



WILLOW TREE



THE LEAF CENTRE



ECT Induction Policy

Date Published	October 2024
Version	2
Last Approved Date	October 2024 / July 2025
Review Cycle	3 years
Review Date	October 2027

Contents

1. Guide to Abbreviations	3
2. Rationale	3
3. Aims and Purpose of Induction	4
4. School Arrangements	5
5. Post for Induction	5
6. Roles and Responsibilities	7
7. Reviewing Performance	10
8. Reporting: Progress Reviews and Assessments	10
9. Unsatisfactory Progress	12
10. Appropriate Body contacts	13
11. Legislation and statutory guidance	14

1. Guide to Abbreviations in this Document:

Abbreviation	Term	Definition
ECT	Early Career Teacher	A teacher in the first years of their career. Formally known as a newly qualified teacher or NQT.
ECF	Early Career Framework	The statutory framework that underpins the induction period for an early career teacher.
ITT	Initial Teacher Training	Training received by a prospective teacher. This can be university or school-based training.
QTS	Qualified Teacher Status	Awarded upon successful completion of the induction process.
DfE	Department for Education	The government department responsible for the provision of education.

2. Rationale

Willow Tree Academy is committed to ensuring that all Early Career Teachers (ECTs) receive high-quality support and guidance throughout their induction period. Our approach is grounded in statutory guidance provided by the **Department for Education (DfE)** in *Induction for Early Career Teachers (England)*, Revised April 2024.

According to the DfE:

- All qualified teachers employed in a relevant school in England must, by law, complete an induction period satisfactorily, unless they fall under specific exemptions.
- Early Career Framework (ECF)-based training must be embedded as a core element of the induction programme - it is not an optional or additional training course.
- An appropriate body plays a central role in quality assurance. This body is responsible for ensuring that headteachers have implemented a structured induction programme that aligns clearly with the ECF.
- Ongoing monitoring and support must be in place so that the ECT's progress against the Teachers' Standards is transparent and predictable by the time they reach formal assessment points.

This rationale underpins our policy and commitment to delivering a structured, consistent, and supportive induction experience. Our goal is to ensure that every ECT has the foundation they need to meet the Teachers' Standards and succeed in the early years of their teaching career.

3. Aims and Purposes

At Willow Tree Academy, we view Early Career Teachers (ECTs) as a valuable asset, bringing fresh perspectives, innovative ideas, and energy to our school community. We are committed to providing a high-quality induction experience that equips ECTs with the confidence, knowledge, and skills necessary to thrive in the classroom and develop into outstanding professionals.

We are proud to offer a rigorous, well-planned, and sustainable programme of support, training, and guidance that fully meets the statutory requirements outlined by the Department for Education (DfE). Our aim is to ensure each ECT has a positive, developmental induction experience that lays a strong foundation for their future career - whatever path they may choose.

This policy outlines the roles, responsibilities, and procedures to be followed upon the appointment of an ECT. It reflects a structured, whole-school approach to induction and recognises the crucial role of the staff who supervise and support ECTs. The involvement and support of the entire school team are essential to the success of our induction programme. All staff will be kept informed of the induction process and encouraged to contribute to its ongoing development and delivery.

Aims of the ECT Induction Programme at Willow Tree Academy

We aim to:

- Provide access to a well-structured, high-quality induction programme underpinned by the Early Career Framework (ECF).
- Ensure that the provider-led ECF programme is fully implemented, with Education Development Trust as the Provider and South Yorkshire Teaching Hub as the Delivery Partner.
- Allocate a well-trained mentor and induction tutor to provide regular, targeted support and guidance.
- Offer opportunities to observe and learn from examples of effective teaching, learning, and assessment practices across the academy.
- Celebrate successes, identify areas for development, and provide timely support and interventions where needed.
- Support ECTs in building positive relationships with pupils, colleagues, parents, and the wider school community.
- Help ECTs develop a thorough understanding of the roles and responsibilities of a teacher.
- Provide a strong foundation for long-term professional development and career progression.
- Support each ECT in working towards meeting the Teachers' Standards to a satisfactory level.

4. School Arrangements

Appropriate meeting dates will be agreed between the ECT and their mentor and/or induction tutor. Wherever possible, paired PPA time will be allocated to allow the mentor to provide direct support during the school week. One or more introductory meetings may take place before the ECT officially takes up their post, to support a smooth transition into the role.

