



Early Career Teacher Entitlement (ECTE) and Early Career Teacher (ECT) Induction Policy

Approved by:	Board of Trustees	Date: TBC
---------------------	-------------------	------------------

Last reviewed on:	10 th September 2025
--------------------------	---------------------------------

Next review due by:	31 st July 2026
----------------------------	----------------------------

The Department for Education have updated their guidance to reflect changes to training and induction for **Early Career Teachers (ECTs)** starting September 2025.

From September 2025, all new ECT training programmes will be based on the Initial Teacher Training and Early Career Framework (ITTECF) to replace the Early Career Framework (ECF). The term **Early Career Teacher Entitlement (ECTE)** replaces ECF-based training and induction. Throughout the policy we will combine both together and referenced as ECT/ECTE.

Training for new mentors has been reduced from **2 years** to **1 year** to reduce workload.

Mentors who have previously completed the ECF training with Best Practice Network (or any other lead provider) do not need to repeat the training with Teach First.

Statement of Intent

Orchard Community Trust recognise that the successful appointment and induction of an ECT/ECTE strongly contributes to both the development of the school and the ECT/ECTE. They bring new ideas and fresh approaches to teaching. In turn, each of our schools endeavour to develop and nurture a promising career.

The induction period for ECT/ECTE will:

- Enable ECT/ECTE to build upon existing knowledge, skills and understanding.
- Assist ECT/ECTE in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECT/ECTE to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECT/ECTE professional practice.
- Provide support to ECT/ECTE failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE Induction for early career teachers (England)
- DfE Appropriate bodies guidance: induction and the early career framework'
- DfE 'Early career framework' (ECF)
- DfE 'Teachers' Standards'
- Education Act 2002
- Equality Act 2010
- Data Protection 2018
- Health and Safety at Work
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2024) 'School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions'
- Keeping children safe in education

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

2. Roles and responsibilities ECT/ECTE will be responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the Early Career Teacher Entitlement (ECTE) induction. This will be with Best Practice or Teach First depending on when you joined.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as concerns arise.
Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.

- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

The Headteacher will be responsible for:

- Monitoring, supporting and assessing the ECT/ECTE throughout their induction in conjunction with the appropriate body.
- Checking that the ECT/ECTE has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT/ECTE needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT/ECTE is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT/ECTE on which body will act as the appropriate body, in advance of the ECT/ECTE starting the induction programme.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECT/ECTE, ECF-based induction programme is in place.
- Ensuring that the progress of the ECT/ECTE is reviewed regularly, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECT/ECTE who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT/ECTE performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT/ECTE is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT/ECTE knows the identity and role of the DSL and any deputies.
- Ensuring the ECT/ECTE knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT/ECTE previous post
 - Acting early to alert the appropriate body when an ECT/ECTE may not be completing induction satisfactorily
 - Ensuring that an ECT/ECTE who may not be performing against the 'Teachers' Standards' is observed by a third party

- Notifying the appropriate body if an ECT/ECTE is absent for a total of 30 days or more, within each year of the induction
- Regularly informing the governing board about the school's induction procedures
- Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT/ECTE induction period, e.g. where it is deemed the induction period has been satisfactorily completed, including in relation to part-time ECT/ECTE.
- Providing interim assessment reports for staff moving in between formal assessment periods
- Informing the appropriate body when an ECT/ECTE serving induction leaves the school

Induction Tutors will be responsible for:

- Coordinating, guiding and supporting ECT/ECTE professional development.
- Reviewing ECT/ECTE progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECT/ECTE following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECT/ECTE, the Headteacher and the appropriate body.
- Informing ECT/ECTE of the judgements to be recorded in the formal assessment record and inviting ECT/ECTE to give their comments.
- Observing the teaching of ECT/ECTE and providing feedback.
- Letting ECT/ECTE know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECT/ECTE are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECT/ECTE draws on existing or working documents.

Mentors will be responsible for:

- Regularly meeting with the ECT/ECTE for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT/ECTE and other staff members involved in the ECT/ECTE induction to help ensure the ECT/ECTE receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT/ECTE, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT/ECTE is facing difficulties.

