SS Peter & Paul
CATHOLIC PRIMARY SCHOOL

Early Career Teacher (ECT) Induction Policy

Approved by	**Full Governing Body**
Date approved	**September 2026**
Last reviewed on	**October 2026**
Next review due by	**September 2027**
Policy lead	**Mrs Vanessa Atkinson-Aransiola, Headteacher**
Version	**2.0 (supersedes version 1.0, September 2026)**

'Learning Together, Achieving Together in Christ'

Version control

Version	Date	Summary of changes	Approved
1.0	September 2026	ECT induction policy for ECTs starting induction on or after 1 September 2021, based on the Early Career Framework.	FGB
2.0	October 2026	Moved to the school policy template. Updated for the Initial Teacher Training and Early Career Framework (ITTECF), which replaced the Early Career Framework from September 2025, the early career teacher entitlement, and the statutory induction guidance as updated in June 2026. Corrected the rule on the minimum period of employment that counts towards induction, the inconsistent review dates (annual review against a March 2028 date) and the school's address. Added transitional arrangements, the induction tutor and mentor roles under the ITTECF, and links to policies that were previously private Google Docs links.	**[CONFIRM: FGB approval date]**

Contents

1. Aims
2. Scope
3. Legislation and Statutory Guidance
4. The ECT Induction Programme
5. Roles and Responsibilities
6. Monitoring Arrangements
7. Links with Other Policies

1. Aims

The school aims to:

- run an ECT induction programme that meets all of the statutory requirements, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF);
- give ECTs a supportive environment that develops them and equips them to be effective and successful teachers, within the Catholic life and mission of the school;
- make sure all staff understand their role in the ECT induction programme.

2. Scope

This policy applies to all early career teachers (ECTs) at the school who have started, but not completed, their statutory induction period.

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3. Legislation and Statutory Guidance

This policy is based on:

- the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended;
- the DfE's statutory guidance Induction for early career teachers (England) (updated June 2026);
- the Initial Teacher Training and Early Career Framework (from September 2025).

The "relevant standards" referred to below are the Teachers' Standards.

4. The ECT Induction Programme

ECTs are entitled to a two-year package of structured training and support, known as the early career teacher entitlement, based on the ITTECF. This sets out what ECTs should learn about and learn how to do.

Before an ECT starts induction, the Headteacher and the appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period normally lasts two academic years. Part-time ECTs serve the full-time equivalent. An ECT can only count a period of employment towards induction if it lasts for at least one term (or the part-time equivalent). Short-term supply work of less than a term cannot count.

The school's appropriate body is The Wandle Teaching School Hub. The appropriate body quality assures the school's induction arrangements.

The school delivers the training through the DfE-accredited provider and programme named above m.

ECTs and mentors who started an ECF-based programme before 1 September 2025 continue it until August 2027, and then move to ITTECF-based training if they have not finished.

4.1 Posts for induction

Each ECT:

- is given the duties, experience and support they need to show satisfactory performance against the relevant standards throughout, and by the end of, the induction period;
- has an induction tutor with qualified teacher status (QTS);
- has a mentor with QTS;
- has a reduced timetable so they can take part in their induction programme: in the first year, no more than 90% of the timetable of the school's existing teachers on the main pay range, and in the second year, no more than 95%;
- regularly teaches the same class or classes;
- takes part in planning, teaching and assessment in the same way as other teachers in similar posts;
- is not given additional non-teaching responsibilities without appropriate preparation and support;
- does not have unreasonable demands made on them;
- does not normally teach outside the age range or subjects they were employed to teach;
- is not given unreasonably demanding behaviour issues to manage day to day.

4.2 Support for ECTs

ECTs are supported through:

- their induction tutor, who provides regular monitoring and support and co-ordinates their assessments;
- their mentor, who holds regular structured mentoring sessions and gives targeted feedback;
- observations of their teaching at regular intervals, followed by prompt and constructive feedback;
- regular progress reviews, held termly except in terms where a formal assessment takes place, at which the induction tutor reviews objectives against the relevant standards and the ECT's needs and strengths;
- opportunities to observe experienced teachers, in school or at another school with effective practice.

4.3 Assessment of ECT performance

ECTs are not subject to the school's normal appraisal procedures during induction.

Formal assessment meetings take place in the final term of the ECT's first year and the final term of their second year, and are carried out by the Headteacher or the induction tutor.

These meetings are informed by clear and transparent evidence from progress reviews, drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on are given to the ECT and the appropriate body. ECTs are not asked to create new work as evidence.

After each formal assessment meeting, a formal assessment report is completed that shows clearly how the ECT is performing against the relevant standards. The ECT adds their own comments, and the report is signed by the Headteacher, the induction tutor and the ECT. It is then sent to the appropriate body.

At the end of the induction period, the Headteacher recommends to the appropriate body whether the ECT's performance against the relevant standards is satisfactory. The final assessment report is sent within 10 working days of the meeting, and the appropriate body makes the final decision on whether the ECT has passed induction.

