

Ashton St. Peter's CofE VA Primary School



ECT (Early Career Teacher) Induction Policy

Ratified in March 2026
Update in March 2027

1. Statement of Intent

At Ashton St Peter's Church of England Primary School, our vision of "Finding the Keys to Life and Learning" underpins everything we do.

We believe that nurturing and supporting Early Career Teachers (ECTs) is a vital part of building a thriving school community where both pupils and staff can flourish.

ECTs bring enthusiasm, creativity and new perspectives that enrich teaching and learning. In return, the school is committed to providing a supportive

and structured induction programme that helps ECTs unlock the professional knowledge, skills and confidence they need to succeed in their teaching career.

Our induction programme is designed to:

- Enable ECTs to build upon existing knowledge, skills and understanding developed during Initial Teacher Training.
- Support ECTs in becoming confident and reflective professionals who contribute positively to the life of the school.
- Provide a strong foundation for continuous professional development.
- Ensure fair, rigorous and supportive assessment of professional practice.
- Provide timely support where progress is not yet meeting expectations.

Through this process we aim to help ECTs develop the professional "keys" needed for lifelong learning, high-quality teaching and meaningful contribution to the school community.

2. Legal Framework

This policy has due regard to current legislation and statutory guidance including:

- Induction for Early Career Teachers (England) Statutory Guidance
- Early Career Framework
- Teachers' Standards
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Staff Code of Conduct
- Data Protection (GDPR) Policy

3. Roles and Responsibilities

ECTs are responsible for:

- Providing evidence that they hold Qualified Teacher Status (QTS).
- Engaging fully with the Early Career Framework programme.
- Meeting regularly with their induction tutor to review progress.
- Participating in observations, assessments and professional development.
- Reflecting on feedback to improve practice.
- Raising concerns promptly with their induction tutor or school leaders.

Headteacher responsibilities include:

- Ensuring the ECT has been awarded QTS.
- Registering the ECT with the appropriate body.
- Ensuring the school provides a suitable induction post.
- Providing a structured induction programme aligned with the Early Career Framework.
- Ensuring the ECT receives the statutory timetable reduction.
- Monitoring progress through regular assessment and feedback.

Induction tutors are responsible for:

- Coordinating and supporting the ECT's development.
- Observing teaching and providing feedback.
- Conducting formal assessment meetings.
- Identifying strengths and areas for development.

- Ensuring ECTs receive appropriate guidance and support.

The governing board will:

- Ensure the school has the capacity to support ECTs.
- Monitor the effectiveness of the induction programme.
- Ensure statutory responsibilities are fulfilled.

4. Statutory Induction

Statutory induction is the bridge between Initial Teacher Training and a career in teaching. The induction period normally lasts two full academic years and includes a structured programme of professional development based on the Early Career Framework. ECTs will be assessed against the Teachers' Standards, taking into account the level of experience expected at this stage of their career. The school's induction programme supports ECTs in developing the professional knowledge and skills needed to help pupils find their own "keys to life and learning".

Suitable Posts

The governing board and headteacher will ensure posts offered for induction:

- Provide appropriate support and supervision.
- Include access to a trained mentor and induction tutor.
- Offer teaching responsibilities comparable to other teachers.
- Provide opportunities to develop professional skills.
- Do not place unreasonable demands on the ECT.

ECTs will receive a reduced timetable of:

- 10% reduction in Year 1
- 5% reduction in Year 2

in addition to Planning, Preparation and Assessment (PPA) time.

5. Monitoring, Support and Assessment

ECTs will receive a personalised programme of support including:

- Regular mentoring meetings
- Professional development activities
- Classroom observations
- Opportunities to observe experienced teachers
- Constructive feedback and coaching

Assessment will include formative and summative processes including termly assessment reports identifying:

- strengths
- areas for development
- evidence informing judgements
- targets for improvement
- support provided by the school

6. Completing the Induction Period

An ECT will complete induction when they have successfully served the full two-year induction period or a reduced period agreed by the appropriate body. The appropriate body will make the final decision on whether the ECT's performance meets the Teachers' Standards.

7. Record Keeping

The school will maintain accurate records in line with its data protection policy.

Assessment reports will include:

- dates of employment
- completed induction periods
- absences
- progress towards meeting the Teachers' Standards

Records will normally be retained for six years.

8. Confidentiality

Information relating to the induction process will be treated as confidential and only shared with individuals directly involved in the induction process.

9. Special Circumstances

The appropriate body may extend or reduce an induction period in certain circumstances including:

- long-term absence
- maternity leave
- disability or illness
- exceptional personal circumstances

These decisions will be made fairly and in accordance with statutory guidance.

10. Unsatisfactory Progress and Appeals

Where concerns arise regarding an ECT's progress:

- additional support will be provided
- clear targets and improvement plans will be agreed
- monitoring will be increased

ECTs will be informed of their right to appeal decisions made by the appropriate body.

11. Monitoring and Review

This policy will be reviewed every three years or earlier if changes to statutory guidance occur.

The governing board and headteacher will monitor the effectiveness of the induction programme to ensure it continues to support staff in developing the professional skills needed to inspire pupils and help them find the keys to life and learning.

12. Appendix A – Exemptions

Certain teachers are exempt from completing statutory induction. These include:

- teachers who gained QTS before 7 May 1999
- teachers who have already satisfactorily completed induction
- teachers who completed equivalent induction in recognised UK education systems
- certain overseas-trained teachers recognised under UK regulations

Full details are available within statutory guidance for Early Career Teacher induction.