Tidbury Green School
Dickens Heath Road
Tidbury Green
Solihull
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Policy Name

Early Career Teacher (ECT)

Induction Policy

Date of Review

Spring Term 2026

Next Review Date

Spring Term 2028

Agreed by Governors

Feb 2026

Date

Feb 2026

Policy:	Early Career Teachers (ECT) Induction Policy
People Authorised to make changes to this policy:	• Mrs R Fitter • Mrs E Wilson
Committee responsible for approving policy:	Policy, Curriculum, Scrutiny & Standards

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	Yes
Does the policy reflect current evidence-based good practice?	Yes
Is the policy consistent with the vision and ethos of the school?	Yes
Does the policy reflect current practice in the school?	Yes

After policy review:	
Changes made:	Minor updates to policy to reflect use of accredited provider for induction training.
Expected impact of updated policy:	
Updated policy sent to governors:	Spring 2026
Updated policy sent to staff:	Spring 2026
Updated policy put on website:	Spring 2026

Content of this policy

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1. Introduction

At Tidbury Green School, we are committed to supporting Early Career Teachers (ECTs). It is these teachers who, being at the beginning of their career, bring innovation, enthusiasm and up-to-date evidenced-based teaching methods to the classroom.
As a school, we are fully aware of the impact that a successful induction can have on the development of our school and of the individual. Therefore, we are dedicated to ensuring that each ECT who joins us has a successful induction. We strive to support our ECTs to have a rewarding and successful career in teaching beyond their induction, whether that is at Tidbury Green or at another school.

2. Aims

At Tidbury Green School, we aim to:

- Run an ECT programme that meets all of the statutory requirements underpinned by the early career framework (ECF).
- Provide our ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff at Tidbury Green School understand their role in the ECT induction programme.

3 Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- The Early career framework reforms
- 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.

4 The ECT Induction Programme

The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Tudor Grange Teaching School Hub which is our 'appropriate body'.

The Early Career Framework at Tidbury Green School is delivered through a DfE-funded Early Career Framework programme, quality assured by our appropriate body. This programme provides structured training and support to ECTs and their mentors, in line with statutory guidance.

4.1 Posts for Induction

At Tidbury Green School, 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, in -school induction tutor, who will have qualified teacher status (QTS);
- Have an appointed, in-school 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 our existing 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.

4.2 Support for ECTs

At Tidbury Green School, we support ECTs by:

- Designating an induction tutor for each ECT, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- Designating induction mentor for each ECT, who will provide regular structured mentoring sessions and targeted feedback;
- Observing an ECT's teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
- Conducting regular professional reviews of an ECT's progress, to take place 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;
- Providing chances to observe experienced teachers, either within the school or at another school with effective practice.
- Ensuring that ECTs are not required to produce additional evidence specifically for induction purposes beyond that which arises naturally from their day-to-day teaching practice.

4.3 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 Ros Fitter (Headteacher) or Ben Green (Induction Lead).

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

Evidence used to inform assessment will be drawn from the ECT's normal teaching practice and professional discussions, including lesson observations, planning, assessment of pupils' work and engagement with the Early Career Framework programme.

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

4.4 '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. At Tidbury Green School, this support plan will take the form of an 'Instructional Coaching Pathway', in line with the school's wider development of staff.

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 this with the ECT and their induction mentor, updating objectives as necessary and revising the support plan for the next assessment period.

Any additional support put in place under these procedures is intended to be supportive and developmental and does not constitute a formal capability process.

5 Roles and Responsibilities

5.1 The role of the ECT

At Tidbury Green there is the expectation that an ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- 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 ECF-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;
- 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;
- Inform the induction tutor and Headteacher of any absences during the induction period, as absences totaling more than 30 working days may require an extension to the induction period, in line with statutory guidance.
- Keep copies of all assessment reports.

When an 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.

5.2 The role of the Headteacher

At Tidbury Green School, 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;
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above);
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- Make sure an appropriate ECF-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 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.

5.3 The role of the induction tutor

At Tidbury Green School, the induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary);
- Carry out regular progress reviews throughout the induction period;
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- Carry out progress reviews in terms where a formal assessment doesn't occur;
- 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.

5.4 The role of the induction mentor

At Tidbury Green School, the induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback;
- 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 ECF-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.

5.5 The role of the governing body

The governing board 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;
- If it wishes, request general reports on the progress of the ECT on a termly basis.

6 Monitoring arrangements

This policy will be reviewed every two years by the school's ECT Induction Lead. At every review, it will be reviewed and approved by the governing body.

This policy will be updated as necessary to reflect any changes to statutory guidance issued by the Department for Education.