



Holmer Green Senior School

Early Career Teacher (ECT) Policy

July 2026

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) from 1 September 2026
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

2. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance *Induction for early career teachers (England)*
- The Initial Teacher Training and Early Career Framework (ITTECF)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

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

This policy complies with our funding agreement and articles of association.

3. The ECT Induction Period

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable according to the criteria set out in section 3.1 below.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent, calculated on a pro-rata basis according to the proportion of full-time hours worked. The school will maintain accurate records of part-time service to ensure the correct calculation of the induction period. Up to one term of continuous employment may count towards completion of the induction period.

All ECTs at Holmer Green Senior School will be inducted using the funded provider-led programme (Full Induction Programme), provided by the UCL, via the Astra Teaching School Hub.

The programme is quality assured by Astra Teaching School Hub, our designated appropriate body.

3.1 Posts for Induction

A post will be considered suitable for induction if it meets the following criteria:

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 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

3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Regular mentoring sessions, which will normally be timetabled during teaching hours. In exceptional circumstances (e.g. timetabling constraints), mentoring may take place outside of teaching hours, but will always be scheduled during contracted time
- 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 in terms 1, 2, 4, and 5 (i.e., 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
- Regular professional studies programme, which is closely linked to the ITTECF, delivered by ITTCo

3.3 Assessments of ECT Performance

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 or headteacher. The induction mentor will not be involved in formal assessment.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, drawn from the ECT's work as a teacher and from their induction programme. This evidence will be based on existing documents and working documents. ECTs will not be required to create new evidence specifically for assessment purposes.

Copies of the evidence relied on will be provided to the ECT and the appropriate body.

Assessment will relate directly to the Teachers' Standards and assess the ECT's progress against them. The ITTECF is not an assessment tool and ECTs will not be assessed against it.

ECTs will be kept up to date on their progress before formal assessment, ensuring there are no surprises.

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 within 10 working days of the meeting. 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.

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 headteacher will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 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:

- Discuss concerns with the ECT promptly
- Update objectives as necessary
- Revise the support plan for the next assessment period
- Continue to monitor progress closely through additional observations and reviews
- Keep the appropriate body informed of ongoing concerns and the support being provided
- Consider whether additional external support or expertise is needed

Where an ECT continues to experience difficulties, the appropriate body may extend the induction period. The induction period may be extended for reasons including:

- Personal crises
- Illness
- Disability
- Issues around the support provided during induction
- Where there is not enough documentation to make a decision about the ECT's performance

3.5 DfE Registration Requirements

The school will register with the DfE's online service to provide details of:

- Our ECT(s)
- Our induction mentor
- Our appointed appropriate body (Astra Teaching School Hub)
- Our induction tutor
- Which training option we have chosen (funded provider-led programme)

The school will use the DfE's online service to report any changes, such as:

- Selecting a new induction tutor or mentor
- Changes to our ITTECF-based training approach
- When an ECT leaves the school during their induction period

3.6 Extension of the Induction Period

The induction period may be extended by the appropriate body in the following circumstances:

- Personal crises affecting the ECT's ability to complete induction
- Illness or disability
- Issues around the support provided during induction
- Where there is insufficient documentation to make a fair decision about the ECT's performance

Any decision to extend the induction period will be made by the appropriate body in consultation with the headteacher, induction tutor, and the ECT.

3.7 Part-Time Induction Arrangements

Part-time ECTs will serve a full-time equivalent induction period. This will be calculated as follows:

- The school will maintain accurate records of the proportion of full-time hours worked
- The induction period will be extended proportionally to ensure the ECT completes the equivalent of 2 full academic years
- Progress reviews and formal assessments will be scheduled at appropriate intervals based on the part-time arrangement
- Timetable reductions (10% in year 1, 5% in year 2) will apply on a pro-rata basis

4. Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- 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
- 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 ITTECF-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
- 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

4.2 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, 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
- Notify the appropriate body if an ECT leaves the school during their induction period
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 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 ITTECF-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
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way

- Make sure the ECT knows how to raise concerns about their induction programme or personal progress, both internally and externally
- 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

4.3 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 in terms 1, 2, 4, and 5 throughout the induction period
- Undertake 2 formal assessment meetings during the induction period (in terms 3 and 6), coordinating input from other colleagues as appropriate
- Inform the appropriate body after each progress review as to whether the ECT is making satisfactory progress
- 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 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

4.4 Role of the Induction Mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback. These sessions will normally be timetabled during teaching hours and will be scheduled during contracted time
- 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 ITTECF-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
- Complete appropriate mentor training as part of the funded provider-led programme. The school receives additional funding for 36 hours of backfill time over the 2 years for mentor training off-timetable. This training will be completed before or during the early stages of the ECT's induction and will equip mentors with the skills and knowledge to effectively support ECTs
- Not be involved in the formal assessment of the ECT

4.5 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 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 guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- Receive termly updates from the headteacher on the progress of ECTs, including:
 - Number of ECTs currently undertaking induction

- Progress against the Teachers' Standards
 - Any concerns or support plans in place
 - Outcomes of formal assessments
- Quality assure the induction process by reviewing:
 - The effectiveness of support provided to ECTs
 - Compliance with statutory requirements
 - Feedback from ECTs about their induction experience

5. Monitoring arrangements

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

Approved by Governors: July 2026

To be reviewed: July 2027