If the ECT leaves the school after completing one term or more but before the next formal assessment, the induction tutor or Headteacher completes an interim assessment so that the ECT's progress since the last assessment is recorded.

4.4 At-risk procedures

If it becomes clear at a termly progress review or at the first formal assessment that the ECT is not making sufficient progress, additional monitoring and support are put in place immediately:

- the areas for improvement are identified;
- objectives are set to guide the ECT towards satisfactory performance against the relevant standards;
- an effective support programme is put in place.

The progress review record or formal assessment report is shared with the appropriate body, with the support plan, for it to review.

If concerns continue at later progress reviews or formal assessments (other than the final assessment), the induction tutor or Headteacher continues the progress reviews, revises the ECT's objectives and support plan against the Teachers' Standards, and shares them with the ECT, the Headteacher and the appropriate body.

4.5 Capability procedures

If there are serious capability concerns, the Headteacher may start capability procedures under the school's Capability Policy, and tells the appropriate body when this happens. Induction continues alongside capability procedures for as long as the ECT remains at the school or until the procedures are concluded.

5. Roles and Responsibilities

5.1 The ECT

The ECT:

- provides evidence that they have QTS and are eligible to start induction;
- meets their induction tutor at the start of the programme to agree priorities, and keeps them under review;
- agrees with their induction tutor how to use their reduced timetable, and engages fully with their ITTECF-based training;
- provides evidence of their progress against the relevant standards;
- takes part fully in the monitoring and development programme, including observations, progress reviews and formal assessment meetings;

- agrees with their induction tutor the start and end dates of the induction period and the dates of any absences;
- keeps copies of all assessment reports.

If the ECT has concerns, they raise them with their induction tutor as soon as possible, and consult their contact at the appropriate body early if they cannot be resolved within the school.

5.2 The Headteacher

The Headteacher:

- checks that the ECT has QTS and whether they need to serve an induction period;
- agrees, before the ECT starts, who will be the appropriate body, and notifies it when the ECT takes up the post, including registering the ECT through the DfE's service;
- makes sure the post is suitable (see section 4.1);
- makes sure the induction tutor and mentor are appropriately trained and have sufficient time to carry out their roles;
- makes sure an appropriate ITTECF-based training programme is in place;
- makes sure the ECT's progress is reviewed regularly, including through observation and feedback;
- makes sure formal assessments are carried out and reports completed and sent to the appropriate body;
- keeps accurate records of employment that will count towards the induction period;
- makes sure monitoring and record keeping are done in the least burdensome and most streamlined way;
- tells the Governing Body about the support arrangements for ECTs;
- recommends to the appropriate body whether the ECT's performance against the relevant standards is satisfactory;
- takes part in the appropriate body's quality assurance procedures;
- keeps all relevant documents, evidence and forms on file for six years.

5.3 The induction tutor

The induction tutor:

- provides guidance and effective support to the ECT, with the appropriate body where necessary;
- carries out regular progress reviews throughout the induction period, in terms where a formal assessment does not take place;
- carries out the two formal assessment meetings, co-ordinating input from colleagues;
- tells the ECT, after each progress review, about their progress against the relevant standards, and shares records with the ECT, the Headteacher and the appropriate body;
- tells the ECT during each formal assessment meeting what will be recorded, and invites them to add comments;
- makes sure the ECT's teaching is observed and feedback is given;

- makes sure the ECT knows how to raise concerns about their induction or their progress, within and outside the school;
- takes prompt, appropriate action if the ECT appears to be having difficulties;
- makes sure all monitoring and record keeping is as light as possible, and that ECTs are not asked for evidence that requires new work;
- tells the appropriate body after each progress review whether the ECT is making satisfactory progress.

5.4 The mentor

The mentor:

- meets the ECT regularly for structured mentoring sessions and gives targeted feedback;
- works with the ECT, and colleagues involved in their induction, so that the ECT receives a high-quality ITTECF-based programme;
- provides or arranges effective support, including subject-specific and phase-specific support, coaching and mentoring;
- completes the mentor training that goes with the school's chosen programme;
- acts promptly and appropriately if the ECT appears to be having difficulties.

5.5 The Governing Body

The Governing Body:

- makes sure the school complies with the statutory guidance on ECT induction;
- is satisfied that the school has the capacity to support ECTs;
- makes sure the Headteacher meets the requirements for a suitable induction post;
- investigates concerns raised by an ECT under the school's grievance procedures;
- seeks guidance from the appropriate body, if it has any concerns or questions, on the quality of the induction arrangements;
- may ask for general reports on the progress of ECTs each term.

6. Monitoring Arrangements

This policy is reviewed annually by the Headteacher and approved by the Full Governing Body.

7. Links with Other Policies

This policy links to the following policies, which are available from the school office:

- Appraisal Policy
- Capability Policy
- Grievance Policy
- Pay Policy