During these initial meetings, the ECT will be introduced to key aspects of school life, including:

- Key school personnel, along with their roles and responsibilities
- School layout, including classrooms, staff areas, toilets, and emergency exits
- Term dates, school start and finish times, and scheduled meeting dates
- Signing-in procedures, fire drill protocols, and general safety and security measures
- Emergency and evacuation procedures
- Arrangements for administering first aid
- Accident and incident reporting procedures
- Class-specific information and teaching timetables
- Curriculum planning and subject overviews
- Information relating to pupils with Special Educational Needs and Disabilities (SEND)
- Essential internal and external contact numbers

They should be given to read:

- All policies related to Safeguarding;
- Child Protection Policy;
- Health and Safety Policy;
- ICT & Acceptable Use policy;
- Educational visit policy;
- Staff handbook & code of conduct;
- Grievance policy; and
- School pay and conditions policy.

5. Posts for induction

Each ECT at Willow Tree Academy will be supported through a structured induction process designed to ensure they can demonstrate satisfactory performance against the Teachers' Standards by the end of the induction period. To enable this, each ECT will:

- Be provided with the necessary employment tasks, experiences, and support to meet the relevant standards throughout, and by the end of, the induction period.
- Have an appointed Induction Tutor who holds Qualified Teacher Status (QTS).
- Have an appointed Induction Mentor, separate from the tutor where possible, who also holds QTS.
- Be given a reduced timetable, with protected release time to support their induction:
 - In Year 1, they will teach no more than 90% of the timetable of a full-time teacher on the main pay range.
 - In Year 2, they will teach no more than 95% of the timetable of a full-time teacher on the main pay range.
- Regularly teach the same class or classes, to promote continuity and consistency.
- Take part in the planning, teaching, and assessment processes similar to other teachers in comparable posts.
- Not be assigned additional non-teaching responsibilities unless appropriate support and preparation are in place.
- Not face unreasonable demands in terms of workload or expectations.
- Not normally be required to teach outside the age range and/or subject area for which they were employed.
- Not be presented with unreasonably demanding pupil discipline issues on a day-to-day basis.

These conditions are designed to ensure that the induction period is a positive, professional, and developmental experience for every ECT.

Length of induction period

The induction period that an Early Career Teacher (ECT) is required to complete, whether employed part-time or full-time, is equivalent to the full-time duration of two school years. This usually consists of six school terms, divided into two periods of three terms each.

The minimum period that can be counted towards completing the induction (for both full-time and part-time ECTs) is continuous employment equivalent to one school term, based on an institution that operates three terms per academic year. This applies to both permanent and long-term supply teaching posts.

For part-time ECTs, the minimum period of one term requires them to be employed for one term

only. They are not required to undertake induction equivalent to one full term of full-time employment stretched over a longer period to meet this minimum.

This minimum period reflects the need for the ECT to work in a stable environment, enabling them to receive a planned and supported induction programme. It also ensures the ECT remains in post long enough to receive sufficient monitoring, feedback, and assessment. Completing induction in less than one term would make it difficult to fairly assess performance against all the Teachers' Standards.

Once the minimum period of one term has been served, any continuous employment of any length will count towards the two-year induction period on the ECT's record.

Absences during the induction period

If an Early Career Teacher (ECT) is absent for 30 days or more during any year of their induction period (or the equivalent for part-time teachers), the Headteacher or Induction Tutor will notify the appropriate body as soon as the total absences reach this threshold.

In such cases, the induction period will be automatically extended by the equivalent number of aggregate days absent, provided this extension can be completed within the same school setting. If the ECT is unable to complete the extension in the original setting for any reason, they will be required to serve a minimum of one full term (or equivalent) in the new setting to continue their induction.

Exceptions to this automatic extension include statutory leave for:

- Maternity leave
- Paternity leave
- Shared parental leave
- Adoption leave
- Parental bereavement leave

In these cases, the ECT has the option to decide whether to extend their induction period to account for the days absent. It is recommended that the ECT seeks advice before making this decision.

If the ECT chooses to extend the induction period, the request will be granted, and their performance will continue to be assessed against the Teachers' Standards throughout the extended period.

For further information on absences and related procedures, please refer to the Trust's Sickness Absence Policy.

6. Roles and Responsibilities

Appropriate Bodies

The Appropriate Body holds the main quality assurance responsibility in the induction process. Through this role, it must ensure that:

- Headteachers (and governing bodies where relevant) understand and are capable of fulfilling their responsibilities for monitoring, support, and assessment of ECTs.

- The ECT receives a fully ECF-based induction programme, including a designated induction tutor and mentor, as well as a reduced timetable.
- Procedures for monitoring, support, assessment, and guidance are fair and appropriate.

