MacIntyre Academies
Quest Academy

# Early career teacher (ECT) induction policy

**(for ECTs starting their induction on or after 1 September 2021)**

| Version | Purpose/ Change | Responsibility | Date |
|---|---|---|---|
| 6 | Replaced ECF with ITTECF<br>Added sections 4.5 – 4.7<br>Monitoring Arrangements changed to "Assistant Principal" | Assistant Principal | Sept 2026 |

**Person Responsible:** Deputy Principal
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## 1. Aims

The academy aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by Initial Teacher Training and Early Career Framework (ITTECF), in place since 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

## 2. Introduction

The Early Career Teacher (ECT) induction programme is a critical phase in the professional journey of newly qualified teachers, designed to provide structured support, development, and assessment during the first two years of their teaching career. Grounded in Initial Teacher Training and Early Career Framework (ITTECF), this programme ensures that ECTs build on their initial teacher training with high-quality mentoring, tailored professional development, and a supportive school environment that fosters growth and reflective practice.

This policy outlines the principles, expectations, and procedures governing the ECT induction process within our school. It serves as a guide for ECTs, mentors, induction tutors, and school leaders to ensure that the statutory requirements are met and that all ECTs are equipped with the knowledge, skills, and confidence to thrive in the teaching profession.

## 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) (most recently updated June 2026)
- The Early Career Teaching Entitlement Support
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

The 'relevant teachers' 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 ITTECF (Initial Teacher Training and Early Career Framework), enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the principal 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 delivered through ***Coventry and Central Warwickshire Teaching School Hub***. The Hub also acts as the appropriate body.

## 4.1 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 teachers' 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 induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; this is between 50%-80%.
- 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

## 4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction 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 teachers' standards and their current needs and strengths
- Chances to observe experienced teachers, either within the academy or at another school with effective 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 the ECT's 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.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant teachers' standards. The principal 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 teachers' standards.

The ECT will add their own comments, and the formal assessment report will be signed by the principal, 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 principal 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 teachers' 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.

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

### 4.5 Extending the induction period

The appropriate body may extend an ECT's induction period in the following circumstances, in line with the DfE's statutory guidance:

- An automatic extension where the ECT's absences in a year of induction total 30 days or more, excluding statutory leave (see below). The relevant year of induction is extended by the number of days absent.
- An extension to reflect a period of statutory leave (for example maternity, paternity, adoption, shared parental, parental bereavement, carer's or neonatal care leave). This is the ECT's choice; if they choose not to extend, their performance will still be assessed at the normal point.
- An extension agreed by the appropriate body at the end of the induction period, where there is insufficient evidence to reach a decision or it would be unreasonable to expect the ECT to have demonstrated satisfactory performance, for example because of illness, disability or a personal crisis.

Any extension will be agreed with the appropriate body, recorded in writing, and will set out its length, the arrangements for assessment during it, and the objectives the ECT is expected to meet. Where the ECT cannot, or chooses not to, serve the extension at Quest Academy, they will need to complete it in a new post meeting the one-term minimum period of employment.

### 4.6 Outcome of induction and right of appeal

At the end of the induction period, the appropriate body will decide, based on the principal's recommendation and the evidence gathered, whether the ECT has performed satisfactorily against the relevant teachers' standards, whether the induction period should be extended, or whether the ECT has failed to complete induction satisfactorily.

An ECT has only one opportunity to complete statutory induction. If the outcome is that the ECT has failed to complete induction satisfactorily, they will no longer be eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit, and cannot repeat induction in a new post. This does not affect their qualified teacher status (QTS) and does not prevent them teaching in settings where statutory induction is not mandatory.

Where the appropriate body decides to extend the induction period, or that the ECT has failed to complete it satisfactorily, the ECT has the right to appeal. The appropriate body will inform the ECT of this right, the name and address of the Appeals Body (the Teaching Regulation Agency, acting on behalf of the Secretary of State), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal within 20 working days of being informed of the decision, after which the right of appeal expires except in exceptional circumstances.

#### 4.7 ECTs joining from another setting

Where an ECT joins Quest Academy partway through their induction period, having started it in a different school, the principal will contact the ECT's previous school and appropriate body to obtain their induction records, including any progress review records and formal or interim assessment reports. This will be used to establish how much of the induction period has already been served and to plan the remainder of the ECT's induction with us, and to alert our appropriate body to any concerns previously raised about the ECT's progress.

# 5. Roles and responsibilities

## 5.1 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 programme of training and support
- Provide evidence of their progress against the relevant teachers' 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
- 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 academy.

## 5.2 Role of the Principal

The principal 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 the induction mentor is appropriately trained and has sufficient time to carry out their role effectively

- Make sure an appropriate ITTECF-based programme of training and support 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 teachers' 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 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, 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 teachers' standards, and share records with the ECT, principal 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 academy
- 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 Role of the induction mentor

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 academy who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ITTECF-based programme of training and support
- 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 Role of the Local Advisory Board (LAB)

The LAB will:

- Make sure the academy complies with statutory guidance on ECT induction
- Be satisfied that the academy has the capacity to support the ECT
- Make sure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post

- Investigate concerns raised by the ECT as part of the academy'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 **annually** by the Assistant Principal overseeing Curriculum and Teaching and Assessment. At every review, it will be approved by the LAB.

## 7. Links with other policies

This policy links to the following policies and procedures:

- MAT Appraisal Policy
- MAT Grievance Policy
- MAT Pay Policy

| Version | Purpose/ Change | Responsibility | Date |
|---|---|---|---|
| 2 | 4.1 Deleted - • Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis | Principal | Sep 2022 |
| 3 | Realigned roles and responsibilities<br>Took out links that were no longer working | Deputy Principal | Sep 2023 |
| 4 | 4.Updated the provider details under "The ECT Induction Programme"<br>Monitoring Arrangements changed to "Deputy Principal" | Deputy Principal | April 2024 |
| 5 | Updated introduction section. Removed previous. | Deputy Principal | September 2025 |