



At The Henry Beaufort School, there are no limitations to success.

ECT Induction Policy

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The Henry Beaufort School Early Career Teacher (ECT) Induction Policy

1. Aims.

The Henry Beaufort School aims to:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the Early Career Teacher Entitlement (ECTE).
- 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.
- Make sure monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

2. Legislation and statutory guidance

The statutory provisions which underpin this guidance are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as 'the Regulations').

This policy explains the provisions and helps individuals to comply with the 2012 Regulations, which came into effect on 1 September 2012, and which have been amended on a number of occasions since. The guidance is not a complete and authoritative statement of the law, but anyone exercising any function under the Regulations must have regard to the guidance.

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from April 2025.
- The Initial Teacher Training and Early Career Framework (ITTECF) [Initial Teacher Training and Early Career Framework](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. The ECT induction programme

3.1 All ECTs

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions (see Annex A) of the DfE's statutory guidance [Induction for early career teachers \(England\)](#) from April 2025.

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.

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. The headteacher and appropriate body must check with the Teaching Regulation Agency that the individual holds QTS.

The ECT must be registered with an appropriate body before the start of the induction. The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher and ECT. The start date for induction should be the date when the ECT's induction programme formally commences. This may be different from when the ECT's contract starts.

For a full-time ECT, the induction period will typically last for 2 academic years.

The Henry Beaufort School will not employ any ECT that has failed induction as an ECT has only one chance to complete statutory induction.

The programme is quality assured by HISP Teaching School Hub, our 'Appropriate Body'.

3.2 Part-time ECTs

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent of two full school years (based on a school year of three terms). It is for the headteacher and appropriate body to decide in each individual case the length of induction period required which is fair and takes full account of the ECT's working pattern. In cases where part-time ECTs have completed a period covering but not equivalent to a minimum of two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced. This decision is only to be made in agreement with the ECT.

The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term. This applies to both permanent and long-term supply teaching posts.

3.3 Teachers from outside the United Kingdom

Teachers from outside the United Kingdom who are awarded QTS, having made an application to do so after 1 February 2023, are required to complete induction if they have less than two years' full-time experience when they are awarded QTS (see Annex A) of the DfE's statutory guidance [Induction for early career teachers \(England\)](#) from April 2025.

Annex A provides information on those categories of qualified teachers who are exempt from the requirement to satisfactorily complete a statutory induction period in order to be employed as a teacher in a relevant school.

4.1 Posts for induction

Each ECT will:

- Be provided with a post that they can receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance.
- 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 mentor, who will have qualified teacher status (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.
- Have a mentor session timetabled during teaching hours. In exceptional circumstances however where the school requires flexibility due to timetabling constraints mentoring may take place outside of teaching hours but should always be scheduled (weekly for ECT1s and fortnightly for ECT2s) within contract time.
- 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.

The Henry Beaufort School will support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Their designated mentor, who will provide regular structured mentoring sessions and targeted feedback.
- 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 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.
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice.

4.3 HISP Teaching School Hub and Education Development Trust (EDT)

In line with the offer from HISP Teaching School Hub and their preferred partner, **The Henry Beaufort School** will link with the HISP Teaching School Hub to provide the framework and support structures for the implementation of the ITTECF for all ECTs. The appropriate body for **The Henry Beaufort School** will be HISP Teaching School Appropriate Body.

5. Assessments of ECT performance

5.1 Progress reviews of the ECT

The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place (typically) in terms 1, 2, 4 and 5 of induction.

Progress reviews will be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

The Induction Tutor will submit the progress review to the appropriate body by the deadline set by the appropriate body.

5.2 Formal assessments of the ECT

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.

ECTs should receive an assessment in the final term of the first year (term 3 or equivalent for part-time ECTs) and in the final term of the second year of induction (term 6 or equivalent for part-time ECTs). Evidence used in assessments should be clear and transparent and copies of the assessment reports should be provided to the ECT and appropriate body.

Where an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment should not be made until the ECT returns.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ITTECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report, at this point a formal extension letter should be completed and returned by the Headteacher. A template for this letter is available from the HISP Teaching School Hub Appropriate Body.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body by the deadline set by the appropriate body.

5.3 Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress, performance, the length of induction completed and the number of days absent since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher is still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

5.4 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, using the Support Plan template available in the resource section of the [HISP Teaching School Hub website](#) and in the resource section of ECT Manager.

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

6. Completing the induction period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term that has formally been agreed with the appropriate body.
- a reduced period of induction for part time teachers covering but not equivalent to two years that has been formally agreed with the appropriate body.
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body – the Teacher Regulation Agency (TRA).

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, the ECT will be informed of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher by **The Henry Beaufort School**. The ECT must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, **The Henry Beaufort School** should dismiss the ECT within ten working days of being told of the outcome of the hearing.

7. Roles and responsibilities.

7.1 Role of the ECT.

The 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 ECTE Training Programme.

- Participate fully in the monitoring and Early Career Training Programme (ECTP) run by HISP Teaching School Hub.
- 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.
- Keep track of and participate effectively in the 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.

7.2 Role of the headteacher.

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period or whether they are exempt.
- 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.
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate Early Career Training Programme (ECTP) is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that progress reviews, formal and final 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 body 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.

There may also be circumstances where the headteacher is expected to:

- Work with HISP Teaching School Hub Appropriate Body, obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post.

- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- Notify the appropriate body as soon as absences, within each year of induction, total 30 days or more.
- Periodically inform the governing body about the institution's induction arrangements.
- Advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period.
- Provide interim assessment reports for staff moving school in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves the institution.

7.3 Role of the induction tutor.

The induction tutor, together with (where appropriate) the Induction lead will:

- Provide, or co-ordinate guidance for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Carry out half-termly meetings with the ECT to discuss and evaluate progress towards the Teachers' Standards.
- Carry out one formal observation termly (minimum) recording this using the ECT Lesson Observation template from HISP Teaching School Hub's Appropriate Body.
- 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 relevant 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.
- Make use of the templates and documentation from HISP Teaching School Hub's Appropriate Body, available in the resource section of the [HISP Teaching School Hub website](#) and in the resource section of ECT Manager.

7.4 Role of the mentor.

The 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 Early Career Training Programme (ECTP).
- 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.

7.5 Role of the governance.

The governing body of each school 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.