Early Career Teacher (ECT) Induction Policy

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Person in charge: CEO

Link Director: Chair of Board

Northern Lights Learning Trust

Signed off by: Chair of Board

Date from: July 2026

Review Date: July 2027

Pastoral Care/Spiritual Development

The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring. In the Church schools in our Trust, we follow the teachings of:

'Love your neighbour as yourself' – Matthew 22:39.

'This is my commandment: love each other' - John 15:17.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

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1. Aims

The trust aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) from 1 September 2025
- 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
- Provide ECTs with an additional package of Early Career Professional Development where appropriate

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers (England), updated June 2026.
- The Initial Teacher Training and Early Career Framework (ITTECF), published January 2024 and implemented from September 2025
- 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.

3. The ECT induction programme

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 and that the ECT has a mentor as well as 10% of their contracted hours protected for ECT study (for Year 1 of Induction) and 5% of their contracted hours protected for ECT study (for year 2 of Induction).

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 our 'appropriate body'. Northern Lights Teaching School Hub acts as the Appropriate Body for ECT induction and quality assurance arrangements. The Appropriate Body will monitor statutory compliance, review assessment information, provide advice where concerns arise and make the final decision regarding successful completion of induction.

3.1 Posts for induction

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 Induction Tutor, who will have qualified teacher status (QTS)
- Have an appointed Mentor, who will have QTS and the relevant experience to contextualise the ITTECF materials and provide high-quality support
- Have a reduced timetable to allow them to undertake activities in their training 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

3.2 Support for ECTs

We support ECTs with:

- Support for their designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their progress reviews and assessments
- Their designated Mentor, who will provide regular structured mentoring sessions and targeted feedback
- Ensuring their teaching is observed at regular intervals, and follow-up discussions with prompt and constructive feedback happens
- 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 highlighting effective practice
- Access to Northern Lights ECT offer with additional professional development opportunities

- Ensure that mentors receive sufficient protected time to undertake mentor training, preparation, observations and regular structured mentoring sessions with the ECT.

3.2a Workload and Wellbeing

The Trust recognises that effective induction is supported by positive staff wellbeing and manageable workload expectations.

ECTs will:

- Receive their statutory timetable reductions throughout induction.
- Have access to school and Trust wellbeing support where required.
- Be encouraged to raise workload or wellbeing concerns at an early stage.
- Be supported through coaching, professional dialogue and collaborative working practices.
- Be encouraged to discuss concerns with their Mentor, Induction Tutor or Headteacher.

3.3 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 the Headteacher and/or Induction tutor.

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 for progress reviews and assessments will be proportionate and drawn from normal professional practice, including lesson observations, professional discussions, mentoring records and routine school documentation. ECTs will not be required to generate additional evidence solely for induction purposes.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards, in line with the Appropriate Body requirements. 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.

3.4 At-risk procedures

If concerns arise regarding an ECT's progress at any point during the induction period, these will be identified and addressed at the earliest possible opportunity. The aim of any intervention is to provide timely and effective support which enables the ECT to make expected progress against the Teachers' Standards:

- 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, and support plan, is put in place to help the ECT improve their performance

The Appropriate Body will be informed of concerns and will receive copies of support plans and review documentation. The ECT will be fully involved in reviewing progress and agreeing any additional support measures.
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.

4. Roles and responsibilities

4.1 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 ITTECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, drop ins, 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 copies of all assessment reports

When the ECT has any concerns, they will:

- Raise concerns with their Mentor where appropriate.
- Escalate concerns to the Headteacher where issues remain unresolved.
- Contact Northern Lights Teaching School Hub directly if concerns relate to induction entitlement, assessment or quality assurance arrangements.

4.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Check where the ECT has undertaken their teacher training and which route

- 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 the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ITTECF-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 progress reviews and 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 local 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

Where an ECT serves induction at more than one school in the trust, we will appoint one headteacher to act as the **lead headteacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual headteachers as necessary. In addition, the lead headteacher will:

- Provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other headteachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all of the relevant standards
- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other headteachers and to the ECT

Distinction between the Induction Tutor and Mentor

The roles of Induction Tutor and Mentor are distinct.

- ✓ The Induction Tutor has responsibility for coordinating statutory induction, monitoring progress, conducting reviews and contributing to formal assessment decisions.
- ✓ The Mentor provides developmental support through regular mentoring meetings, coaching and professional dialogue aligned to the ITTECF.
- ✓ The Mentor supports professional development but does not make final assessment judgements regarding successful completion of induction.

4.3 Role of the Induction tutor

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, co-ordinating 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
- Ensure they undertake quality assurance visits when requested by the appropriate body, coordinating staff as appropriate.

4.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Contextualise the ITTECF materials to meet the needs of the ECT and context of the school
- 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 ITTECF-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

4.5 Role of the Local Governing Body

The local governing body 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

4.6 Role of the Appropriate Body

Northern Lights Teaching School Hub, as Appropriate Body, will:

- Quality assure statutory induction arrangements.
- Ensure ECTs receive their statutory entitlements.
- Review progress reviews and formal assessments.
- Provide advice and support to schools and ECTs where required.
- Monitor support arrangements where concerns regarding progress arise.
- Undertake quality assurance activity where appropriate.
- Make the final decision regarding satisfactory completion of induction.

5. Monitoring arrangements

This policy will be reviewed **annually**. At every review, it will be approved by the full board of trustees.