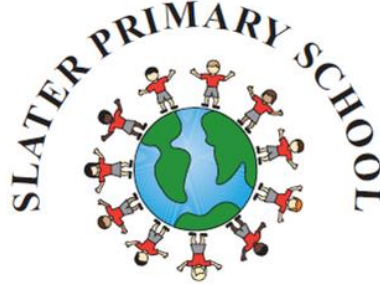


SLATER PRIMARY SCHOOL



INDUCTION OF EARLY CAREER TEACHERS (ECTs) POLICY 2026-2027

Policy Date:	March 2026			
Policy Review Date:	March 2027		Headteacher	Signed: <i>R. Miah</i>
			RMiah	
Ratified by Governing Body:				
			Chair of Governors	Signed: <i>Rob Kettle</i>
Rob Kettle				

Introduction

This policy has been reviewed for the 2026–2027 academic year. There have been no substantive changes to statutory requirements for Early Career Teacher induction. The policy continues to reflect the Department for Education’s Statutory Guidance for Induction for Early Career Teachers (England) and the Early Career Framework (ECF). Minor clarifications have been made to ensure continued compliance and clarity.

It applies to ECTs who begin their induction on or after 1 September 2021. For those who commenced their induction prior to 1 September 2021, regard should be given to the School’s Induction of Newly Qualified Teachers (NQTs) Policy.

The induction period provides a bridge between initial teacher training and a career in teaching. These first 2 years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

The School’s induction process aims to ensure that the appropriate guidance, support and training are provided through a structured but flexible individual programme underpinned by the Early Career Framework (ECF) to enable each ECT to form a secure foundation to become an effective and successful teacher.

The School shall continue to have regard to the Department for Education’s Statutory Guidance on ‘Induction for Early Career Teachers (England)’ throughout the 2026–2027 induction period.

This policy applies to employees only. It does not form part of your contract of employment and the School may amend it at any time.

General principles

The induction process is designed to enable you to gain personal and professional development for your career in teaching moving forward and give the ECT the tools to become an effective and successful teacher. The School’s aim through the induction period is to:

- provide an induction programme appropriate to your individual needs and underpinned by the ECF;
- provide appropriate support to you through the roles of an identified mentor and induction tutor;
- provide you with examples of good practice including observation of experienced teachers with effective practice;
- help you form good relationships with all members of the School community;
- help you to become aware of the School’s role in the local community;
- encourage you to reflect on your own and observed practice;
- provide opportunities to identify areas for development;
- help you to develop an overview of a teacher’s roles and responsibilities; and
- help you to perform satisfactorily against the Teachers’ Standards.

Roles and Responsibilities

1. The Governing Body

The Governing Body confirms for 2026–2027 that it is satisfied the School has the capacity, staffing and systems in place to support Early Career Teachers effectively and in line with statutory guidance:

- ensuring compliance with the requirement to have regard to the DfE’s statutory guidance on ‘Induction for early career teachers (England)’. This document sets out the School's responsibilities towards you during your induction period;
- being satisfied that the School has the capacity to support you;
- ensuring the Headteacher fulfils their responsibility to meet the requirements of a suitable post for induction;
- to investigate any concerns raised by you;
- to seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process; and
- to request general reports on your progress where appropriate.

2. The Headteacher

For the 2026–2027 academic year, the Headteacher will continue to ensure that induction arrangements are proportionate, supportive and not unnecessarily burdensome for ECTs, in line with updated DfE expectations:

- ensuring necessary checks are carried out on you prior to induction;
- ensuring the post is suitable for induction;
- identifying the appropriate body;
- notifying the appropriate body in advance of you taking up the post;
- ensuring an appropriate ECF based induction programme is set up to help you meet the Teachers’ Standards;
- ensuring you have a reduced timetable;
- ensuring an appropriate induction tutor and mentor are appointed;
- ensuring your progress is reviewed regularly including assessments and ensuring feedback is provided;
- maintaining and retaining accurate records;
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way;
- keeping the Governing Body aware and up to date about induction arrangements;
- making a recommendation about whether your performance against the Teachers’ Standards is satisfactory, an extension may be required or induction may be reduced.
- acting early, alerting the appropriate body when necessary, in cases where you may be at risk of not completing induction satisfactorily;

- ensuring third-party observations are carried out where you may be at risk of not performing satisfactorily against the Teachers' Standards.

3. Induction Tutor

The Headteacher will appoint an induction tutor who has QTS and the time, skills and experience to carry out the role effectively and meet your needs.

The key responsibilities of the Induction Tutor include:

- providing or coordinating guidance for your professional development (with the appropriate body where necessary);
- responsibility for the overall management of initiating you into the teaching profession and the School's systems and structures;
- providing regular monitoring and support and coordination of assessment;
- ensuring your teaching is observed and giving feedback;
- carrying out regular progress reviews and providing feedback;
- identifying any development needs;
- reviewing and revising objectives;
- carrying out the requisite formal assessments (with input from colleagues where appropriate) and providing feedback;
- sharing progress review records;
- ensuring you are aware of how you can raise any concerns about your induction programme or your personal progress;
- taking prompt, appropriate action if you appear to be having difficulties;
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way;
- ensuring requests for evidence from you do not require new documentation but draws on existing working documents.

4. Mentor

In addition to the Induction Tutor, who has the responsibility for your formal assessment, a Mentor must be appointed to provide on-going support on a daily basis (in exceptional circumstances, the induction tutor may also carry out this role). The Mentor will contribute to the judgements about the performance against the Teachers' Standards and their key responsibilities include:

- holding regular structured meetings with you to provide feedback;
- working collaboratively with you and other colleagues to help ensure you receive an appropriate induction programme;
- providing (or arranging) appropriate support;
- taking prompt action if you appear to be having difficulties.

5. The Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process. It has specific responsibility for (among other things):

- ensuring the Headteacher (and Governing Body where appropriate) is aware of, and capable of meeting their responsibilities for monitoring support and assessment;
- agreeing the post is suitable for you to serve your induction period and that the you will be receiving an ECF based induction programme;
- ensuring an appropriate Induction Tutor and Mentor are assigned and the monitoring, support, assessment and guidance procedures are appropriate and fair;
- informing the Teaching Regulation Agency that you are starting induction or taking up a post to continue induction and the outcome of their induction period;
- providing you with a named contact with whom you may raise any concerns about your induction;
- ensuring that your supervision and training meets your development needs (with Headteacher);
- determining and agreeing the length of the induction period;
- overseeing induction and decisions on passing induction;
- on a regular basis, consulting with the Headteacher on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- ensuring action is taken to address areas of performance requiring further development and support where you may be experiencing difficulties;
- maintaining records and assessment reports;
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from you does not require new documentation but draw on existing working documents.

6. The ECT

You have a key part to play in your own induction, including:

- providing the requisite evidence that you have QTS and are eligible to start induction;
- meeting with your Induction Tutor to discuss and agree priorities for your induction programme and keeping these under review;
- agreeing with your Induction Tutor how best to use your reduced timetable allowance and guarantee engagement with your ECT-based induction programme;
- providing evidence of your progress against the Teachers' Standards;
- participating fully in the agreed monitoring and development programme including classroom observations, progress reviews and formal assessment meetings;
- raising any concerns with your Induction Tutor as soon as practicable;
- consulting the appropriate body named contact if concerns remain;
- agreeing with your 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
- retaining copies of all assessment reports.

Performance Concerns

There are no changes to statutory processes for managing performance concerns for ECTs in 2026–2027. Early identification, supportive intervention and timely communication with the Appropriate Body remain central.

If you encounter any difficulties with your performance against the Teachers' Standards, the School will identify the nature of the concern and discuss this with you as early as possible. The School will give advice on how to redress the problem which will include providing additional support to enable any concerns to be addressed and agreeing attainable targets for action with specific and practical steps outlined for securing an improvement in practice to assist you in getting back on track. The School will inform you of the risk of failure and communicate its concerns to the Appropriate Body without delay.

Where you continue having difficulties, further monitoring, support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. You will be made aware of any concerns, at all stages, throughout the induction process and the Appropriate Body informed where appropriate.

Addressing Concerns

As you have only one chance to complete statutory induction, the School will raise any concerns it has about your performance as early as practicable. In addition, the School encourages you to raise any concerns you may have about your induction period with your Induction Tutor as early as possible.

If this has not resolved the issues and you still have concerns, you should raise these concerns with the named person at the Appropriate Body, given to you upon registration.

Please read this in conjunction with The Early Careers Framework (ECF) 2019. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. The ECF has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In order to ensure congruence with the 8 Teachers' Standards, the content of the framework is presented in 8 sections.

While the ECF is presented around the Teachers' Standards for clarity, **the ECF is not, and should not be used, as an assessment framework.** Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool.