



Guildhall Feoffment Community Primary School
Statutory Induction of Early Career Teachers
(ECTs) Policy

Approved by the Governing Body

Signed: _____

A handwritten signature in blue ink, consisting of several loops and strokes, is written over a horizontal line.

Chair of Governors

Document Title	Statutory Induction of ECTs Policy
Description of Document	Policy
Origin (School/Local Authority)	School
Version Date	November 2025
Next Review Date	November 2026
Reviewed By	Full Governing Body

Introduction

It is statutory to have a policy for Early Career Teachers (ECTs) in schools and education settings. The Department for Education (DfE) funded training based on the early career framework (ECF) that is now part of statutory induction. <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

The DfE specifies that the following schools need to have a policy for ECTs:

- Local Authority maintained schools, including maintained special schools and nursery schools
- Academies
- Free schools, including university technical colleges and studio schools
- Pupil referral units (PRUs)
- Independent schools, not state funded
- Sixth-form colleges
- Further education institutions

Governors need to approve this policy which should be reviewed annually.

For LA maintained schools, the governing body is responsible for ensuring the school is compliant with the statutory guidance - *Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised March 2021 to come into force on 1 September 2021*¹.

Rationale

Qualified teachers employed in a relevant school² must satisfactorily complete their statutory induction period to gain their full professional qualification. Statutory induction is not a legal requirement to teach in the FE or independent sectors, academies, free schools and British Schools Overseas. If an ECT is undertaking statutory induction in one of these institutions the statutory guidance must be followed.

The statutory induction period is the bridge between initial teacher training and a career in teaching. Fundamentally, the statutory induction pivots around a pre-planned programme of development, support, and professional dialogue, including the ECF, alongside monitoring and assessment against the Teachers' Standards.

Early Career Framework (ECF)

It is incumbent on all headteachers to ensure that all ECTs receive an ECF-based training and support programme. This is to enable ECTs to understand and apply the knowledge and skills set out in the ECF 'learn that' and 'learn how to' statements and equip them with the tools to be effective and successful teachers. ECF-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

The school's role is to support an ECT with advice and guidance. The Headteacher must appoint an induction tutor and a designated ECF mentor. Both must hold Qualified Teacher Status, the time, and skills to undertake

¹ [Statutory guidance](#)

² A relevant school in England includes maintained schools; non-maintained special schools; maintained nursery schools; nursery schools that form part of a maintained school; local authority-maintained children's centre and pupil referral units (PRUs).

the role, and have been appropriately trained in line with the statutory guidance. Different individuals are expected to undertake each of these roles. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, this may be the headteacher themselves. In this situation there must be full understanding of the separate roles.

The induction tutor has responsibility for providing, or co-ordinating, guidance for the ECT's professional development, this can involve the Appropriate Body³ where necessary. The induction tutor also has responsibility for regular monitoring, assessment and report writing. The pre-planned induction programme must consider the needs and circumstance for each ECT.

The dedicated ECF mentor's role is to work regularly and collaboratively with the ECT and other colleagues. They need to ensure the ECT receives a high-quality ECF-based induction programme, instructional coaching, and regular modelling to support the ECT develop their pedagogy and practice.

Purpose

Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and individually, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring, and assessment through a structured but flexible individual programme.

The induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; as referred in statutory guidance and successfully complete their statutory induction period.
- ensure each ECT receives their statutory entitlements:
 1. trained induction tutor and dedicated ECF mentor with QTS; a reduced timetable for professional development during the programme of 10% in year one and 5% in year two (in addition to PPA time)
 2. observation(s) of experienced teachers
 3. have no unreasonable demands made of them;
 4. a pre-planned induction programme
 5. a support plan when necessary
 6. an ECF-based induction programme
 7. formal observation of teaching at least each half-term with verbal and written feedback
 8. regular meetings with the induction tutor and half-termly reviews of progress;
 9. fair and rigorous assessment against all of the Teachers' Standards
 10. two formal assessment meetings and reports
 11. and a named contact at the appropriate Body
- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor

³ Appropriate bodies are outlined in paragraph 5.8. of [Statutory guidance](#).

