



# **THE BISHOPSWOOD SCHOOLS FEDERATION**

## **Early Career Teacher (ECT) Induction Policy**

### **Policy statement**

The school recognises that the first years of teaching are critical to long-term professional success. A structured, supportive induction is essential in enabling Early Career Teachers (ECTs) to develop their practice and meet the Teachers' Standards.

The school is committed to delivering a high-quality induction programme that provides support, challenge and professional development aligned with:

- The DfE Statutory Guidance: Induction for Early Career Teachers (latest version)
- The Initial Teacher Training and Early Career Framework (ITTECF) (from September 2025)
- The Teachers' Standards (2012, updated)

The programme ensures that all ECTs receive their full statutory entitlement through a structured two-year induction. Teachers who began induction prior to September 2025 under the Early Career Framework (ECF) will continue under those arrangements until completion.

### **Scope**

All teachers employed as an:

- Early Career Teacher (ECT)
- Staff inducted under previous arrangements (ECF/NQT transitional cases where applicable)

### **Our Induction Programme**

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

Specifically, we will:

- Register with an Appropriate Body before induction begins and will work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECT
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice

- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards.

All staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

### **Roles and Responsibilities**

Our school carries out its responsibilities in line with the [Statutory Guidance on induction for early career teachers](#) (or Statutory Guidance on induction for newly qualified teachers as applicable).

The **Headteacher** has overall accountability for ensuring that statutory induction requirements are met. They must ensure ECTs are registered with an Appropriate Body, receive their full entitlement, and are supported by trained tutors and mentors. The Headteacher monitors the quality of provision, keeps the Governing Body informed, addresses concerns where necessary, and makes the final recommendation on induction outcomes. All required documentation must be retained in line with statutory guidance.

The **Induction Lead** (where appointed) oversees the quality and consistency of the induction programme. They ensure provision meets statutory requirements and individual needs, support tutors and mentors, and liaise with the Appropriate Body, particularly when concerns arise.

The **Induction Tutor** is responsible for coordinating, monitoring and assessing the ECT's progress. They provide regular feedback, conduct progress reviews and formal assessments, and set targets based on the Teachers' Standards. The tutor gathers evidence from a range of sources and raises concerns promptly to ensure timely support.

The **Mentor** provides regular, structured support focused on improving practice through coaching and feedback. They deliver guidance aligned to the Early Career Teacher Entitlement and ITTECF, work collaboratively with colleagues, and raise concerns early where progress is limited. Mentors must be appropriately trained.

**Early Career Teachers** are expected to engage fully with their induction, attend all training and mentoring sessions, and work towards meeting the Teachers' Standards. They should respond to feedback, maintain professional conduct, and raise any concerns promptly.

**The Appropriate Body** ensures external quality assurance of induction. It checks compliance, monitors assessment, provides guidance, and makes the final decision on whether induction has been successfully completed. It may also carry out moderation and support visits.

**The Governing Body** is responsible for ensuring the school meets its statutory duties. It must be confident the school can support ECTs before appointment and should receive updates on ECT progress from the Headteacher.

**Professional Associations** provide advice and support to ECTs, particularly where concerns arise. They may work alongside the school and Appropriate Body to ensure fair outcomes.

**Education Personnel Services** can provide advice and casework support where performance or progress concerns arise, ensuring processes are fair and compliant.

### **Support**

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The ECT Handbook will be provided to the ECT at the start of induction, and Executive Head Teacher and Tutors will be familiar with its contents.

The key aspects of the Induction programme for ECTs at our school are as follows.

- Access to a high quality and personalised induction programme.
- Access to training aligned with the ITTECF
- At an early stage, time with the ECT's Induction Tutor to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme. Meetings should take place during designated ECT/Tutor time allocated on the timetable
- As required, meetings and support from subject or Key Stage leads, SENDCo, etc.
- A programme of observations of experienced colleagues' teaching.
- Regular observation of ECT's teaching by experienced colleagues.
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

In addition, ECTs will receive:

- Support from an ECF Mentor, including regular meetings and guidance through the ECF programme. Meetings should take place during designated ECT/Mentor time allocated on the timetable.
- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.

In addition, NQTs will receive:

- A reduction in workload (in addition to PPA time) of 10% in Year 1 and 5% reduction in Year 2. This CPD time is used for participating in the school's Induction programme, mentoring, training, observation and other professional development activities and meetings with the tutor.

### **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance. Progress reviews will be completed termly in both Years 1 & 2.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all staff who have a part in the ECTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.
- Assessments will be reported to the Appropriate Body as required.
- The Induction Lead (or Headteacher if there is no Induction Lead role in school) will ensure that assessment procedures are consistently applied and validated by the Executive Head Teacher.
- Copies of any records will be passed to the ECT concerned.
- Professional Review meetings will cover:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school

### **At risk procedures**

If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Tutor will use the 'Unsatisfactory Progress or Concerns' guidance to structure the support available to the ECT, put in place a formal Support/Action Plan and to formally write to the ECT to outline the concerns when appropriate.
- An expectation is established that the support provided will enable any weaknesses to be addressed.

- A record of the exact nature of the problem and advice given on how to address this and the support to be provided.
- Agreed, attainable targets for action within an agreed timescale, with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the ECT. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Mentor, Lead or Head of School/Executive Headteacher) in the first instance. Where the school does not resolve them the ECT should escalate concerns to the named Appropriate Body contact.

ECTs are also encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

### **Equality, Inclusion and Wellbeing**

The school is committed to ensuring that all Early Career Teachers are treated fairly, equitably and without discrimination. In line with the Equality Act 2010, reasonable adjustments will be made where required to support ECTs with disabilities or other individual needs. The induction programme promotes inclusive practice and equips ECTs with the knowledge and skills to meet the diverse needs of pupils. In addition, the school recognises the importance of staff wellbeing and will monitor workload, provide appropriate support, and promote a healthy work-life balance throughout the induction period.

### **Safeguarding Responsibilities**

All Early Career Teachers are required to fulfil their statutory safeguarding duties in line with the most recent version of Keeping Children Safe in Education. As part of their induction, ECTs will receive appropriate safeguarding training and guidance to ensure they understand their responsibilities in identifying, reporting and responding to concerns about pupils. The school will ensure that ECTs are fully supported in developing their confidence and competence in safeguarding practice, and that safeguarding remains a central priority throughout their professional development.

Hampshire & Isle of Wight Appropriate Body contact details:

ECT Induction Co-ordinator:	Lisa Hollier
ECT Administrator:	Carolyn Torkington
Phone:	02380 383530
Email:	<a href="mailto:ect.info@hants.gov.uk">ect.info@hants.gov.uk</a>
ECT Manager:	<a href="https://hants.ectmanager.com/Login.aspx">https://hants.ectmanager.com/Login.aspx</a>
ECT webpage:	

[www.hants.gov.uk/educationandlearning/education-personnel-services/early-career-teacher-induction](http://www.hants.gov.uk/educationandlearning/education-personnel-services/early-career-teacher-induction)

### **Related documents**

To help with the application of this policy it may be useful to read the following:

- [Statutory Guidance for early career teachers](#)
- [Hampshire Early Career Teacher Induction Handbook](#)
- Guidance for dealing with Unsatisfactory Progress#
- Teaching & Learning Policy
- Safeguarding Policy
- SEND Policy
- Performance Management Policy
- Staff Wellbeing Policy

**Policy Reviewed** – June 2026

**Next Review** – June 2028