

Pickwick Academy Trust



Early Career Teachers Induction Policy

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Responsible Reviewing Officer and Job Title:	Amy Tapscott Professional Development Director
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1. Introduction – Statement of Intent

- a. At Pickwick Academy Trust, we recognise that the successful appointment and induction of an ECT (Early Career Teacher) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, our Trust seeks to ensure that all ECTs receive a comprehensive professional development programme to give them a secure start on which to build their career in education.
- b. The statutory induction period for an ECT is in addition to their induction into the school (applicable to all staff) and will:
 - Enable an ECT to build upon their ITT year, developing existing knowledge, skills and understanding through the Initial Teacher Training and Early Career Framework (see [DFE ITT ECF framework](#) January 2024).
 - Assist an ECT in becoming a full member of the teaching profession and provide a foundation for their continued professional Development and learning.
 - Enable an ECT to meet identified goals and complete their induction year to the required standard.
 - Be systematic, fair and rigorous in the assessment of an ECT’s professional practice.
 - Provide support to ECTs failing to make satisfactory progress.
- c. This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.
- d. Acronyms / terminology used related to ECT induction:

IT	Induction Tutor	QTS	Qualified Teacher Status
ECT	Early Career Teachers	ITT ECF	Initial Teacher Training and Early Career Framework
ITT	Initial Teacher Training	LGC	Local Governance Committee
DfE	Department for Education	Appropriate Body	Responsible for external QA of provision, support and monitoring (Swindon and Wiltshire TSH, known as ‘United Appropriate Body’ are the Appropriate Body for our Trust)
TRA	Teacher Regulation Agency	CPD	Continuous Professional Development

2. Legal Framework

a. This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- **[Updated]** DfE (April 2025) '[Induction for early career teachers \(England\)](#)'
- **[Updated]** DfE (2024) '[Appropriate bodies guidance: induction and the initial teacher training and early career framework ITTECF](#)'
- **[Updated]** DfE (Jan 2024) 'Initial Teacher Training and Early career framework' ([ITTECF](#))
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2024) 'School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions'

b. This policy makes reference to the following Trust policies:

- Complaints Policy
 - Data Protection and Secure Data Handling Policy
- ECTs are expected to adhere to all Trust and school policies.

c. This policy also reflects the United Appropriate Body Handbook (supplied by Swindon and Wiltshire Teaching School Hub directly to schools using their service)

3. Roles and Responsibilities

a. ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their Induction Tutor (IT) mentor to agree on priorities for their professional development programme, in line with the ITTECF, 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 ECF induction.
- Participating fully in the agreed monitoring and professional development programmes as directed.
- Providing evidence of their progress against the Teachers' Standards.
- Raising any concerns that they have with their mentor, Induction Tutor or the Trust's Professional Development Director.

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- Consulting the Appropriate Body contact, Linda Bedford unitedab@unitedlearning.org.uk, if there are difficulties with resolving issues within the school or Trust.
- Keeping track of and participating in the scheduled self-study, mentor meetings, 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 forms and records associated with induction.

b. The headteacher / head of school is responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the ECT knows the identity and role of the DSL and deputy DSL in their school.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Checking that the ECT has been awarded QTS prior to undertaking induction at the school. Clarifying whether the ECT needs to serve a full induction period, part induction period (i.e. they have previously completed part of their ECT induction in another school) or is exempt from it (e.g. if an ECT is on short term supply period of less than one full term).
- Notifying the ECT that Swindon and Wiltshire Teaching School Hub (United Appropriate Body) will act as the Appropriate Body for their Induction Process.
- Informing the Appropriate Body of when an ECT is taking up a post in which they will be undertaking induction (through ECT Manager). Meeting the requirements of a suitable post for induction.
- Ensuring that there is a named Induction Tutor and Mentor assigned to the ECT and registering these details on the DfE Online service <https://manage-training-for-early-career-teachers.education.gov.uk/> and with the [Early Career Framework Full Induction Programme](#) provider (Education Development Trust)
- Making sure that the Mentor and Induction Tutor have received suitable training and have the time to carry out their roles effectively.
- Ensuring that a personalised induction professional development programme is in place, reflecting the requirements of the Early Career Framework (we use the Education Development Trust Full induction programme, delivered by Pickwick Learning on behalf of Swindon and Wiltshire Teaching School Hub).
- Ensuring that the progress of the ECT is reviewed regularly via regular assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the Appropriate Body for review, through ECT Manager.