At Willow Tree Academy, the **South Yorkshire Teaching Hub** serves as the Appropriate Body.

Governing Body

The governing body will:

- Ensure compliance with relevant statutory guidance.
- Be satisfied that the school has the capacity to support the ECT effectively.
- Ensure the headteacher/principal fulfills responsibilities in providing a suitable post for induction.
- Investigate any concerns raised by an ECT via the school's grievance procedures.
- Seek guidance from the Appropriate Body on the quality of induction arrangements and staff roles.
- Request general reports on ECT progress.

Headteacher

The headteacher, alongside the Appropriate Body, shares joint responsibility for monitoring, supporting, and assessing ECTs during induction. Responsibilities include:

- Confirming that the ECT holds Qualified Teacher Status (QTS).
- Clarifying whether the teacher must serve an induction period or qualifies for exemption.
- Agreeing with the Appropriate Body which organisation will oversee induction.
- Notifying the Appropriate Body when an ECT starts a post requiring induction.
- Ensuring the post meets statutory requirements for induction.
- Ensuring the induction tutor and mentor have the skills and sufficient time to fulfill their roles effectively.
- Putting in place an appropriate ECF-based induction programme.
- Regularly reviewing the ECT's progress, including observations and feedback on teaching.
- Carrying out formal assessments and submitting reports to the Appropriate Body.
- Maintaining accurate records of employment that count towards induction.
- Ensuring all monitoring and record-keeping is efficient and minimally burdensome.
- Informing the governing body of induction support arrangements.
- Recommending to the Appropriate Body whether the ECT's performance is satisfactory or requires extension.
- Participating in the Appropriate Body's quality assurance processes.
- Retaining all relevant induction documentation for six years.

Induction Tutor

The induction tutor's role includes:

- Providing or coordinating professional development guidance, involving the Appropriate Body as needed.
- Conducting regular progress reviews throughout induction.
- Holding two formal assessment meetings during the induction (typically end of term 3 and term 6; pro rata for part-time staff).
- Conducting progress reviews in terms without formal assessments.
- Informing the ECT of their progress against the Teachers' Standards after reviews and sharing records with the ECT, headteacher, and Appropriate Body.

- Communicating assessment judgements to the ECT during formal meetings and inviting their comments.
- Ensuring teaching observations and feedback are conducted.
- Making ECTs aware of how to raise concerns internally and externally.
- Taking prompt, appropriate action if an ECT is struggling.
- Keeping monitoring and record-keeping streamlined and using existing documents where possible.

Mentor

The mentor will:

- Hold regular, structured sessions with the ECT to provide targeted feedback.
- Engage in the ECF mentor training programme.
- Collaborate with the ECT and other colleagues to ensure delivery of a high-quality ECF-based induction.
- Provide or arrange effective support, including phase- or subject-specific mentoring and coaching.
- Take prompt action if the ECT experiences difficulties.

Early Career Teacher (ECT)

The ECT is expected to:

- Provide evidence of QTS and eligibility to start induction.
- Meet regularly with the induction tutor to discuss and agree priorities, keeping these under review.
- Agree how to best use their reduced timetable allowance and engage fully with their ECF-based induction programme.
- Provide evidence of progress against the Teachers' Standards.
- Participate fully in monitoring and development activities.
- Raise concerns promptly with their induction tutor.
- Contact their Appropriate Body's named contact early if issues with the tutor or school arise.
- Keep track of and actively participate in scheduled classroom observations, progress reviews, and formal assessments.
- Agree on induction start/end dates and any absence periods with the induction tutor.
- Retain copies of all assessment reports.

7. Reviewing Performance

During the induction period, each ECT will be observed regularly by the induction tutor, mentor and/or by others as appropriate. The initial early observation should take place during the first four weeks, with a formal observation every half term.

Other forms of performance review, such as learning walks, pupil voice, pupil progress meetings, and work scrutiny, should also be carried out. These will be in accordance with the school monitoring schedule.

Performance will also be reviewed in line with the DfE's guidelines on ECT induction.

8. Reporting: Progress Reviews and Assessments

Progress reviews

Progress reviews will take place in every term where a formal assessment is not scheduled. This

means they will occur at the end of Terms 1, 2, 4, and 5.

Progress reviews are not formal assessments, and ECTs are not required to produce new evidence specifically for these reviews. However, ECTs are expected to engage with the process and provide copies of existing evidence as agreed with their induction tutor.