- provide appropriate support, advice, and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs
- support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF if required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole school commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

Roles and responsibilities

Governing Body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance⁴. Prior to an ECT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

The Governing Body is responsible for -

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the Headteacher is fulfilling their responsibilities.
- Investigating any concerns raised by an ECT as part of the school's normal processes.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

Headteachers

The Headteachers have a significant role in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECF-based induction programme is in place
- appoint an induction tutor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained
- appoint a dedicated ECF mentor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT
- ensure the ECT is provided with all statutory entitlements

⁴ [Statutory guidance](#)

- ensure the ECT has a suitable role to undertake induction as in paragraph 2.17⁵ of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure a support plan is put in place for any ECT deemed 'not on track' in order to bring them back on track
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track
- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance, and should pass their induction period
- keep the governors informed about induction arrangements for ECTs in the school.

Induction tutor

Many tasks associated with the Headteachers may be delegated to the induction tutor or other suitably experienced colleagues.

The induction tutor will:

- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the day-to-day oversight of the pre-planned induction programme
- meet regularly with the ECT, retaining signed and dated meeting notes that are uploaded to ECT Manager to provide transparency and access for ECT, induction tutor, Headteachers, induction lead/professional tutor, and the Appropriate Body
- undertake, and/or, arrange lesson observations as necessary at least each half-term
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development
- have oversight of the ECT's use of the timetable reduction for professional development
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports
- liaise with the dedicated ECF mentor to ensure pertinent information is considered
- inform the Headteachers and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period'
- write a support plan and work with the ECT to bring the ECT back 'on track'
- share the support plan with the ECT, Headteachers and Appropriate Body
- seek support, advice, and guidance from the Appropriate Body as necessary
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

⁵ [Statutory guidance](#)

Dedicated ECF induction mentor

The mentor has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure the ECT receives a high-quality ECF-based induction programme
- meet regularly with the ECT for structured mentor sessions based on the ECF
- provide targeted feedback and instructional coaching based on ECF training programme and take prompt action if ECT appears to be having difficulties
- provide, or broker, effective support when required, which may be phase or subject specific
- ensure headteacher and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period
- work with the school and ECT if a support plan is required

ECT

The ECT is expected to participate fully in the induction process, including all ECF activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.8⁶.

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to write a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be used
- provide evidence of how the Teachers' Standards are being met throughout the induction period
- participate fully in the monitoring and development programme
- work closely with the ECF dedicated mentor to access all aspects of the ECF to develop skills, pedagogy, and practice to impact positively on outcomes for children/pupils/students
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact. ECTs will be reminded that their professional association can be another source of advice and support.

The Early Career Framework

Headteachers are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school.

⁶ [Statutory guidance](#)

The school will follow a provider-led Full Induction Programme that follows resources from an accredited provider that has been designed, developed and delivered programme based on the ECF.

The Full Induction Programme Provider is an approved provider, please see table 1 below.

The Core-induction Programme resources the school will follow are Ambition Institute, Education Development Trust, which has been accredited by the DfE and validated by the Education Endowment Fund.

As the school is following a core induction programme we welcome and will actively participate in the fidelity checks and quality assurance visits undertaken by the Appropriate Body. This will assure our ECTs and school community that the school is demonstrating fidelity to an ECF-based induction and training programme.

Monitoring, assessment, and reporting

The Induction tutor and ECT will undertake a professional review of practice by each half-term. These will support the ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports. These will be uploaded to 'ECT Manager'.

Progress reviews will be completed via 'ECT Manager' by December and April for all ECTs.

The first formal report will be completed by July for full time ECTs. For part time ECTs this reporting date will reviewed and agreed in accordance with the ECT's part time hours.

Appropriate Body

The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

Table 1

Appropriate Body Name	Contact name	Contact details and websites
Unity TSH	Celia Moore	cmoore@unitysp.co.uk unityteachingschoolhub.net