



Barnett Wood Infant School

Early Career Teacher Entitlement (ECT) Induction Policy

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Policy Impact Statement and Updates

Policy:	Early Career Teacher Entitlement (ECTE) induction Policy
Date of review:	September 2026
Governor/s responsible:	Beth Warren / Laura Bailey
Status / date of next review:	September 2027
How well has the policy achieved its purpose and outcomes?	
This policy ensures that Early Career Teachers (ECTs) receive the statutory two-year entitlement to structured training, mentoring, support, monitoring and assessment. It reflects the Initial Teacher Training and Early Career Framework (ITTECF) and ensures that ECTs are assessed fairly against the Teachers' Standards. The policy has been reviewed against the Department for Education statutory guidance, Induction for early career teachers (England), June 2026.	
Updates and/ or changes to policy:	
September 2026	Reviewed and updated in line with the DfE statutory guidance issued June 2026. Key clarifications incorporated: induction start date is separate from the start of ITTECF training; the only time limit relates to short-term supply teaching; interim assessment records must include absences and induction completed; absence-extension rules; responsibility for final assessment following statutory leave; and arrangements where induction records are lost or incorrect. The June 2026 Ofsted changes relating specifically to FE institutions were reviewed and do not alter this school's induction arrangements.
September 2025	Policy updated for the ECTE / ITTECF arrangements effective from 1 September 2025. Key changes included: ECTE terminology; ITTECF-based training; choice of funded provider-led or school-delivered training; and updated appropriate body / DfE record arrangements.
May 2025	Policy written following recruitment of ECT for September 2025

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. Aims

At Barnett Wood, we aim to:

- fulfil statutory ECTE requirements and have regard to the current DfE statutory guidance
- underpin the induction programme with the ITTECF
- develop and support ECTs to become effective and successful teachers
- ensure that all staff understand and support the ECT induction programme
- provide a safe and supportive work environment which promotes the health and wellbeing of early career teachers.

2. Scope

This policy applies to all ECTs serving statutory induction at Barnett Wood Infant School, including ECTs who transfer to the school part-way through induction.

3. Legislation and statutory guidance

This policy reflects:

- [Early career teacher entitlement \(England\)](#) The Department for Education's (DfE's) statutory guidance, Induction for early career teachers (England), June 2026
- The [Initial teacher training and early career framework](#) (effective from September 2025)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012 \(amended\)](#).
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

4. The ECTE induction programme

The induction programme will be underpinned by the ITTECF and will enable ECTs to understand and apply its evidence ('learn that') and practice ('learn how to') statements. The ITTECF is a framework for training and support and is not an assessment tool; assessment is against the Teachers' Standards.

Before induction starts, the headteacher and appropriate body must agree that the post is suitable and the ECT must be registered with the appropriate body. The induction start date is the date the ECT starts teaching in the suitable post while registered with the appropriate body; it is not determined by the date on which ITTECF-based training begins and cannot be backdated.

For a full-time ECT, the induction period is normally the full-time equivalent of two school years (usually six terms). Part-time ECTs normally serve the full-time equivalent of two school years. In exceptional circumstances, the appropriate body may agree a reduced induction period, with the ECT's agreement, where there is sufficient evidence of extensive prior whole-class teaching experience and progress against the Teachers' Standards; a reduced period cannot be less than one term.

The programme is quality assured by The Xavier Teaching School Hub, our 'appropriate body'.

There is no general time limit for starting or completing statutory induction. The only fixed time limit concerns short-term supply teaching of less than one term in a relevant school: an ECT who has not completed induction may undertake such work for a maximum of five years from the award of QTS. Short-term supply placements of less than one term do not count towards induction.

4.1 Posts 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

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide or coordinate guidance, monitor progress and coordinate assessment
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive 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
- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance

ECTs are exempt from normal appraisal procedures during their induction period however regular progress reviews should be held every term when a formal assessment is not scheduled.

Two formal assessment meetings will normally take place: in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), or pro rata for part-time ECTs. Formal assessments will be carried out by the headteacher or induction tutor and will assess performance against the Teachers' Standards; the mentor will not carry out formal assessment unless also acting as induction tutor.

These meetings will be informed by clear and transparent evidence drawn from the ECT's work as a teacher and existing documents gathered through progress reviews and the induction programme. ECTs will not be required to create new evidence specifically for formal assessment. Copies of assessment reports will be provided to the ECT and 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 headteacher 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 headteacher, 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.

If the ECT leaves the school after completing one term or more but before the next formal assessment, the induction tutor or headteacher will complete an interim assessment, normally before the ECT leaves. It will record progress and performance, the exact length of induction completed and the number of days absent since the previous assessment. This information will be shared with the ECT and appropriate body so that the remaining induction period and any absence-related extension can be determined. The appropriate body records only the induction actually completed on the DfE service, not periods of absence.

4.4 Absence, extensions and exceptional circumstances

Where non-statutory absences total 30 days or more within a year of induction (or the equivalent for a part-time ECT), that year is automatically extended by the aggregate number of days absent. The headteacher will notify the appropriate body as soon as the threshold is reached.

Additional absences that occur while an ECT is already serving an absence-related extension are not added to that existing extension. Once the extension is completed, any further qualifying absence in the next year of induction is considered separately.

An ECT taking statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's or neonatal care leave may choose whether to extend their induction to reflect that leave. Any request to extend must be granted. Outstanding assessment will wait until the ECT returns and has had the opportunity to decide.

If an ECT chooses not to extend following statutory leave and does not return to the same school, but a final assessment is due, responsibility for that final assessment remains with the school where the ECT served induction and took the statutory leave, working with the appropriate body.

In exceptional circumstances where induction records have been lost or are incorrect through no fault of the teacher, the school will cooperate with a currently operating appropriate body to recover records and establish an audit trail. The appropriate body may only treat induction as satisfactorily completed where the statutory criteria and evidence that the Teachers' Standards have been met are satisfied.

4.5 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 headteacher will:

- Continue to carry out progress reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body

4.6 Capability procedures

In the event of serious capability concerns, the headteacher can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

5. Roles and responsibilities

5.1 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 engage fully with their ITTECF-based programme of training and support
- 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

5.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree an appropriate body in advance and ensure each ECT is registered before induction starts
- Choose the training delivery model
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 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 programme of training and support based on the ITTECF 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

- Notify the appropriate body as soon as absences within a year of induction total 30 days or more, and ensure interim assessments record both days absent and the exact length of induction completed
- Obtain relevant progress reviews and assessment records when an ECT joins from another school, and provide an interim assessment and notify the appropriate body when an ECT leaves part-way through 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

5.3 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 each term 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, headteacher and appropriate 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 timely 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
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress
- Is distinct from the induction mentor except in exceptional circumstances, with safeguards.

5.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT and colleagues involved in induction to help ensure the ECT receives a high-quality programme of training and support based on the ITTECF
- 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

5.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECTE induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher 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 external guidance and/or advice 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, can request general reports on the progress of the ECT on a termly basis

6. Monitoring arrangements

This policy will be reviewed annually by the headteacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal Policy
- Staff Grievance Policy
- Pay Policy