

# Initial Teacher Training and Early Career Teacher Entitlement (ITTECTE) Policy

Version 5

*This policy has been implemented after consultation with relevant recognised trade unions.  
Policy review will be carried out in consultation with recognised trade unions.*

**This policy applies to New Collaborative Learning  
Trust's Colleges and Schools**



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## 1.0 Introduction and Intent

### 1.1 Introduction

1.1.1 Early Career Teachers (ECTs) and Initial Teacher Trainees (ITTs) represent an exciting opportunity to bring new ideas and a fresh outlook into the organisation. However, they do require a planned induction programme if the initial years are to be successful ones. All staff have a role to play in supporting the teacher new to the profession. Middle and senior leaders have a particular role to play in the process of ensuring high quality provision.

1.1.2 This policy aims to clarify the roles and requirements necessary to support ECT/ITTs. The policy is underpinned by the DfE statutory guidance for the Initial Teacher and Early Career Framework.

[https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial\\_Teacher\\_Training\\_and\\_Early\\_Career\\_Framework.pdf](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf)

From September 2025, this framework combines and replaces the:

- [initial teacher training core content framework](#)
- [early career framework](#)

1.1.3 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Initial Teacher Training and Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

1.1.4 The principal/headteacher is expected to ensure that ITT/ECTs receive a programme of training that enables the ITT/ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. Initial Teacher Training and Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

1.1.5 The ITTECF sets out the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching, and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. ECTs will purposefully revisit the elements of teaching introduced in ITT to deepen their knowledge and understanding. The ITTECF remains designed to equip all trainees and ECTs with a shared body of knowledge and skills, irrespective of subject or phase.

1.1.6 There are three approaches schools can choose from to enable the delivery of an ITTECF based induction. NCLT ECTs and their mentors will be enrolled on a funded provider-led Early Career Teacher Entitlement (ECTE) programme. It is expected that ITTECF-based training for ECTs is embedded as a central aspect of this induction from 2025. Please see the statutory guidance on induction for early career teachers for more information: Induction for early career teachers (England) - GOV.UK ([www.gov.uk](http://www.gov.uk))

1.1.7 Due to the growing nature of our Trust, we will be working alongside various delivery partners. These will include; the UCL programme delivered through Exchange

Teaching Hub or the Early Career Professional Development Programme (ECPDP) delivered through the South Yorkshire Teaching Hub. In the case of non-QTS teaching staff, an induction programme with close alignment to this provider led programme will be followed. Providers of ITT and ECT training are expected to translate the framework into a carefully sequenced curriculum of training and professional development to support trainees and ECTs to build their expertise across all aspects of the framework.

## 1.2 Intent

1.3 The ITTECF, is based on the best available evidence from this country and around the world, assured by the Education Endowment Foundation (EEF). The content of the framework has been updated based on a ***Call for Evidence in spring 2023***, feedback from a broad range of experts across the education sector, and on what the department has learned from the first few years of CCF implementation and delivery of ECF-based induction. The changes include updates and enhancements regarding supporting pupils with special educational needs and disabilities (SEND), high quality oral language (sometimes known as oracy), early cognitive development, and social and emotional learning. The EEF have appraised all changes to ensure they reflect the evidence base.

[https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial\\_Teacher\\_Training\\_and\\_Early\\_Career\\_Framework.pdf](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf)

1.4 It remains a statutory requirement that qualified teachers who are employed in a relevant school in England must complete an induction period satisfactorily, subject to 9 specific exemptions, and it is expected that ITTECF-based training for ECTs is embedded as a central aspect of this induction from 2025. Please see the statutory guidance on induction for early career teachers for more information: Induction for early career teachers (England) - GOV.UK ([www.gov.uk](http://www.gov.uk))

1.4.1 Research shows that continuing professional development (CPD) plays a crucial role in helping to support and develop teachers (Cordingley et al., 2015), including early career teachers. There is evidence that CPD can help to manage the stress and difficulty often experienced by teachers in this phase of their career (e.g. Ashby et al., 2008, Day and Gu, 2010). The recent UCL study into the impact of the ECF found that the programme can have a positive impact on the development of many ECTs, but also that the programme alone is unable to transform support for ECTs' professional development. The school organisation provides the conditions that enable the desired learning transformation to happen (Gu et al., 2023). Within NCLT, there is a strong tradition of CPD based around evidence-based TfL Principles. Our supportive whole Trust culture underpins our commitment to support all staff. We will ensure that all ECTs are provided with the additional support needed in their first critical years in the profession.