A written record of each progress review will be retained by the school and provided to the ECT after each meeting. This record will clearly state whether the ECT is on track to successfully complete their induction. The induction tutor will briefly summarise the evidence and note agreed development targets.

Objectives will be reviewed and updated in relation to the Teachers' Standards and the individual ECT's needs and strengths.

Formal Assessments

ECTs will receive formal assessments twice during their induction period:

- At the end of Term 3 (final term of Year 1)
- At the end of Term 6 (final term of Year 2)

Formal assessments will be rigorous but objective. The criteria for assessment will be shared and agreed with the ECT in advance. Evidence considered will include formative assessments (e.g., lesson observations, pupil progress data, pupil voice, learning walks, and drop-ins) alongside summative assessments at the formal assessment points. Assessment responsibility will involve all teachers who contribute to the ECT's development, providing a reliable overall judgement. The induction tutor will ensure consistent application of assessment procedures. Copies of all formal assessments will be retained by the school, and the original report will be given to the ECT.

Formal assessment reports will detail:

- Areas of strength and progress
- Areas requiring development
- Evidence used to inform judgements
- Targets for the next assessment period

All findings will be clearly referenced against the Teachers' Standards. The final formal assessment at the end of the induction period will form the basis of the headteacher's recommendation to the Appropriate Body, indicating whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension to the induction period should be considered. This recommendation will be recorded on the final assessment report.

Interim Assessments

If an ECT leaves the school after completing one term or more but before the next scheduled formal assessment, an interim assessment will be completed by the induction tutor or headteacher. This assessment should take place before the ECT's departure to capture their progress and performance since the last assessment.

9. Unsatisfactory Progress

If concerns arise regarding an ECT's unsatisfactory progress towards meeting the Teachers'

Standards, the school will promptly notify the Appropriate Body. The following steps will then be implemented:

- It will be made clear that the support provided is aimed at addressing and resolving the identified issues.
- Agreed, realistic targets will be set, accompanied by specific, practical steps to improve the ECT's practice.
- Support will be clearly outlined and closely matched to the agreed targets.
- Where appropriate, experienced colleagues will model good practice to help the ECT focus on particular areas of teaching, learning, and assessment.
- The ECT will be given early warning of any risk of failing the induction.
- If difficulties persist, further support, advice, and direction will be provided by the Appropriate Body. Areas of concern will be redefined and clarified, with clear expectations for necessary improvements.

When required, the Headteacher or the Appropriate Body's adviser will assist the induction tutor and ECT by supporting observations and helping to plan a targeted programme to ensure the satisfactory completion of induction and that all reasonable steps have been taken to address the concerns. At all stages, the ECT must be made fully aware of any concerns.

If concerns remain unresolved, the Headteacher will seek advice from HR.

10. Appropriate Body contacts

For advice on matters relating to:

- Induction procedures for ECTs in primary, secondary schools and special schools
- Induction of ECTs in primary, secondary and special schools
- Suitability of appointments for ECTs
- ECF induction Programme
- Continuing professional development courses for ECTs

General enquiries should be directed to:

Appropriate Body Senior Administrator

Rachel Cassim

rcassim@southyorkshireteachinghub.org OR
appropriatebody@southyorkshireteachinghub.org

For more specific advice or support, contact

Helen Duffy

South Yorkshire Teaching Hub

hduffy@southyorkshireteachinghub.org

Andy Bull

Rotherham School Improvement Service
(RoSIS)

andrew.bull@rotherham.gov.uk

(0114 2357980 ext 2935)	(01709 334099)
-------------------------	----------------

Named contacts for ECTs

The appropriate body is required to identify a named contact on induction matters, with whom ECTs may raise issues about their induction where these cannot be resolved satisfactorily within the school. This arrangement ensures that the contact person for ECTs is not directly involved in their assessment.

Each ECT will be advised of their named contact following registration and reminded at the welcome event. Please reference 'ECT named contact' when emailing or telephoning:

Lynne Pepper - lynne.pepper@rotherham.gov.uk (07769864023)

Robbie McGrath - rmcgrath@chorustrust.org (0114 2341379)

11. Legislation and statutory guidance

The Early Career Framework and Statutory Guidance for ECT Induction should be read in conjunction with this policy.

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-engl>
[and](#) Revised April 2024

[Early career framework - GOV.UK \(www.gov.uk\)](#)

[The Teachers' Standards](#)

[Teachers' Standards overview](#)

[Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference \(publishing.service.gov.uk\)](#)

