

We aspire for every pupil and adult to 'experience life in all its fullness' (John 10:10)

Oxford Diocesan Bucks Schools Trust (ODBST)



*"Empowering our unique schools to excel"*



## EARLY CAREER TEACHER INDUCTION POLICY

<b>ODBST Level 1 Statutory Policy:</b>	<b>ALL</b> Schools require this policy with <b>no changes</b> allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, <b>except</b> where a school contact is required as identified in the content of the policy. LGBs will <b>note</b> adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
<b>Other related ODBST policies and procedures:</b>	Equal Opportunities Policy
<b>Committee responsible:</b>	FRAPP
<b>Approved by:</b>	FRAPP
<b>Date Approved:</b>	Summer term 2025
<b>Review Date:</b>	Summer term 2027

In reviewing this policy the Trust Board has had regards to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged.

## 1. Introduction

This policy is underpinned by statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties.

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Early Career Framework](#) which, from 1 September 2025 will be superseded by the updated Initial Teacher Training and Early Career Framework (ITTECF)
- [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 articles of association.

## 2. Rationale

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified [exceptions](#) as specified in Annex A of the statutory government guidance [Induction for Early Career Teachers \(England\)](#).

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the relevant standards.

The induction programme at ODBST schools supports early career teachers (ECTs) to demonstrate that their performance against the relevant standards is satisfactory by the end of the period and by equipping them with the tools to be an effective and successful teacher. The induction programme will be underpinned by the ECF (from the 1 September 2025 this will be replaced by the term Early Career Teacher Entitlement – ECTE), enabling ECTs to understand and apply the knowledge and skills set out in the ECF (ECTE). Prior to the ECT serving their induction, the headteacher 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 1 term of continuous employment may count towards completion of the induction period.

The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable ECTs to form a secure foundation for a successful teaching career.

## 3. Aims

The aim of the policy is to support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs.

### 3.1 The programme aims to:

- be flexible and appropriate to the needs of individual ECTs;
- help ECTs to become fully integrated into the school as a whole;
- help ECTs to understand their responsibilities as part of the teaching profession;
- provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT Induction Tutor and Mentor;
- allow opportunities for them to identify areas for development;
- enable ECTs to perform satisfactorily against the Teachers' Standards;

- provide a foundation for ECTs to develop professionally in the long-term.

#### **4. Roles and Responsibilities of those involved in the Induction Process**

##### **4.1 The ECT**

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme (Early Career Teacher Entitlement – ECTE);
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

##### **4.2 The Induction Tutor**

The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

The induction tutor should:

- provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro-rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;

- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- ECT and mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time

### 4.3 The Mentor

The Headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards

The Mentor (or the Induction Tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme (Early Career Teacher Entitlement – ECTE);
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

### 4.4 The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. The Headteacher is, along with the [Appropriate Body](#), jointly responsible for the monitoring, support and assessment of the ECT during induction, while responsibility for the implementation of the induction programme has been delegated to an ECT Mentor, the Headteacher will also observe each ECT as required, but at least once a term and, in addition should:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which Body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme (ECTE) is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that assessments are carried out and reports completed and sent to the Appropriate Body;
- maintain and retain accurate records of employment that will count towards the induction period;

- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the Governing Body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Headteacher should:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the Governing Body about the school's induction arrangements;
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the school.

#### **4.5 The Governing Body**

The Governing Body:

- should ensure compliance with the Statutory Guidance for ECT Induction;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures;
- can seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

#### **5. Assessment & Quality Assurance**

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;

- The induction tutor will ensure that assessment procedures are consistently applied;
  - Copies of any records will be passed to the ECT concerned;
  - Assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.
- (All of the above will be clearly referenced to the Teachers' Standards 2012)

## 6. Statutory Requirements

This policy is informed and underpinned by the [Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274222/induction-early-career-teachers-2012.pdf)

In line with the statutory guidance the school will:

- apply The Teachers' Standards to assess an ECT's performance at the end of their induction period.
- identify a person, with QTS, to act as the ECT's induction tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the ECT;
- identify a person, with QTS, to act as the ECT's mentor, giving the person sufficient time to carry out the role effectively and meet the needs of the ECT;
- ensure that ECTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers in their first year and 95% in their second year on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- facilitate ECT's observation of experienced teachers either in this school or another school where good practice has been identified;

### 6.1 The ECT will:

- 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 present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the school

## 7. ECTs at Risk of Failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice;
- ensure that additional monitoring and support measures are put in place immediately;
- set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards;
- put an effective support programme in place to help the ECT improve their performance;
- give the ECT every opportunity to improve their performance;
- inform the Appropriate Body that there is a concern.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified

work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

#### **8. Addressing ECT Concerns**

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the ECT should raise concerns with the named contact at the Appropriate Body.