- Ensuring accurate documentation and evidence of records of employment relating to the induction period are maintained and retaining these for six years.
- Informing the Local Governance Committee (LGC) about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the Appropriate Body on whether the ECT's performance is satisfactory or requires an extension.
- Participating in the Appropriate Body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the Appropriate Body when an ECT may not be completing induction satisfactorily
 - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
 - Notifying the Appropriate Body if an ECT is absent for a total of 30 days or more, within each year of the induction
 - Regularly informing the LGC 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's induction period, e.g. where it is deemed the induction period has been satisfactorily completed, including in relation to part-time ECTs,
 - Providing interim assessment reports for staff moving in between formal assessment periods
 - Informing the Appropriate Body and DfE (through the [DfE portal](#)) when an ECT serving induction leaves the school

c. ECT Induction Tutors are responsible for:

- Reporting ECT's progress to their headteacher / head of school through usual, ongoing in-school monitoring processes and keeping the Professional Development Director informed through regular updates (check in calls at half term) and ongoing assessment reports at the end of each assessment period, in line with Appropriate Body expectations
- Coordinating, guiding and supporting the ECT's professional development in line with the ITTECF, delegating responsibility for supporting the ECT through this programme to the mentor.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period: brief reports in Terms 2 and 4 and a more detailed report in term 6 of each year of the two-year induction programme.
- Coordinating input from other staff if required.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- Observing the teaching of the ECT once every term and providing feedback.
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school

through the Professional Development Director for Pickwick Academy Trust or, if issues cannot be resolved, through the Appropriate Body unitedab@unitedlearning.org.uk.

- Taking prompt, appropriate action if an ECT is facing difficulties and requires greater support.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

d. Mentors are responsible for:

- Supporting the ECT through the full induction professional development programme based on the ECF (either the 'Early Career Professional development programme' ECPDP for ECTs who started their induction before September 2025 or the 'Early Career Training Programme' ECTP for new ECTs from September 2025).
- Ensuring that they are enrolled on, or have completed, the mentor development programme that supports the ECT's Early Career Professional Development Programme
- Ensuring the ECT is accessing resources on the ECPDP or ECTP platforms and using their non-contact time to work through the self-study materials.
- Meeting their ECT for one hour once every week in the first year and one hour fortnightly in the second year and using the 'ECT-Mentor' resources and support materials provided by the ECPDP / ECTP to work through the ITTECF statements and provide effective, targeted feedback.
- Developing their ECT's practice by using instructional coaching discussion, with reference to evidence observed (e.g. diagnostic quizzes, video, lesson observations or drop-ins, book looks, learning environment etc.) and setting skills-based action steps for ECTS to focus on.
- Providing or coordinating effective support for the ECT, including phase or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

e. The Professional Development Director is responsible for:

- Supporting the headteacher / head of school in registering their ECT with the Appropriate Body and on the [DfE portal](#) and full induction programme provider (Education Development Trust).
- Supporting the headteacher / head of school to ensure that the relevant checks have taken place to ensure that the ECT has been awarded QTS.
- Supporting the headteacher / head of school in clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Ensuring that the Appropriate Body has been informed through ECT Manager of when an ECT is taking up a post in which they will be undertaking induction.
- Checking that the post offered to an ECT is a suitable post for induction.
- Offering and signposting schools to professional development opportunities to ensure that the Induction Tutor and Mentor has received suitable training.
- Supporting the schools in engaging with the ECPDP or ECTP.

- Ensuring that the ECT is offered the appropriate support and that the statutory requirements are in place
 - Quality Assuring and reviewing the progress of the ECTs across the Trust through monitoring the assessments, the engagement of our ECTs and mentors with the ECPDP or ECTP and ensuring consistency of offer and support through this process.
 - Support the schools in taking appropriate action if an ECT is facing difficulties.
- f. The Appropriate Body (the body responsible for independent quality assurance of statutory induction) is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions. The Appropriate Body have a quality assurance role and are responsible for:
- Ensuring the headteacher / head of school and Local Governance Committee (LGC) are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme in line with the statutory requirements of the ECF, designated Induction Tutor and mentor support and a reduced timetable, as per statutory guidance.
 - 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 ECTs.
 - 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 / head of school and Pickwick Academy Trust Central team on the nature and extent of the quality assurance procedures in the school.
 - Taking action to address areas that require further development/support, where an ECT 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 fulfilled.
 - Ensuring that the headteacher / head of school 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 ECTs are provided with a named contact within the Appropriate Body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained through ECT Manager.
- Where an ECT 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's 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 / head of school and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's 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 ECTs draws on existing or working documents.
- Retaining all relevant documentation, evidence and forms for six years.

g. The Local Governance Committee is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher / head of school is fulfilling their responsibilities.
- Checking that the school is providing access to the professional development programmes (either ECPDP or ECTP) and monitoring engagement with this over the two-year induction
- Investigating concerns raised by an ECT as part of the Trust's Complaints Policy.
- Asking for advice from the Trust Central team and / or 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.

