education’s (DfE’s) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021 (Revised April 2023, coming into force 1st September 2023).
 - The [Early career framework reforms](#)
 - [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
 - [Early career teacher induction: COVID-19 absence exemption](#)
- 2.2 The ‘relevant standards’ referred to below are the [Teachers’ Standards](#).



3. Policy Scope

3.1 This policy applies to ECTs who start their induction **on or after 1 September 2021**.

3.2 This policy outlines the roles and responsibilities of **ECTs, governors, the principal, the induction tutor** and the **mentor** but all staff may form a part of an ECT's induction through, for example:

- Offering guidance and advice
- Offering support with planning and assessment
- Delivering CPD
- Allowing ECTs to observe practice

3.3 This policy should be read in conjunction with our Academy's Feedback, Marking and Assessment Policy and Procedures, our Academy's Behaviour for Learning Policy and Procedures, our Academy's Positive Handling Policy, our Academy's Teaching and Learning Policy and Procedures, the Spencer Academies Trust ("the Trust") Policy and Guidance for Child Protection, Safeguarding and Promoting the Welfare of Children, our Academy's Medical Conditions Policy and Procedures, our Academy's Accessibility Plan and our Academy's Equality Objectives and any addendum to any of these documents that may be required as a result of 1.5 above.

3.4 NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction arrangements. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the principal and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.



4. Policy Aims

This policy has been written to ensure that Fairfield Spencer Academy:

- 4.1 Runs an ECT induction programme that meets all of the statutory requirements as set out in the '[Induction for Early Career Teachers \(England\)](#)' guidance from the Department for Education (2021) and that is underpinned by the Early Career Framework (ECF).
- 4.2 Provides ECTs with a supportive environment that develops them and equips them with the knowledge, experience tools to be effective and successful teachers.
- 4.3 Ensures all staff understand their role in the ECT induction programme.

5. Equal Opportunities

Our Academy is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout our Academy as set out in our Academy's Equality Objectives and every effort will be made to ensure compliance with these.

6. Quality Assurance

The quality of provision for our ECTs at our Academy will be assured by:

- 6.1 Ensuring that this policy is disseminated and adhered to.
- 6.2 Monitoring carried out by the nominated Appropriate Body - **Spencer Teaching School Hub (Chetwynd Spencer Academy)**.
- 6.3 Addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or because of any other Academy quality assurance mechanisms.



7. The ECT Induction Programme

- 7.1 The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF. ECTs will access a funded provider led programme with the **Spencer Teaching School Hub** as the delivery partner and the **Education Development Trust (EDT)** as the lead provider. ECTs beginning their induction on or after September 2025 the delivery partner will be **Ambition Institue**.
- 7.2 For a full-time ECT, the induction period will typically last for 2 academic years. Part time ECTs will serve a full-time equivalent or a period covering but not equivalent to two years based on performance against the teachers' Standards. Any reductions to induction will be agreed by the Appropriate Body.
- 7.3 Up to one term of continuous employment may count towards completion of the induction period.

8. A Suitable Post 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
- 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

9. Support for ECTs

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
- 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

10. Assessments of ECT Performance

- 10.1 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.
- 10.2 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.

- 10.3 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
- 10.4 Report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- 10.5 The ECT will add their own comments, and the formal assessment report will be signed by the principal, induction tutor and the ECT.
- 10.6 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.
- 10.7 Progress reviews will be completed at the end of each term where a formal assessment is not due. Progress reviews will be shared with the ECT and the appropriate body.
- 10.8 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 should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured. This will be shared with the appropriate body.

11. At Risk Procedures

- 11.1 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
- 11.2 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.

12. Roles and Responsibilities

12.1 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, 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 (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- 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

12.2 Role of the principal

The 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 (see section 8 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 (noting that up until 1 September 2022, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- 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

12.3 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, coordinating 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, principal 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 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

12.4 Role of the mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Observe ECT weekly for 15 minutes and provide feedback in the form of instructional coaching using steplab
- 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

12.5 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

13. Review of the Policy

13.1 This policy will be reviewed annually by the senior leadership team.

13.2 The governing body review this policy annually.