Appropriate bodies have a quality assurance role and will be responsible for:

- Ensuring the Headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT/ECTE receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- When working with partners to support or facilitate the delivery of their responsibilities:
 - Maintaining full responsibility for their regulatory duties, and not delegating these.
 - Making direct decisions in every case concerning the suitability of posts and institutions and taking appropriate action where the school is not complying with requirements or actions to support the progress of ECT/ECTE.
 - Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DfE's statutory induction guidance.
- Consulting with the Headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the Headteacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT/ECTE is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the Headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECT/ECTE are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECT/ECTE are maintained.
- Where an ECT/ECTE has completed part of their induction at another school, ensuring the Headteacher has obtained, or been provided with, interim assessments and any formal assessment and progress reviews from the ECT/ECTE previous school.
- Ensuring the school submits progress reviews and assessment reports, including any interim assessments, on time.
- Ensuring an agreement is reached with the Headteacher and the ECT/ECTE to determine where a reduced induction period may be appropriate, including in relation to part-time ECT/ECTE.
- Ensuring a final decision is made on whether the ECT/ECTE performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECT/ECTE who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT/ECTE is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT/ECTE induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the Headteacher with information on the types of induction available.

- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECT/ECTE draws on existing or working documents.
- Retaining all relevant documentation, evidence and forms for six years.

The Governing Board will be 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/ECTE.
- Ensuring the Headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT/ECTE as part of the school's Grievance Policy.
- 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/ECTE.

3. Statutory induction

The statutory induction of an ECT/ECTE is the bridge between ITT and a career in teaching. The school will support ECT/ECTE in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECT/ECTE performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT/ECTE within their work context. All judgements will reflect the expectation that the ECT/ECTE has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in [Annex A of the DfE's 'Induction for early career teachers \(England\)' guidance](#).

ECT/ECTE serving induction on a full-time basis are required to complete an induction period of two academic years unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECT/ECTE serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

Short-term supply teaching of less than one term will not count towards an ECT/ECTE induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

Where an ECT/ECTE is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

Eligibility

In order to determine eligibility, the Headteacher will undertake pre-employment checks on the ECT/ECTE before they take up the post – these will be verified by the appropriate body. These pre-employment checks will include determining that the ECT/ECTE holds QTS. The Headteacher and the appropriate body will check with the TRA that the ECT/ECTE holds QTS prior to the induction beginning.

If an ECT/ECTE holds QTS but has already completed a period of induction which resulted in a judgement of failing to meet the 'Teachers' Standards', they will not be eligible to undertake statutory induction at the school. The Headteacher will confirm whether this is the case by consulting the TRA.

The school will not refuse an induction post to an ECT/ECTE whose QTS was obtained several years ago; although ECT/ECTE are encouraged to undertake induction as soon as possible after gaining QTS, there are no barriers to them undertaking induction later.

Teachers who completed their ITT between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) are also required to pass the QTS numeracy skills test before completing an induction.

Suitable Posts

Headteacher and appropriate body will first agree on the suitability of a post for induction, guided by the following considerations. The post will:

- Have a Headteacher who can make a recommendation about whether the ECT/ECTE performance against the 'Teachers' Standards' is satisfactory.
- Have an agreement with an appropriate body to quality-assure the process.
- Provide the ECT/ECTE with an induction programme.
- Provide the ECT/ECTE with the tasks, experience of teaching whole classes, and support needed to enable them to demonstrate satisfactory performance against the 'Teachers' Standards'.
- Ensure the appointment of an induction tutor who holds QTS and has relevant knowledge and experience.
- Provide the ECT/ECTE with a reduced timetable to enable them to undertake the activities involved in their induction programme.
- Not make unreasonable demands upon the ECT/ECTE.
- Not normally demand teaching outside the phase or subject(s) for which the ECT/ECTE has been employed to teach.
- Not present, on a day-to-day basis, the ECT/ECTE with unreasonably demanding discipline problems.
- Involve the ECT/ECTE regularly teaching the same classes.
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The Governing Board will be satisfied that the school has the capacity to support the ECT/ECTE in the role and that the Headteacher is fulfilling their responsibilities.

The school will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECT/ECTE, unless it is given specific permission to do so from an Ofsted inspector. The appropriate body will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

Beginning induction

The start date for the ECT/ECTE induction will be determined by the appropriate body, who will agree this date with the Headteacher in advance. This start date will be the date the ECT/ECTE induction programme formally begins, which may be a different date from when the ECT/ECTE contract with the school begins.

The length of the induction period will also be determined prior to the induction commencing. ECT/ECTE are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECT/ECTE is completing their induction on a part-time basis, the school and the appropriate body will liaise to decide the length of the induction period required for each individual case – this will be always be fair and consider the ECT/ECTE working pattern. Where an ECT/ECTE is completing their induction across more than one school, the appropriate body will make the final decision about how the ECT/ECTE will meet the equivalent of two years' work.

The school will not commence the ECT/ECTE induction until an appropriate body has been agreed. The Headteacher will ensure that the appropriate body with whom an agreement is reached matches the criteria for organisations that can act as an appropriate body. When forming an agreement with an appropriate body, the appropriate body and the Headteacher will agree any reasonable charges the appropriate body may make to the school for its service.

The Headteacher will ensure the ECT/ECTE is provided with a reduced timetable for their course of induction. This will amount to teaching:

- In the first year (terms 1-3), no more than 90 percent of the timetable of the school's existing teachers on the main pay range.
- In the second year (terms 4-6), no more than 95 percent of the timetable of the school's existing teachers on the main pay range.

These reductions will operate in addition to the timetable reduction related to PPA time.

Mentoring and Support

ECT/ECTE will be provided with a designated mentor to support them through their induction period, usually a relevant member of the school's teaching staff. The individual who becomes the ECT/ECTE mentor will be identified by the head teacher. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

The role of the mentor will be held by a different individual to the induction tutor where at all possible. Where this is not possible, the Headteacher may decide to designate a single individual to hold both roles,

which may be the Headteacher themselves in exceptional circumstances. Where this is the case, the Headteacher will ensure the individual understands that they are fulfilling two discrete roles and will ensure that the mentoring support offered is kept separate to any assessment of the ECT/ECTE against the 'Teachers' Standards'.

Mentors are provided for ECT/ECTE in a supportive and advisory capacity only; mentors will not carry out formal assessments of ECT/ECTE (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECT/ECTE to discuss how the ECT/ECTE induction is going, including offering advice and providing an opportunity for the ECT/ECTE to ask questions or raise any issues.

Sessions between ECT/ECTE and their mentors will be timetabled during teaching hours. Mentoring will only take place outside of teaching hours in exceptional circumstances where flexibility is required due to timetable constraints. In all cases, sessions will be scheduled within contracted time.

Mentors will receive training to support them in their role. Mentors will be expected to attend training sessions to ensure they are successful in their role.

Monitoring and assessment

ECT/ECTE will also be provided with an induction tutor who will provide regular monitoring and support, and coordination of assessment. The induction tutor will be identified by the head teacher. This individual will hold QTS and will have the necessary skills, knowledge and time available to effectively work in this role. The role of the induction tutor will be held by a separate individual to the individual performing the role of the mentor where at all possible, as outlined above. In exceptional circumstances it may be appropriate for the Headteacher themselves to perform the role of induction Tutor.

The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT/ECTE progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties. ECT/ECTE will be informed that they should raise any concerns about their induction with their induction tutor in the first instance. If the matter is not resolved, the ECT/ECTE will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.

Termly observations of the ECT/ECTE lessons will be conducted, usually by the induction tutor. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT/ECTE and the observer (induction tutor) will meet to review the teaching observed. All feedback provided by the induction tutor will be prompt and constructive. The induction tutor will make a brief written record of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.

ECT/ECTE will receive progress reviews against the 'Teachers' Standards', conducted by their induction tutors, in each term of their induction where a formal assessment is not scheduled.

For part-time ECT/ECTE, progress reviews will also take place each term, regardless of the ECT/ECTE working pattern.

Progress reviews will not require ECT/ECTE to produce any new evidence specifically to inform the review; all progress reviews will draw on existing evidence of ECT/ECTE teaching. ECT/ECTE may be asked to provide

copies of existing evidence to the induction tutor to help inform the review. A written record of each progress review will be retained by the school and a copy will be provided to the ECT/ECTE. This record will include:

- Whether the induction tutor believes the ECT/ECTE is on track to successfully complete their induction.
- A brief summary of the evidence collected by the induction tutor.
- The agreed development targets for the ECT/ECTE.
- A review of the ECT/ECTE objectives in relation to the 'Teachers' Standards' and the ECT/ECTE own individual strengths and needs.

The induction tutor will update the Headteacher on the ECT/ECTE progress after each progress review. The induction tutor will also notify the appropriate body whether the ECT is making satisfactory progress towards successfully completing their induction. Where the induction tutor believes the ECT/ECTE is not making satisfactory progress, the induction will also outline to Headteacher and the appropriate body the plan they have put in place to support the ECT/ECTE.

The appropriate body will be provided with copies of all progress reviews.

The ECT/ECTE will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT/ECTE.

ECT/ECTE will be formally assessed in the final term of the first year of their induction and again in the final term of the second year of their induction. The exact dates of these assessments will be agreed between the Headteacher and the ECT/ECTE in advance. Formal assessments will be carried out by the induction tutor or the Headteacher only.

If an ECT/ECTE is absent at the point a formal assessment is scheduled, any outstanding formal assessment will not be made until the ECT/ECTE returns.

All evidence used for formal assessments will be drawn from the ECT/ECTE teaching work during their induction. In order to reduce the potential burden of evidence collection, the evidence used will largely come from that collected during progress reviews and will consist of existing or working documents. ECT/ECTE will not be required to create anything new for a formal assessment. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT/ECTE and the appropriate body. As a result, the school aims for all formal assessments to work in combination with the regular progress reviews; where possible, the ECT/ECTE should not find any unexpected results from a formal assessment.

The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT/ECTE has been assessed against the 'Teachers' Standards'. Once the report has been completed, the Headteacher will hold an assessment meeting with the ECT/ECTE, where the ECT/ECTE will be able to add their comments to the report. The report will be signed by the induction tutor, Headteacher and ECT/ECTE. The ECT/ECTE will then be given the original report and a copy will be sent to the appropriate body. For the final assessment report, the Headteacher will record their recommendation to the appropriate body of whether the ECT/ECTE performance throughout their induction has been satisfactorily demonstrated their competence against the 'Teachers' Standards'. For the final assessment

meeting, the Headteacher will ensure a copy of the report is sent to the appropriate body within 10 working days of the final assessment meeting.

Where an ECT/ECTE decides to leave their post at the school after completing one term or more, but before the next formal assessment would take place, the induction tutor will complete an interim assessment before the ECT/ECTE leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECT/ECTE leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECT/ECTE.

Completing induction

ECT/ECTE will have completed their induction period when they have served:

- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECT/ECTE covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period; or

ECT/ECTE are still able to progress both their career and pay grade during and after the two-year induction period and are not adversely impacted by this. The extension to a two-year induction period will not prevent the school from awarding pay progression to ECT/ECTE at the end of their first year.

The appropriate body will make the final decision as to whether an ECT/ECTE performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the head teacher. The appropriate body will make a decision within 20 working days of receiving the head teacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT/ECTE and the Headteacher.

If the decision is taken to extend the period of induction, the ECT/ECTE will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Where an ECT/ECTE fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT/ECTE within 10 working days.

If the appeal is heard but not upheld, the school will dismiss the ECT/ECTE within 10 days of receiving the outcome of the hearing. The ECT/ECTE name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

Record-keeping

All records regarding ECT/ECTE will be kept in accordance with the school's Records Management Policy.

Assessment forms will be signed by the Headteacher and submitted to the appropriate body in a timely manner. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT/ECTE employment began, how much of the period has been completed, and any changes in work

patterns and absences. Assessment reports will be retained for six years, as recommended by the DfE. ECT/ECTE will be advised by the school to retain their original copies of assessment reports.

The TRA keeps records of all submitted appeals and will be contacted as needed. The school will consult the Employer Access Online service for records of individuals who have passed or failed their induction.

Where an ECT/ECTE has already completed part of their period of induction in another school, the Headteacher will contact the ECT/ECTE previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The Headteacher will therefore establish how much required induction time remains for the ECT/ECTE. The Headteacher will also alert the ECT/ECTE new appropriate body of any concerns that were raised about the ECT/ECTE progress by previous employers, as necessary.

4. Confidentiality

The school will work with the appropriate body and the TRA to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT/ECTE inductions.

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECT/ECTE will be made aware of who has been granted access to their assessments. The governing board can request termly general reports on the progress of an ECT/ECTE but cannot automatically have access to this information. The only exception to this is when an ECT/ECTE has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

5. Special circumstances

To recognise the experience of ECT/ECTE who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT/ECTE can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the head teacher, ensure the ECT/ECTE is in agreement with the decision, and consider the remaining progress that is to be made by the ECT/ECTE against the 'Teachers' Standards'.

If an ECT/ECTE is absent for a total of 30 days or more, or equivalent for part-time teachers, (with the exception of statutory maternity, paternity, shared parental, statutory adoption or parental bereavement leave) the induction period will be extended by the aggregate of total days absent.

ECT/ECTE who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT/ECTE returns to work and has had the opportunity to decide whether to extend induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT/ECTE chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT/ECTE to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT/ECTE can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECT/ECTE completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One Headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

6. Unsatisfactory progress and appeals

Additional monitoring and support measures will be put in place when an ECT/ECTE is not making satisfactory progress, such as holding meetings between the ECT/ECTE and the head teacher, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The induction tutor will notify the appropriate body of this determination and will share the support plan to be reviewed. The appropriate body and the Headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT/ECTE to perform against the relevant standards.
- An effective support program is in place to help the ECT/ECTE improve performance.

When there are still concerns about the ECT/ECTE progress following intervention, the Headteacher will explain to the ECT/ECTE the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT/ECTE has had their induction extended or has failed it, the appropriate body will inform the ECT/ECTE of their right to appeal and the time limit for doing so.

7. Supportive Contacts and support networks

Appropriate Body

The Golden Thread Teaching School Hub

www.goldenthreadtsh.co.uk or email tsh@painsley.staffs.sch.uk

Administrator - Louise Bullock lbu@painsley.staffs.sch.uk or 01538 493 777

Training Lead Providers

ECTS who are currently completing ECT based programme will continue with work with the lead provider **Best Practice Network**.



enquiries@bestpracticenet.co.uk

For ECTE, starting September 2025 the lead provider will be **Teach First** and the ECTE will follow the updated ECTE programme.



www.teachfirst.org.uk

Orchard Community Trust ECT/ECTE Network Meetings

The Orchard Community Trust ECT/ ECTE Network is coordinated by Helen Smith and Sarah Goodwin. Dates for all sessions will be shared with ECT/ ECTE and Induction Tutors at the start of the year to support planning and engagement.

The Network meets once per half term and rotates across schools within the Trust that have ECT/ ECTE in that academic year. The purpose of these meetings is to foster professional relationships, share effective practices, and provide a supportive learning environment for all ECT/ ECTE.

The structure of the sessions is as follows:

Each ECT/ ECTE Network session will run from **1:00 PM to 5:00 PM**. The host school will begin the session with a tour and provide opportunities for informal drop-ins. This will be followed by a short CPD session and time allocated for networking and professional discussion.

Buddy Network sessions

At the initial meeting in September, each ECT/ ECTE will be paired with a colleague from the same year group to provide ongoing peer support throughout the year. This pairing offers a valuable opportunity to share experiences, discuss challenges, and develop effective strategies within a familiar teaching context.

In addition to the designated buddy, there will be three scheduled weeks during the academic year (this will be shared at the start of the school year) where you will have the opportunity to observe and learn from three different ECT/ ECTE. These visits are designed to:

- Broaden your understanding of diverse teaching styles and approaches;
- Encourage professional reflection and dialogue;
- Provide inspiration and practical ideas to enhance your own classroom practice.

This collaborative model aims to build a strong, supportive ECT community that fosters growth, confidence, and excellence in teaching.

Year 2 ECTs – Shadowing Experienced Subject Leaders

As part of our commitment to the ongoing professional development of ECT/ECTE, we encourage all Year 2 ECTs to engage in shadowing experienced and effective subject leaders throughout the academic year. This developmental opportunity is designed to provide valuable insights into the strategic planning, curriculum development, and leadership responsibilities associated with subject leadership, helping to prepare ECT/ECTE for potential future leadership roles.

Schools have the flexibility to tailor this experience to their context. Examples of effective shadowing activities may include:

- Observing subject peer reviews
- Attending subject or trust-wide curriculum network meetings
- Participating in planning and curriculum development discussions

Orchard Community Trust Network Co-ordinators

- Helen Smith (Deputy Headteacher) Kemball School helen.smith@kemball.orchardct.org.uk
- Sarah Goodwin (Deputy Headteacher) St Marks sarah.goodwin@stmarks.orchardct.org.uk

8. Monitoring and review

The next scheduled review of this policy is July 2026.