4. Statutory Induction

- a. The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The school will support the ECT in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.
- b. The [Teachers' Standards](#) will be used to assess an ECT's performance at the end of their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context.
- c. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. Neither the Early Career Professional development programme nor the Early Career Training programme will not be used as an assessment tool.
- d. Before an ECT undertakes an induction, they must have QTS status. ECTs 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. The Appropriate Body will decide if this is the case.
- e. Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.
- f. If a supply term is extended, the school will not be able to backdate the induction, but will begin the induction upon extension.
- g. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years, although this could be reduced in certain circumstances, e.g. if the ECT previously had significant experience in school (decided by the Appropriate Body). Guidance for schools on this is available through the Appropriate Body, (as specified in [DFE statutory guidance](#) paragraph 2.37).
- h. Where an ECT 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.

5. Eligibility

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

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

6. Suitable Posts

- a. The 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's performance against the 'Teachers' Standards' is satisfactory.
 - Have an Appropriate Body (United AB) and the Trust Central Team to quality-assure the process.
 - Provide the ECT with an ITTECF-based induction programme (Education Development Trust's Early Career Programmes, either ECPDP or ECTP).
 - Provide the ECT 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 Induction Tutor and mentor with QTS who have relevant knowledge and experience.
 - Provide the ECT with a reduced timetable to enable them to undertake self-study and learning activities, as described in the ECPDP or ECTP. Not make unreasonable demands upon the ECT (i.e. demands beyond their experience or capabilities without suitable support e.g. arranging a school trip and carrying out risk assessments).
 - Not normally demand teaching outside the phase or subject(s) for which the ECT has been employed to teach.
 - Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
 - Involve the ECT regularly teaching the same class(es).
 - 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.

- b. The Professional Development Director will be satisfied that the school has the capacity to support the ECT in the role, that the above considerations have been comprehensively considered and that the headteacher / head of school is fulfilling their responsibilities and has assigned roles according to the policy.
- c. The school will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECTs, 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 complete their induction.
- d. Beginning induction:
 - Once an ECT has been appointed to a suitable post, the school will purchase the ECT Induction Package through United Appropriate Body; the headteacher / head of school will register them on ECT Manager, notifying the Appropriate Body of their employment at the school who will then notify the TRA in advance of the ECT taking up the post.
- e. The school will also register that they have an Early Career Teacher on the DfE portal, ['Manage Training for Early Career Teachers'](#) and submit details of the Induction Tutor, mentor and ECT so that they are registered on the Early Career Professional Development Programme with Education Development Trust.
- f. Upon registration, the ECT will be provided with a named contact (Mentor, Induction tutor and ECT lead in Pickwick Academy Trust Central Team) to which they may raise any concerns about the induction programme.
- g. The start date for the ECT's induction will be determined by the appropriate body, who will agree this date with the headteacher and the ECT in advance. This start date will be the date the ECT's induction programme formally begins, which may be a different date from when the ECT's contract with the school begins.
- h. The length of the induction period will also be determined prior to the induction commencing. ECTs are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECT 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's working pattern. Where an ECT is completing their induction across more than one school, the appropriate body will make the final decision about how the ECT will meet the equivalent of two years' work.
- i. The school will not commence the ECT's 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.

- j. The headteacher will ensure the ECT 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.

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

7. Mentoring and Support

- a. A suitable monitoring and support programme, in line with the requirements of the Initial Teacher Training and Early Career Framework, will be put in place for the ECT.

- b. ECTs 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's mentor will be identified by the headteacher. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

- c. 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 against the 'Teachers' Standards'.

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

- e. Sessions between ECTs 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.

- f. At Pickwick Academy Trust, our schools engage with the full induction programme with the Lead provider, Education Development Trust. The programme is delivered by Pickwick Learning.

- g. As part of this full induction programme, Mentors will receive training to support them in their role. Mentors will be expected to attend these training sessions to ensure they are successful in their role.