1.4.2 The Trust will:

- Run an ITT and 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, both in terms of statutory assessment procedures and induction programme.

- Any ECT already enrolled and who have previously started prior to this date will continue with the current programme until completion.
- Provide ITT and 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 ITT and ECT induction programme.
- Provide high quality, individualised support based on evidence informed practice CPD for all teachers in the first 5 years of their career, in order to maintain high levels of retention of our Early Careers Teachers.
- Ensure new teachers who have not received QTS as part of their teaching qualification receive a support programme which is closely aligned to the full induction programme funded by the DfE i.e., a structured programme which enables them to consolidate and extend the skills, knowledge and understanding acquired during initial teacher education in the context of their work as qualified practitioners.
- Draw upon the expertise of colleagues to introduce new learning and where necessary manage additional support.
- Equip ITT and ECTs with the necessary tools, skills and strategies in order to leave the induction period and continue their teaching career exemplifying practice and pedagogy.
- Ensure ECTs have met all parts of the teacher standards.

## 2.0 The ITT and ECT Induction Programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. The ECF has been designed to support early career teacher development in five core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.

As a trust we will be using the below mentioned programmes;

The UCL programme consists of nine modules of study over the two years which have been carefully designed to fully address the content of all Teachers' Standards. In Year 1 ECTs will study five carefully crafted modules with a further four modules in Year 2, through professional inquiry, to deepen ECTs' knowledge and practice in relation to aspects of the ECF that are most pertinent to each individual's progress and learning.

The EDT programme will consist of carefully timed revisiting of key Initial Teacher Training and Early Career Framework (ITTECF) concepts and skills, building in higher levels of complexity and depth, as appropriate to ECTs' growing experience, understanding and confidence.

- Year 1 ensures full coverage of ITTECF content, through personalised pathways that consolidate or extend ECTs' understanding as appropriate.
- Year 2 then opens out into structured but individualised learning that is owned by the ECT and their mentor – a phase that recognises the ECTs' growing agency and prepares them for life beyond induction.

Model outline: <https://www.edt.org/united-kingdom/programmes/early-career-training-programme/#:~:text=How%20to%20register-.Overview,2025%2C%20January%20and%20April%202026> .

Prior to the ITT/ECT serving their induction, the Principal/Headteacher and appropriate body must agree that the post or placement that 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. One term or more of continuous employment may count towards completion of the induction period. ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part time as a 0.5 FTE will need to serve induction for four school years. It is for the school/college and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards, they may be able to have their induction period reduced (i.e. 'reduced induction') in consultation with the appropriate body. ECTs have a responsibility for being clear about how long their induction period should last if they are teaching part-time.

Induction programmes for teachers with QTS in sixth form colleges must include a minimum of 10 days teaching experience of compulsory school age students in a school setting.

## 2.1 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 induction mentor who holds Qualified Teacher Status (QTS) and/or has appropriate and relevant teaching experience. Mentor meetings to be consistent and in a timetabled period wherever possible. These meetings will usually be an hour and will take place weekly in y1 and fortnightly in y2. DfE funding is available to support this mentoring time for teachers with QTS but is supported across the Trust regardless of QTS status.
- Have a reduced timetable to allow them to undertake activities in their induction 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 (in addition to receiving the usual non-contact time of a teacher).
- 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.

Each ITT will:

- Be inducted with accordance the delivery partner's programme and requirements.
- 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 induction mentor, who will have QTS. Mentor meetings to be consistent and in a timetabled period wherever possible.

As a trust, for 2024-2025, we will be collaborating with the following ITT providers:

- Sheffield Hallam
- University of Sheffield
- Exchange Teaching Hub
- University of Huddersfield
- Leeds Trinity University
- Leeds Beckett University
- Bright Pathways
- Sheffield Teacher Training Alliance.

## 2.2 Support for ITT and ECTs

We support ITT and ECTs with:

- A schedule for all induction activities, including observations, professional reviews of progress, targeted professional development activities and formal assessment meetings.
- Their designated induction tutor, who will provide regular monitoring and support, and co-ordinate their assessments (see also Section 6 of this policy).
- 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 standards and their current needs and strengths, liaising with induction mentors as appropriate.
- Chances to observe experienced teachers, either within their own school or college or at another school or college with effective practice.
- Provision of a schedule for all induction activities, including observations, professional reviews of progress, targeted professional development activities and formal assessment meetings.

### 2.2.1 Support for Mentors

We support mentors in the following ways:

- The role of mentor is highly valued and appropriate time and support is provided to ensure this vital role can be undertaken effectively.
- New mentors are supported to undertake self-study and training sessions as part of their ongoing professional development as a mentor. Where mentors are supporting non-funded ECTs, parallel coaching and self-study support is provided.
- From September 2025, the mentor training programme will be condensed into 1 year but still supported for the two years.
- Additional development opportunities to foster effective mentoring are sought and supported as part of the Trust CPD commitment

## 2.3 Guidelines for ITT co-ordinators when securing placements.

Before confirming a placement:

- Discuss with the relevant middle leader(s) to explore opportunities and provide key information about the student.
- Agree on a suitable mentor.
- Confirm the agreed mentor's capacity with the senior leader and then with the university.
- Coordinate with the middle leader and timetable lead to allocate release time for the mentor (1.5 hours per week).
- Inform HR of the placement duration so that reward vouchers can be prepared for the mentor at the end of the placement.
- Agree on the placement in principle with the training provider.
- Email HR with the student's name, start and end dates, and the DBS provided by the University.
- Wait for the student to contact to arrange a preliminary meeting.
- Schedule the preliminary meeting and book it through the visitors' procedure at reception.
- Inform HR and the middle leader about the initial meeting.
- Send a 'welcome' email to the middle leader or mentor, expressing appreciation for their support. Include a blank timetable template and request a completed timetable.
- Upon the student's arrival, present their ID to reception for photocopying and verification, and inform HR.
- HR will coordinate with IT and MIS for lanyards, Cedar/Teams logins, etc.
- Conduct an induction for the student, including a tour of the building and introductions to key personnel using the staff board.
- Arrange a meeting with the principal within the first few days to establish contact.
- Provide additional CPD on safeguarding, SEN support, and other relevant induction training as provided to new staff.
- The student should meet the department and settle in using the printed timetable provided upon arrival.

## 2.4 Assessments of ECT Performance

- 2.4.1 The ITT and ECT's progress should be discussed regularly by the mentor and the teacher with feedback provided to support progress towards meeting standards. This support, however, is separate from the formal assessment process led by the induction tutor. See 3.3.
- 2.4.2 Formal assessment meetings will take place every term for the ITT and ECT's. These are to be carried out by the induction tutor.
- 2.4.3 The formal assessment for the ITTs will align with the provider's desired outcomes and programme.
- 2.4.4 These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ITT and ECT's work as a teacher and from their induction programme, liaising with mentors as appropriate. Copies of the evidence relied on will be provided to the ITT and ECT's and the appropriate body.
- 2.4.5 After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ITT/ ECT is performing against the relevant standards. The Principal/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.

2.4.6 The ITT/ ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ITT/ ECT.

2.4.7 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.

2.4.8 For ITT, the formal assessment report will be sent to the provider allowing them to make the final decision on whether the ITT has passed their induction period.

2.4.9 It is the responsibility of the Mentor and the Principal/Headteacher to formally notify the awarding body, using the final assessment form, as to whether the ECT has met the requirements of successful induction and in particular their:

- strengths
- areas requiring further development
- evidence used to inform the judgement
- targets for the coming term

2.4.10 The Induction Tutor will ensure that all assessment forms meet the agreed deadlines and success criteria (Teacher Standards).

2.4.11 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/Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

2.4.12 Progress reviews are:

- Expected to be informed by existing evidence of the ITT and ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for ITT and ECT, when it comes to their formal assessment.
- Not formal assessments and there is no requirement for ITT and ECT's to create evidence specifically to inform a progress review but ITT and ECT's are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- Provided as a written record. It is expected to be retained and provided to ITT and ECT's after each meeting, with the record clearly stating whether ITT and ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets.
- Expected to be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ITT and ECT.

2.4.13 ECTs will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice and conduct against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor, subject mentor or another suitable person from inside or outside the institution.

2.4.14 ITT's observations will match their provider's programme.

2.4.15 The Trust will ensure that:

- the ITT and ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance.
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion.
- any written record will indicate where any development needs have been identified.

## 2.5 At-risk Procedures

2.5.1 Very occasionally, ITT and ECTs will encounter difficulties. The majority will overcome these with support. If an ITT or ECT is struggling to meet any of the teaching standards the judgement must be clearly identified, evidenced, and linked to the specific standards. The appropriate body, Exchange Teaching hub or The South Yorkshire Teaching HUB, will be notified as soon as possible if it seems as though an ITT/ECT will have difficulty meeting the standards at the end of their induction period. The appropriate body procedures and paperwork can be found here: <https://www.exchangeteachinghub.org.uk/appropriate-body/> or <https://www.southyorkshireteachinghub.org/ab>  
All induction leads are made aware of these procedures and paperwork.

2.5.2 Areas for development, targets and support will be identified and an action plan completed. This will identify the specific standard concerned; the support which will be put in place to assist and when the actions will be reviewed. The ITT and ECT must be involved at all stages. Colleagues to support the ITT and ECT and mentor will be called upon. Once a problem has been overcome, the success will be acknowledged in the assessment meeting and in the report.

2.5.3 The ITT and ECT induction tutor will be given copies of the interim reports and the action plan provided and a senior leader will carry out additional observations of the ITT and ECT. If the concerns persist or it is felt that a teacher may fail to develop full competence after all reasonable support and other measures have been provided, the senior leader will consult with the induction tutor and mentor. The ITT and ECT will be informed in writing that they are at risk of failing to meet the Teacher Standards and the consequences of this.

2.5.4 The progress review record or formal assessment report will be shared with the appropriate body, alongside the ECT support plan, for it to review in accordance with the appropriate body's relevant policy. ECTs have the right to be accompanied by a trade union representative at meetings taking place within the remit of this policy.

2.5.5 Should an ITT or ECT continue to fall short despite targeted interventions and support, the school or college may determine that they have not satisfactorily completed their induction period. Concerns must be reported promptly to the Appropriate Body, which will review all evidence and make a final decision on induction status. Where continued employment is not viable, the school or college will follow fair and lawful procedures in accordance with employment legislation and internal HR policies.

### **3.0 Roles, Responsibilities and Expectations**

#### **3.1 Role of the ECT**

3.1.1 The ECT has a responsibility to participate fully in the induction programme and to work cooperatively and pro-actively with the school or college in all aspects of the support and assessment.

- Provide evidence that they have QTS and are eligible to start the formal induction process. Where QTS is not provided as part of their post 16 qualification, the core ECF programme will be delivered and a formal review process will still be in place in the line with the appropriate body expectations.
- 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.
- Provide evidence of their progress against the Teachers' 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.
- Retain copies of all assessment reports.
- Use the 10% reduction of timetable to support their professional development in Year 1, and 5% reduction in Year 2.
- Take increasing responsibility for their own professional development.
- Act upon advice and feedback and be open to coaching and mentoring.
- To read, sign and comment on assessment reports.
- Work towards meeting the Teaching Standards throughout the induction period
- Set and maintain good standards of student behaviour in the classroom.
- Liaise effectively with students, parents and carers.
- Teach lessons which are thoroughly prepared and consistent with their subject's curriculum plan.
- Ensure lessons begin promptly, meeting and greeting students at the door.
- Ensure registers are completed accurately for all lessons.
- Be a positive role model for students.
- Assess, monitor and support student progress in line with school or college expectations.

#### **3.2 Role of the ITT**

3.2.1 The ITT has a responsibility to participate fully and engage with the requirements and expectations of their training provider and to adhere to the trust wide policies.

#### **3.3 Role of the ITT co-ordinator**

### **Agreed procedures for ITT co-ordinators.**

ITT co-ordinators within the trust will follow procedures for ITT recruitment and selection, mentoring, and support for trainee teachers. These are aligned with the [GOV.UK ITTECF Core Content Framework](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424247/ITTECF_Core_Content_Framework.pdf).

Recruitment and Selection:

- **Coordinate the entire process:**

ITT coordinators are responsible for coordinating all aspects of the trainee recruitment and selection process, including scheduling interviews, communicating details to applicants, and managing the selection process. This may be done in partnership with one of the delivery partners.

- **Document and monitor:**

They document the shortlisting procedure, prepare shortlists, and ensure compliance with relevant legislation, such as DBS checking and reference checks.

- **Communication:**

They maintain ongoing communication with applicants and relevant stakeholders.

- **Data Management:**

They hold key application information in a secure, GDPR-compliant system for easy access.

- **Diversity:**

They monitor applications for diversity, including ethnicity, disability, gender, and religious background, where declared.

Mentoring and Support:

- **Work with mentors:**

ITT coordinators collaborate with professional mentors to ensure trainees are placed in appropriate departments and to support their development.

- **Placement allocation:**

They work with mentors to allocate trainees to placements in a way that doesn't negatively impact student progress or staff workload.

- **Monitoring and evaluation:**

They monitor, evaluate, and assess the performance of mentors and trainees.

- **Subject Mentor Meetings:**

ITT coordinators attend meetings with subject mentors to discuss trainee progress and development.

- **Mentoring Records:**

They may require mentors to maintain records of the mentoring process, either in written form or through e-profiles.

Other Responsibilities:

- **Communication:**

ITT coordinators prepare and circulate all ITT-related information to relevant stakeholders, including the ITT Hub Leads, HE providers, and external agencies.

- **Collaboration:**

They liaise with other academic institutions, HE providers, and external agencies in relation to all ITT workstreams.

- **Policy Implementation:**

They play a key role in implementing ITT policies and procedures within the school or organization.

Alignment with ITT Core Content Framework:

- The ITT Core Content Framework outlines the essential knowledge, skills, and behaviours that define great teaching, which ITT coordinators will ensure trainees are exposed to.
- It also emphasizes the importance of mentoring and support from expert colleagues, which ITT coordinators facilitate.
- The framework includes guidance on supporting pupils with SEND and working with the SENCO, which ITT coordinators will integrate into their work.

### 3.4 Role of the Principal/Headteacher

3.4.1 The Principal/Headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ITT and ECT during induction, and is expected to:

- Check whether the ECT has been awarded QTS.
- Checks in place with the appropriate training provider with regards to the ITT's
- 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. (Section 2.0- 2.13) Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies April 2025.
- [https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction\\_for\\_early\\_career\\_teachers\\_England.pdf](https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers_England.pdf)
- 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 is in place.
- Make the advisory board 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 Teachers' Standards is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures.
- Retain all relevant documentation/evidence/forms on file for six years.

3.4.2 There may also be circumstances where the Principal/Headteacher is expected to:

- 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 Teachers' Standards.
- Notify the appropriate body as soon as absences total 30 days or more.
- Periodically inform the advisory group about the institution's induction arrangements.
- Advise and agree with the appropriate body where, in exceptional cases, 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 school in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves the institution.

3.4.3 The Principal/Headteacher is expected to ensure that the induction and mentor should be separate roles. It is essential that the Mentor and Induction Tutors are assigned accordingly.

**Mentor responsibilities include:**

- working with your school to make sure ECTs receive a high-quality induction programme
- meeting regularly with their ECTs to provide support and feedback
- providing or arranging mentoring and coaching around specific phases and subject areas

**Induction Tutor**

This role has different responsibilities to a mentor. These include:

- providing or coordinating the induction programme for your early career teachers (ECTs)
- carrying out assessments and regular progress reviews

An induction tutor should only assign themselves as a mentor in exceptional circumstances.

**3.5 Role of the Induction Tutor/ Senior Mentor (where appropriate- the title may differ between providers)**

- Provide, or coordinate, guidance for 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 on ECT Manager (terms 1, 2, 4 & 5).
- 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, Principal/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 the ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from the ECT do not require new documentation but draw on existing working documents.

### 3.6 Role of the Induction Mentor

3.6.1 Within the primaries, this role will relate to both ITT and ECT. In the secondaries and colleagues this will only relate the ITT's.

3.6.2 The role of the ITT/ ECT mentor is the day-to-day responsibility to support, guide and coach the ITT/ ECT throughout the induction period.

3.6.3 The mentor is expected to:

- Meet weekly with ITT/ ECT for structured mentor sessions to provide effective targeted feedback and to discuss progress against the Teacher Standards, reviewing and setting of development targets.
- Work collaboratively with ITT/ ECT and other colleagues involved in the ITT/ ECT's induction within the same school or college to help ensure the ITT/ ECT receives a high-quality induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Work with the ITT/ ECT's to plan a support programme building on the ITT/ ECT's identified training needs from their individual action plans.
- Provide regular, accurate and fair feedback to ITT/ ECT's and Induction Tutor about performance and progress.
- Carry out formal reviews of progress during the induction period, using the structure provided by the induction tutor.
- Undertake some of the ITT/ ECT's formal lesson observations
- Undertake learning walks, providing verbal feedback to allow for progress towards identified targets
- Ensure the ITT/ECT's 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 where an ITT/ECT appears to be experiencing difficulties.
- Support the interim and final assessment review process - ensuring that ITT/ECT is aware of, and agrees, to the contents of each review.
- Ensure that the ITT/ ECT's evidence portfolio is of a good standard and provides sound and supporting evidence.
- Inform the ITT/ ECT's Induction Tutor of any concerns as soon as they arise – provide detailed supporting evidence when ITT/ ECT's is deemed not to be making expected progress and / or meeting the college and Teachers' Standards to a sufficient standard.

### 3.7 Role of the Governing Body:

- Should ensure compliance with the requirement to have regard to this guidance.
- Should be satisfied that the institution has the capacity to support the ITT and ECT.
- Should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual the ITT and ECT as part of the institution's agreed grievance procedures.
- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ITT and ECT.

### **4.0 Monitoring Arrangements**

- 4.1 This policy will be reviewed annually; this will be subject to any changes by the DfE. At every review, it will be approved by the full Trust board.
- 4.2 An Equality Impact Assessment will be undertaken on this policy to ensure there is no detrimental impact on any category of employee.
- 4.3 All data under the policy will be managed and retained in line with Data Protection legislation, including retention periods, and will be handled confidentially (Paragraphs 2.69-2.75 Statutory Induction Guidance 2018 ([publishing.service.gov.uk](https://publishing.service.gov.uk))).

### **5.0 Links with Other Policies**

- 5.1 This policy links to the following policies and procedures:
- Appraisal
  - Grievance
  - Pay
  - Teaching for Learning