8. Monitoring and Assessment

- a. ECTs 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 headteacher. This individual will hold QTS and will have the necessary skills, knowledge and time available to effectively work in this role.
- b. 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.
- c. The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties.
- d. ECTs 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 will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.
- e. **Termly** observations of the ECT's 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 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. The Appropriate Body will supply proformas directly to schools to support induction tutors and ECTs with recording these observations and reviews.
- f. ECTs 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.
- g. For part-time ECTs, progress reviews will also take place each term, regardless of the ECT's working pattern.
- h. Progress reviews will not require ECTs to produce any new evidence specifically to inform the review; all progress reviews will draw on existing evidence of ECTs' teaching. ECTs 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. This record will include:

- Whether the induction tutor believes the ECT 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.
 - A review of the ECT's objectives in relation to the 'Teachers' Standards' and the ECT's own individual strengths and needs.
 - Termly assessment reports are submitted through ECT Manager and will give details of:
 - Areas of strength.
 - Areas requiring development.
 - Evidence used to inform judgement.
 - Targets (i.e. 'smart' targets).
 - Support to be provided by the school.
- i. The induction tutor will update the headteacher on the ECT's 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 is not making satisfactory progress, the induction tutor will also outline to headteacher and the appropriate body the plan they have put in place to support the ECT.
- j. The Appropriate Body will be provided with copies of all progress reviews through ECT manager.
- k. The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.
- l. ECTs 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 in advance, as directed by the Appropriate Body.
- m. Formal assessments will be carried out by the induction tutor or the headteacher only.
- n. If an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment will not be made until the ECT returns.
- o. All evidence used for formal assessments will be drawn from the ECT's 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. ECTs will not be required to create anything new for a formal assessment.

- p. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT 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 should not find any unexpected results from a formal assessment.
- q. The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT has been assessed against the 'Teachers' Standards'. All reports will be completed on ECT manager, the platform used by our Appropriate Body to securely record and share reports.
- r. Once the report has been completed, the headteacher will hold an assessment meeting with the ECT, where the ECT will be able to add their comments to the report. The report will be signed by the induction tutor, headteacher and ECT. The ECT will then be given the original report and a copy will be sent to the appropriate body through 'ECT Manager'.
- s. For the final assessment report, the headteacher will record their recommendation to the appropriate body of whether the ECT's performance throughout their induction has 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.
- t. Where an ECT 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 leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECT.

9. Completing the Induction Period

- a. ECTs will have completed their induction period when they have served:
 - The full-time equivalent of two standard school years (usually six long terms); or
 - A reduced period as agreed with the headteacher / head of school, Appropriate Body and the TRA, based on previous teaching experience; or
 - A reduced period for part-time ECTs 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
 - An extension following a decision by the Appropriate Body or the appeals body.

- b. ECTs 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 ECTS at the end of their first year.
- c. The Appropriate Body will make the final decision as to whether or not an ECTs' performance against the relevant standards has been satisfactory, considering the recommendations of the headteacher / head of school.
- d. The Appropriate Body will make a decision within 20 working days of receiving the headteacher's / head of school's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher / head of school.
- e. If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision through the Appropriate Body 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.
- f. Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.
- g. Where an ECT 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 within 10 working days.
- h. If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing.
- i. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

10. Record Keeping

- a. Records will be kept in accordance with the Trust's Data Protection and Security Policy
- b. Assessment forms will be signed by the headteacher and submitted to the appropriate body through ECT Manager in a timely manner, signed by the ECT and Induction tutor.
- c. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.
- d. 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.

- e. Assessment reports will be retained for six years as set out in the Information and Records Management for Schools Toolkit. We keep these securely on ECT manager or electronically rather than paper copies, as recommended by the DfE.
- f. ECTs will be advised by the school to retain their original copies of assessment reports.

11. Confidentiality

- a. The induction process and assessments will be not be shared with others not directly involved in the ECT's induction and will be treated as confidential unless there is justifiable reason to do so.
- b. All ECTs will be made aware, by their Induction Tutor, of who has been granted access to their assessments.
- c. The LGC are allowed to request termly general reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the LGC to access the assessment forms to review the situation.

12. Special Circumstances

- a. To recognise the experience of ECTs 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 long term; however, the ECT can still serve a full induction if they wish.
- b. 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 headteacher, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the 'Teachers' Standards'.
- c. If an ECT 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.
- d. ECTs 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 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.

- e. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.
- f. The Appropriate Body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. These may include: illness, personal crisis, disability, a lack of support during induction etc.
- g. If an ECT leaves the school before completing their extension, an interim assessment form will be completed by the headteacher / head of school and the Appropriate Body notified.
- h. In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the ECT will be working in a new school.
- i. 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 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.
- j. 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.

13. Unsatisfactory Progress and Appeals

- a. Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher / head of school, organising refresher training, revisiting previous Blocks or modules in the ECPDP or ECTP and providing more guided supervision.
- b. 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 Professional development director and appropriate body of this determination and will share the support plan to be reviewed.
 - The Appropriate Body, Professional Development Director and the headteacher / head of school will be satisfied that:
 - Areas of improvement have been correctly identified.
 - Appropriate objectives have been set to guide the ECT to perform against the relevant standards (*what* they must do and *how* to do it).

- An effective support program is in place to help the ECT improve performance.
 - An action plan will be implemented to reflect this. See appendices. The Trust Central Team will be notified.
- c. When there are still concerns about the ECT's progress following intervention, the headteacher / head of school will first contact the Appropriate Body and then will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also 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
- d. 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.
- e. If the ECT has had their induction extended or has failed it, the Appropriate Body will inform the ECT of their right to appeal and the time limit for doing so.

14. Monitoring and Review

- a. The Trust Board is responsible for reviewing this policy annually.
- b. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the headteacher / head of school immediately.
- c. Any changes to this policy will be communicated to all members of staff.
- d. The next scheduled review of this policy is September 2026

15. Equal Opportunities

An Equality and Diversity Impact Assessment has been completed in order to ensure it complies with equality obligations outlined in discrimination legislation. The policy positively reflects the aims and ambitions of Pickwick Academy Trust.

16. References, acknowledgements and associated documents

This policy will be implemented in conjunction with other Pickwick Academy Trust policies in the same group of policies.

NB: Please note the following forms are to be used as guidance

Early Careers Teachers Induction Policy September 2025

- ECT non-contact time Log
- Preliminary meeting checklist
- Professional Development Action Plan



ECT non-contact time and CPD Log

It is the ECT’s responsibility to keep this log up to date, but the Induction Tutor has overall responsibility to ensure that this is being done.

This log enables the Mentor and the ECT to record a basic outline of all activities that take place during ECT non-contact time (the main focus will be the directed weekly / fortnightly activities as part of the Early Career professional development programme). Other training opportunities such as INSET or induction training should be included as part of these records. This document is useful when reflecting on progress in readiness for submission of reports to the Appropriate Body.

Name of ECT:		Term:
Week beginning	Plan of Action –self-study / observation	Evaluation
Signed: ECT		Mentor

Preliminary Meeting with ECT



Tick items to indicate that they were covered in conversation between ECT and Induction tutor and record any details

Name of ECT		Name of Induction Tutor		Date	
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Agenda Item	✓	Details
Diary		
Dates of terms and major school events		
Staff handbook and / or induction handbook		
The Appropriate Body ECT Induction handbook		
The ECT's named mentor and contact details		
The Appropriate Body's named contact for ECTs		Linda Bedford unitedab@unitedlearning.org.uk
Pickwick Academy Trust's named contact for ECTs (Professional Development Director)		Amy Tapscott atapscott@pickwickacademytrust.co.uk
Early Career Framework discussed and shared – explain that we are using the Education Development Trust's full induction programme, delivered by Pickwick Learning. Welcome packs received by ECT, mentor and Induction tutor? Access to online platform? Relevant Induction webinars watched by both ECT and mentor? Diagnostic quiz and practical diagnostic completed for ECTs on ECTP? Learning pathway identified (consolidate or extend) for ECTs on ECTP? Mentor and ECT know dates for face to face training sessions?		
Induction planner – accessed through the ECPDP or ECTP platform		
INSET / PDM planner		
Managing ECT Induction / Assessment arrangements (assessment review points)		
Teaching and Learning document (either handbook or policy)		
Career Entry Profile (CEP) created at the end of ITT where appropriate: checked and discussed (ECTs and Induction tutors may		

use the Appropriate Body's proformas sent directly to schools)		
Timetable, including details about expectations of ECT non-contact time being spent on ECF self-study and ECT-Mentor meeting (within the school day)		
Curriculum Documents		
Trust documents – policies, code of conduct, vision and values		

Personalised Development Action Plan for the Induction Period

Name:

Induction Year 1 / Year 2

Terms: 1/2 3/4 5/6

Date of action plan (start and review date):

(please choose specific aspect to focus on rather than every TS).

Objectives, relating to the Teachers' Standards	Actions to be taken and by whom	Success Criteria	Resources	Target Date for Achievement	Review
1 Expectations					
2 Pupil Progress and Attainment					
3 Subject & Curriculum knowledge					
4 Plan and teach					
5 Adapt Teaching / meeting needs					

6 Assessment					
7 Behaviour					
8 Wider Professional Responsibilities					
Part 2					
Signature on behalf of the school:		Date:	Signature of ECT:		Date: