

ECT Entitlement Guidance

For Early Career Teachers, Induction Tutors /
leads, Headteachers and Governors



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Cambridgeshire
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Teaching School Hub



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A welcome to ECTs from Cambridgeshire & Peterborough Teaching School Hub Appropriate Body



Dear Early Career Teacher,

Welcome to what, for most of you, will be your first teaching post.

The ECT Entitlement period is designed to provide both support and challenge, allowing ECTs to build upon the skills and knowledge gained during training. All ECTs should have a structured programme of professional development and support which will build on the areas for development identified at the end of their training.

All ECTs are entitled to a two-year induction, underpinned by the ITTECF.

The information in this guide will support you through the process and enable you to play a key role in delivering our shared vision: **helping all children and young people to achieve their potential.**

If you have any queries, or require any further information, please don't hesitate to contact the ECT Administrator as outlined at the foot of this page or myself.

Your Sincerely

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Introduction

What is induction?

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions

Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and British schools overseas but may be served in these settings.

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 ITTECF, with monitoring and an assessment of performance against the Teachers' Standards (see para 1.9). The programme should support the ECT and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period.

Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.



The statutory provisions which underpin this guidance are sections 135A, 135B and 141C (1)(b) of the Education Act 2002, and the associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended (hereafter referred to as "the Regulations")

At CPTSH we believe that induction should be informed by the following principles:

1

Equality of opportunity

All ECTs should have equal access to high quality training and supervision during the induction period.

2

Entitlement

ECTs are entitled to high quality, well planned and well organised support and training throughout the induction period which offers them every opportunity to complete successfully

3

Consistency

The supervision, training and assessment provided for ECTs should at all times be kept within the principles of equality of opportunity and entitlement and be applied consistently by all schools

This guide sets out:



the induction process including roles, responsibilities and the induction timeline



the Teachers' Standards which the ECT must meet



what to do when ECTs are not making satisfactory progress



references to other documents and websites you will find useful as you support ECTs through the induction process



The role of the Appropriate Body

(statutory guidance paras 5.8 - 5.12)

Independent quality assurance of statutory induction, through the role of the Appropriate Body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions. All ECTs must be registered with an Appropriate Body before their induction can begin. The Appropriate Body has the main quality assurance role within the induction process

The Appropriate Body must ensure that:

- headteachers / principals have put in place an ITTECF-based induction programme for the ECT and that their programme of support is clearly based on the ITTECF;
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- Induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- 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;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted 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;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing (see para 2.40)



The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors

Within 20 working days of receiving the headteacher's / principal's recommendation, the Appropriate Body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.

This decision must then be communicated to the teacher, Headteacher and TRA.

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

An ECT has only one chance to complete statutory induction. (ref. statutory guidance 1.13)

The Appropriate Body – 'Named Contact'

An ECT who is not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during the induction period, should in the first instance make use of the school's internal procedures for raising professional concerns, including those involving the school's governing body.

If the ECT's concerns have not been addressed, the ECT should contact the Meridian Trust Core Central HR Team on centralhr@meridiantrust.co.uk



Responsibilities

The Headteacher's Responsibilities

(statutory guidance paras 5.3 – 5.5)

Overall:

- To ensure that each ECT in their school is provided with an appropriate induction programme, in line with national arrangements;
- To make a recommendation to the Appropriate Body, based on rigorous and fair assessment procedures, as to whether the ECT has met the Teachers' Standards.

The Headteacher / Principal is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and 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, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability including, the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;
- ensure an appropriate programme of training and support based on the ITTECF is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments (including any interim 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 Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.



There may also be circumstances where the headteacher/principal 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 governing body 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; and

- notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Whilst much of the statutory responsibility for induction falls to the Headteacher, in practice much is delegated to Induction Coordinators/Induction Tutors. The Head however must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.





The ECT's Responsibilities

(statutory guidance para 5.2)

The ECT is expected to:

- 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 programme of training and support based on the ITTECF;
- provide evidence of their progress against the Teachers' Standards (see para 1.9);
- 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 reports.

The Mentor's Responsibilities

(statutory guidance para 5.7)

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 programme of training and support based on the ITTECF;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties



The Induction Tutor's Responsibilities

(statutory guidance para 5.6)

The Induction Tutor should have a clear job description outlining their duties and their lines of accountability

The induction tutor (or headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development;
- carry out regular reviews; 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 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; 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

The Governing Body's Responsibilities

(statutory guidance para 5.13)

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 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 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; and
- can request reports on the progress of an ECT



Overview of roles and responsibilities for ECT induction

	Main responsibilities	Requirements to fulfil role
Appropriate Body ECT Induction Service	- Provide independent quality assurance of the induction process through monitoring progress/assessment reports and QA visits to schools - Provide guidance and advice on the induction process - Ensure schools provide adequate support for ECTs and that assessment is fair and consistent - Provide additional support/guidance where an ECT is not making satisfactory progress - Provide the TRA with ECT data as required - Make the final decision as to whether an ECT has passed induction, or requires an extension	- The AB will provide schools with a comprehensive guidance booklet, proformas and resources to ensure that the induction process is completed fairly and consistently - Will provide training, briefings, email updates for Headteachers, Induction Tutors / Coordinators to ensure they understand their roles / responsibilities and are kept up to date
Headteacher	- To ensure that each ECT in their school is provided with an appropriate induction programme, in line with national arrangements; monitoring the work of the Induction Tutor / Coordinator - To make a recommendation to the AB, based on rigorous and fair assessment procedures, as to whether the ECT has met the Teachers' Standards - Take prompt, appropriate action if an ECT appears to be having difficulties including contacting the AB - Provide reports and updates to the Governing Body	- Attend training / briefings for Induction Tutors / Coordinators provided by the ECT Induction Service - Access and make use of the ECT Induction Guidance booklet - Use checklists for induction (see ECT Induction Guidance Booklet)
Induction Coordinator (in a large school)	- Oversee/internally quality assure the work of Induction Tutors and Mentors - Ensure the smooth running of the school's chosen ECF/ECTP programme within the school. - Take prompt appropriate action if an ECT appears to be having difficulties communicating with the HT and AB	- Attend training / briefings for Induction Tutors / Coordinators provided by the ECT Induction Service - Access and make use of the ECT Induction Guidance booklet - Use checklists for induction (see ECT Induction Guidance Booklet) - Use forms A-H (available on ECT Manager Website and Induction Tutor resources on CPTSH website)
Induction Tutor	- Provide guidance for ECT professional development - Ensure ECT's teaching is observed with appropriate feedback - Carry out an initial meeting with ECT and Mentor - Carry out regular progress reviews / reports in terms 1, 2, 4 & 5 - Carry out formal assessment meetings / reports at the end of Y1 & Y2 - Take prompt, appropriate action if an ECT appears to be having difficulties, communicating with the HT and AB	- Attend training / briefings for Induction Tutors / Coordinators provided by the ECT Induction Service - Access and make use of the ECT Induction Guidance booklet - Use forms A-H
Mentor	- Regularly meet with ECT for structured mentoring / coaching / feedback based on the Early Career Framework - Take prompt, appropriate action if an ECT appears to be having difficulties, communicating with the Induction Tutor	- Attend training provided by the Early Career Framework programme the school is enrolled with / providing - Access and make use of the ECT Induction Guidance booklet
ECT	- Participate fully in the ECF/ECTP induction programme, including meeting with Mentor regularly to plan/discuss ECF/ECTP-related development activities - Meet half termly with Induction Tutor to discuss progress against the Teachers' Standards/review targets - Provide evidence of progress against the Teachers' Standards (this does not involve collating evidence bundles)	- Attend an ITTECF based training programme - Attend other relevant training / professional development where relevant to meet the school and individual needs



Headteacher Checklist

Pre-Appointment	Notes
The school has carried out pre-employment checks including checking that the ECT has QTS.	
The school has registered the ECT with CPTSH ECT Induction Service (the Appropriate Body).	
The post matches the ECT's experience and initial training (in relation to ages and subjects taught).	
The ECT has been given a job description which does not make unreasonable demands on them. For example, no acute or especially demanding discipline problems on a day-to-day basis; no additional non-teaching responsibilities unless appropriate preparation and support are given.	
The Headteacher is confident the school can provide the ECT with the necessary breadth of experience needed to complete induction successfully. ECTs in FE Institutions or 6th Form Colleges will need to have some teaching experience in mainstream school settings as appropriate during induction (Statutory Guidance ref 2.3).	
The governing body has been informed fully about the induction arrangements for ECTs in the school.	
The school's ECT induction policy sets out clear processes and procedures in line with statutory requirements.	
Induction Tutors and Mentors have been allocated and given adequate release time to fulfill their role.	
Induction Tutors have attended training (for new induction tutors) and/or an update briefing run by CPTSH ECT Induction Service.	
ECTs and Mentors have been enrolled on an Early Career Framework professional development programme.	
ECTs have been allocated 10% (in year 1) or 5% (in year 2) additional release time for professional development activities. This is in addition to PPA time.	
Key staff are familiar with the Teachers' Standards and the Early Career Framework.	
Induction Tutors and Mentors are fully aware of the need to inform the HT if they have concerns about an ECT.	
Areas for development identified from ITT have been discussed with the ECT and used to inform the objectives set in the first term of induction.	



On taking up post

Notes

ECTs familiarised with: School policies and procedures e.g.

- School Development plan
- Health and Safety – Safeguarding and child protection
- Staff handbook
- Behaviour policies
- Other (as in school induction policy).

The Teachers' Standards.

Entitlement to support, guidance and monitoring.

Assessment arrangements.

The school's procedures for raising concerns.

CPTSH ECT Induction Service 'named contact' (see page 7 of the guidance booklet)

An appropriate induction programme has been planned, to include:

Arrangements for the induction support programme.

Date of first observation of the ECT (usually within the first four weeks).

Regular access to a designated Induction Tutor and a Mentor.

Regular and ongoing monitoring and feedback, including a focused observation at least each half term.

Fair and rigorous assessment of all ECTs is planned against the Teachers' Standards.

Focused observation of experienced teachers.

Regular professional reviews of progress, action planning and setting developmental targets.

Arrangements for Early Career Framework-based professional development and training and additional support where it is needed.

Arrangements for assessment and reporting to the ECT Induction Service.

Time with relevant members of staff including the SENCo, subject/pastoral leads as appropriate.

External training events or support networks



ECT Checklist

Key Questions	Date	Notes
Has an Appropriate Body been notified that you have started your induction?		
Are you receiving a reduced timetable?		
Have you been assigned an Induction Tutor?		
Have you been assigned a Mentor?		
Have you discussed your areas for development identified at the end of your initial teacher training with, and made it available to, your Induction Tutor?		
Have you familiarised yourself with the Teachers' Standards?		
Do you have the details for the 'ECT Named Contact'? Please see page 7 of the induction guidance booklet.		
Have you and your Induction Tutor planned an individualised and structured induction support programme?		
Have half termly meetings with your Induction Tutor been set up?		
Has your Induction Tutor set up a programme of assessment, observations and feedback / progress reviews?		
Have regular meetings with your Mentor been set up?		
If you are undertaking your induction part-time, have you established how long your induction support programme will be?		
Induction Tutors and Mentors are fully aware of the need to inform the HT if they have concerns about an ECT.		
Areas for development identified from ITT have been discussed with the ECT and used to inform the objectives set in the first term of induction.		

Questions to ask	Response	Action needed



Quality Assurance checklist of school's provision for ECT induction

Statement	Y/N	Comments
The school/college has a policy for ECT induction.		
The school/college has written confirmation (i.e. certificate from TRA of the ECT's QTS date).		
The ECT has been provided with a job description.		
The ECT has a designated Induction Tutor.		
The ECT has a designated Mentor 10% release time in year 1 and 5% release time in year 2 has been arranged for the ECT to undertake induction-related activity (in addition to PPA time).		
Induction roles and responsibilities have been discussed and made clear.		
The ECT is aware of the induction arrangements and mechanisms through which professional concerns can be raised in the school/college and with the AB.		
The school/college knows how to raise any concerns with the AB.		
Any evaluations from the ECT's Initial Teacher Training course have been used to inform discussion about the ECT's professional development priorities.		
The ECT's induction programme has been formalised and includes clear objectives, review dates, support and professional development opportunities linked to the ECF.		
The ECT's teaching has been/will be formally observed, discussed and formative feedback provided within the 1st 4 weeks and at least every half-term thereafter (pro-rata for part-time ECTs).		
The ECT has/will have opportunities to observe other teachers.		
Time has been identified for regular (at least half-termly) formal review meetings between the Induction Tutor and the ECT.		
Arrangements and timescales for submitting progress reviews and formal assessment reports to the Appropriate Body via the ECT Manager website are understood.		
Use is being made of the CPTSH Induction Guidance.		
The school/college has ways of ensuring consistent and equitable induction provision for each ECT.		
Means of recording review meetings, observations and other induction activities are in place.		
Notes from meetings and lesson observations are jointly signed, dated and copied to the ECT. Overall,		
the school/college is providing a suitable induction programme which reflects the DfE Statutory Guidance.		



Key Dates

Year 1 Entitlements:

- Weekly mentor meetings
- 6 formal whole lesson observations
- 3 KIT surveys
- 2 Professional Progress Reviews
- 1 End of year assessment

Year 2 Entitlements:

- Fortnightly mentor meetings
- 6 formal whole lesson observations
- 3 KIT surveys
- 2 Professional Progress Reviews
- 1 Final assessment

Wk. beg.	Dates and Deadlines	Process	Actions	Participants
15/06/26	By Wednesday 30/09/2026 to ensure ECTs are registered for September Start	Registration	• Ensure SLA is completed, including all ECTs. • Register all new ECTs on ECT manager. • Check DfE details are correct for all ECTs and mentors. • Check ECTP registration and that all ECTs have appropriate logins or details.	Head/Induction Tutor/AB
14/09/26	By Friday 23/10/2026 (Within 1 st half term)	School monitoring	Lesson Observation 1 – All ECT1 (within first 4 weeks) Lesson Observation 7 – All ECT2	ECT 1/Mentor/Induction Tutor ECT 2/Mentor/Induction Tutor
12/10/26	By Friday 23/10/2026	AB monitoring	KIT Form 1	ECT 1/ECT2/Induction Tutor/Head/AB
Half Term 26/10/2026 – 30/10/2026				
09/11/26	By Friday 27/11/2026 (Within 2 nd half term)	School monitoring	Lesson Observation 2 – All ECT1 Lesson Observation 8 – All ECT2	ECT 1/Mentor/Induction Tutor ECT 2/Mentor/Induction Tutor
23/11/26	Due Date: Friday 27/11/2026 End Date: Friday 11/12/2026	School monitoring	Professional Progress Review 1 and 4 On ECT manager	ECT1/ECT2/Mentor/Induction Tutor/Head/AB
08/12/26	By Friday 29/01/2027 to ensure ECTs are registered for January Start	Registration	• Ensure Addendum is completed. • Register all new ECTs on ECT manager. • Check DfE details are correct for all ECTs and mentors. • Check ECTP registration and that all ECTs have appropriate logins or details.	Head/Induction Tutor/AB
Christmas Holidays 21/12/2026 – 04/01/2027				
11/01/27	By Friday 12/02/2027 (Within 1 st half term)	School monitoring	Lesson Observation 3 – All ECT1 Lesson Observation 9 – All ECT2	ECT 1/Mentor/Induction Tutor ECT 2/Mentor/Induction Tutor
01/02/27	By Friday 12/02/2027	AB monitoring	KIT Form 2	ECT 1/ECT2/Induction Tutor/Head/AB
Half Term 15/02/2027 – 19/02/2027				
22/02/27	By Friday 05/03/2027 (Within 2 nd half term)	School monitoring	Lesson Observation 4 – All ECT1 Lesson Observation 10 – All ECT2	ECT 1/Mentor/Induction Tutor ECT 2/Mentor/Induction Tutor
01/03/27	Due Date: Friday 05/03/2027 End Date: Friday 19/03/2027	School monitoring	Professional Progress Review 2 and 5 On ECT Manager	ECT1/ECT2/Mentor/Induction Tutor/Head/AB
15/03/27	By Friday 30/04/2027 to ensure ECTs are registered for April Start	Registration	• Ensure Addendum is completed. • Register all new ECTs on ECT manager. • Check DfE details are correct for all ECTs and mentors. • Check ECTP registration and that all ECTs have appropriate logins or details.	Head/Induction Tutor/AB
Easter Holidays 26/03/2027 – 09/04/2027				
19/04/27	By Friday 28/05/2027 (Within 1 st half term)	School monitoring	Lesson Observation 5 – All ECT1 Lesson Observation 11 – All ECT2	ECT 1/Mentor/Induction Tutor ECT 2/Mentor/Induction Tutor
17/05/27	By Friday 28/05/2027	AB monitoring	KIT Form 3	ECT 1/ECT2/Induction Tutor/Head/AB
Half Term 31/05/2027 – 04/06/2027				
14/06/27	By Friday 25/06/2027 (Within 2 nd half term)	School monitoring	Lesson Observation 6 – All ECT1 Lesson Observation 12 – All ECT2	ECT 1/Mentor/Induction Tutor ECT 2/Mentor/Induction Tutor
22/06/27	Due Date: Friday 25/06/2027 End Date: Friday 09/07/2027	School monitoring	Assessment Year One and Final On ECT Manager	ECT1/ECT2/Mentor/Induction Tutor/Head/AB
28/06/27	By Thursday 30/09/2027 to ensure ECTs are registered for September Start	Registration	• Ensure SLA is completed, including all ECTs. • Register all new ECTs on ECT manager. • Check DfE details are correct for all ECTs and mentors. • Check ECTP registration and that all ECTs have appropriate logins or details.	Head/Induction Tutor/AB
Summer Holidays from 16/07/2027				

Please note that this is for the majority – full time September starters. There will be some ECTs that this does not fit for – please refer to ECT manager to confirm report dates for your ECTs not on the same route.



Continuing Professional Development during induction

From September 2021, schools are expected to deliver an induction period that is underpinned by an ITTECF programme of professional development for ECTs and mentors.

The reforms entitle all early career teachers to a fully-funded programme of structured support and training linked to the best available research evidence.

The Early Career Framework programme will build upon the initial teacher training year and help support ECTs developing practice in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

ECTs should receive a structured programme of professional development which will include attending training sessions with other ECTs, webinars, self-study/reading and follow-up activities to complete in school with the support of the mentor.

ECTs are expected to use their additional release time to complete professional development activities related to the Early Career Framework programme they are enrolled on and to meet with their Mentor and Induction Tutor. The Induction Tutor and Mentor should help the ECT to make good use of their release time and ensure that activities are focused on the ECT's objectives as well as the Early Career Framework programme. The list below provides some examples of how the release time might be used.

- Attending training/courses/webinars
- Self-study activities (e.g. related to the Early Career Framework programme)
- Personal enquiry, research and reading
- Lesson observations of experienced teachers in own school or other schools
- Meeting with Mentor or Induction Tutor
- Coaching provided by mentor, lead practitioners or other relevant colleagues
- Planning/assessing collaboratively
- Shadowing other members of staff or meetings with outside agencies
- Self-reflection
- Visiting other schools





Monitoring the classroom practice of ECTs

Monitoring the early career teacher (ECT) at work should include all the usual methods including formal and informal observations, drop-ins, book scrutiny, data analysis, planning scrutiny etc.

It is a central part of induction, and an essential ingredient in the development of an individualised programme.

Monitoring can:

- provide a rich source of information about an ECT's teaching, their progress, and the progress of their pupils
- stimulate discussion between ECTs and other members of staff, with a clear focus on teaching and learning
- help to identify areas for further professional learning and development, and
- help ECTs, in the early stages of their induction, to gain a sense of whether their expectations of pupils are sufficiently challenging.

Lesson observations cannot provide all the evidence required to demonstrate an ECT is meeting the Teachers' Standards but they are a useful opportunity for formative feedback and reflective discussions regarding the ECT's progress and development priorities.

As the induction period progresses, ECTs can be supported in taking more of a lead in professional dialogue focused on classroom practice

Timing and frequency

The statutory guidance indicates that the ECT's Induction Tutor, or another colleague, should observe the ECTs regularly. We advise that this includes an observation during the first four weeks in post and at least once a half term from then on. It is important that notes are made that can be used to inform follow-up discussions and analysis with the ECT.

Best practice would include conducting data analysis, planning and book scrutinies alongside the observation. The outcomes of these discussions will in turn feed into the professional review meetings that follow a similar cycle. Although the Induction Tutor is likely to undertake much of the monitoring, the ECT's need for support or development may also prompt observation by other colleagues from within or outside the school.

For example:

- the ECT's mentor (as part of activities included in the ITTECF programme the school is following)
- teachers with particular specialisms or relevant responsibilities, such as SENCO/ inclusion manager, head of department, literacy coordinator, SLEs
- members of the school's senior management team
- LA advisers or
- initial teacher training tutors.

It will help if the Induction Tutor coordinates such observations to make sure that the overall pattern of observations, work scrutinies and the resulting evidence is relevant and coherent, and to make sure that the ECT is comfortable with the timing and frequency of observations and monitoring.

Where there are concerns about an ECT's classroom practice, the Headteacher/Principal must observe the teaching of the ECT in addition to the monitoring that has taken place as part of the induction process.

Where the Induction Tutor is the Headteacher/Principal, a third party (who holds QTS) should observe the ECT and review the evidence



Preparation

ECTs should be involved and informed about the timing and purpose of the observations, work scrutinies and any other meetings and have the opportunity to discuss the outcomes.

Observations should focus on particular aspects of the ECT's teaching and the impact on learning. The focus should be agreed in advance between the ECT and the observer. The choice of focus for the observations should be informed by the ECT's personal objectives. Observations should be supportive and developmental and may be linked to the Initial Teacher Training and Early Career Framework training programme the ECT is undertaking.

The ECT and observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Following observations and associated professional dialogue, a brief written record should be made relating to progress against the ECT's objectives. The ECT and Induction Tutor may decide to revise the objectives and action plan if necessary.

Please use Form B to record notes following a lesson observation. Blank form B proformas are available in the Induction Tutor Resources on the CPTSH website and the CPTSH online ECT administration system:

cambridgeshireandpeterborough.ectmanager.com

ECTs observing experienced teachers

Observing colleagues teaching can be very effective in helping ECTs to gauge appropriate expectations of pupils and to extend their teaching strategies. Such observation is particularly effective when:

- the staff team are aware of the benefits and purposes
- a focus has been agreed that is linked to the ECT's objectives or focus for professional development
- ECTs get the opportunity to observe teaching as part of an 'early start' or pre-induction programme
- observations include the opportunity to observe others teaching the ECT's pupils
- criteria have been identified for gathering information, and
- provision has been made for post-observation discussion.



Guidance for the completion of ECT progress review forms and formal assessment forms

Professional progress reports in terms 1,2,4 and 5

The Induction Tutor is expected to conduct a progress review meeting with the ECT at the end of term 1,2,4 and 5. The meeting should review the ECT's progress against the Teachers' Standards and is informed by a range of existing evidence. ECTs are expected to engage with the process and provide copies of evidence as agreed with the Induction Tutor. ECTs are not required to compile evidence bundles or folders.

The form should be submitted to the Appropriate Body (online via the ECT Manager website), clearly stating whether the ECT is on track to successfully complete induction, including rating against each Teacher Standard and stating the agreed development targets for the term.

Where the Induction Tutor believes that an ECT is not making satisfactory progress, they should clearly indicate this on the form and put together an action plan (e.g. form H) to assist the ECT to get back on track. A copy of the action plan should be provided to the Appropriate Body

Formal assessment reports in term 3 (end of year 1) and term 6 (end of year 2)

ECTs should have formal assessments carried out by either the Headteacher/Principal or the Induction Tutor. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. ECTs receive a formal assessment report in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

Evidence for assessment reports must be drawn from the ECT's work as a teacher during their induction.

Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the Initial teacher Training and Early Career Framework. The formal assessment form records the school's overall recommendation regarding whether the ECT has performed satisfactorily against the Teachers' Standards during that year of induction.

Formal assessment forms are submitted online via the ECT Manager website before the end of each year of induction. Induction Tutors will be required to write a short summary against each of the Teachers'

Standards in the formal assessment form. The summary for each Teachers' Standard should include:

- Strengths i.e. the ECT's achievements or progress against specific standards.
- Evidence. This can either be quoted within the strengths above (eg 'A lesson observation of a Year 3 class demonstrated the following differentiation strategies') or provided as a list of sources at the end of a section (eg lesson plans, lesson observations, pupil reports, feedback meeting etc.). The Induction tutor will also need to complete a section on the ECT's areas for development, outlining targets for the next year and any support that will be provided to help them meet the targets.
- Areas for Development: i.e. standards which are still to be met/only partially met/need more evidence. These should be selective and prioritised according to the individual ECT's capability and school context. □ Targets: These should relate to the ECT's areas for development. They should be specific, achievable, be related to the standards, and set an agenda for the next period of induction/year.
- Support: Targets should indicate how the ECT will be supported/have opportunities to achieve the target.



Key principles for formal assessment reports

Comment on progression

How has the ECT made progress in this period of induction? How have they developed and changed over time (both thinking and practice)? How have they responded to targets?

Reflect the ECT's unique journey through induction

The report shouldn't read as a generic assessment of any ECT. It should be clear that the assessment reflects the unique journey your ECT is making. Use their name and comment on specific examples of practice

Be subject/key-stage specific

It should be clear what subject or key-stage the ECT is teaching. Again, specific examples will help with this.

Reflect progress against the Teachers' Standards

The report should reflect the ECT's progress against the Teachers' Standards but you don't have to reproduce the wording exactly. It is likely that there will be many connections and overlaps between the standards because teaching is very complex

Progress reviews and formal assessment form dates for part-time ECTs

Where an ECT is employed on a part-time basis the progress review forms will still be completed and submitted on a termly basis. The Year 1 and Year 2 formal assessment reports however, will be submitted on a pro-rata basis so that they are completed once the ECT has completed the equivalent of one year and two years of induction.

Interim assessments

If an ECT moves school midway through induction, the school should notify the Appropriate Body in advance so that an interim assessment form can be set up for the school to complete. This will record progress made against the Teachers' Standards up to the point at which the ECT left the school. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post.

ECT engagement with progress reviews and formal assessments

There is no need for the ECT to create anything new for the progress reviews/formal assessment meetings, they should draw from their work as a teacher and from their induction programme. However, it is advisable for the ECT to reflect regularly on their progress against the Teachers' Standards, keep a log of progress (eg, form E/G) and to collate any relevant evidence somewhere they can access easily. The ECT will then be able to share this information with the Induction Tutor when partaking in a progress review/formal assessment meeting. It also shows that the ECT is taking some responsibility for their own professional development. ECTs will need to add their own comments to the progress review and formal assessment forms, therefore it is good practice to complete the forms in advance of the submission date so that the ECT has time to read and reflect on the content before adding their own comments.



What to do when an ECT does not make satisfactory progress

Each school, which employs an ECT, has an obligation “to provide a suitable monitoring and support programme personalised to meet their professional development needs to prepare the ECT to meet the requirements for the satisfactory completion of the induction period”.

However there are occasions when an ECT will not make the progress expected. It is important that any possibility of failure to meet the Teachers’ Standards is recognised and acted upon at the earliest opportunity. Action should not be left to the progress review or formal assessment meetings which occur at the end of each term.

The school should take the following action:

- inform, **without delay**, the Appropriate Body (AB Lead) of any concerns that the Headteacher or Induction Tutor have about the ECT’s performance;
- inform the ECT of where they need to improve their practice and ensure they are given every opportunity to meet the relevant standards;
- ensure that the school is not expecting the ECT to work in a situation which makes unreasonable demands;
- ensure that the support and monitoring in place is of a sufficient and appropriate standard and put in place without delay; and
- ensure that an appropriately reduced timetable is being used to provide focused development and support.

If the first or subsequent progress review or formal assessment meetings the ECT is assessed as failing to make satisfactory progress, then the school must:

- ensure that the assessment is well-founded and accurate, and that sufficient support has been provided to help overcome weaknesses, through corroboration by the ECT Appropriate Body;
- indicate in the progress review or formal assessment report that the ECT is not on track to complete induction successfully;
- return the assessment form to the Appropriate Body within the statutory timescale i.e. ten working days from the progress review or formal assessment meeting (and no later than the end of term);
- inform the ECT in writing of the consequences of failing to complete the induction year satisfactorily (a model letter can be found in the resources section of the ECT Manager website);
- take advice from the school’s HR adviser;
- provide further focused support using external advice if necessary; and
- ensure that all procedures are completed as recommended by the DfE.

Should an ECT leave before the end of induction having made unsatisfactory progress, then all paper work must be retained by the school (and the Appropriate Body) for a minimum of 6 years. If by the end of the induction period the ECT is assessed as not meeting the Teachers’ Standards in the final assessment report then they may appeal against the decision. Details of these arrangements are given in the current DfE guidance.



Action in the event of unsatisfactory progress





Extending the induction period

It is expected that ECTs will successfully complete their induction period after the equivalent of six terms full-time teaching. It is rare for the induction period to be extended for anything other than a high level of absence or maternity leave (see below). However an extension may be agreed for other reasons in exceptional circumstances. **Please contact the AB Lead to discuss this before talking to the ECT about it.**

Absence from work for 30 school days or more per year of induction:

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave (see para 3.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution

Statutory maternity, paternity, adoption, carer's, shared parental, or parental bereavement leave:

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, carer's leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

long break in the induction period:

The induction period does not have to be continuous. There is no set time limit for starting or completing an induction period.

Extensions after induction has been completed

The Appropriate Body has the option, when making its decision at the end of the induction period (see paras 2.61–2.65), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- issues around the support during induction; or
- where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Extensions in a separate school

An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.



Appendix A:

ECT Model Policy

This model policy can be found on the CPTSH Website
<https://info.cptshn.co.uk/induction-tutor-resources>



Early Career Teacher Entitlement (ECTE) Policy

Adopted by:	School Name
Approving Body:	Governing Body
Appropriate Body	Cambridgeshire and Peterborough Teaching School Hub Appropriate Body Service
Date of Policy	September 2025
Review Date	Annually or when statutory guidance changes



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1. Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of an Early Career Teacher (ECT). This period represents the crucial bridge between initial teacher training and a sustained, successful career in the profession. Induction is designed to provide structured support, professional guidance, and protected time so that ECTs can embed the knowledge, practice, and behaviours required to meet the Teachers' Standards with increasing confidence and competence. As outlined in the DfE's *Induction for Early Career Teachers (England)* statutory guidance [Induction for early career teachers \(England\)](#).

Through a carefully planned programme, based on the Initial Teacher Training and Early Career Framework (ITTECF) [Initial Teacher Training and Early Career Framework](#), ECTs are entitled to high-quality mentoring, a reduced timetable, and regular opportunities for observation and feedback. This ensures that their development is nurtured in a supportive environment, while maintaining the highest expectations for pupil progress and safeguarding professional standards.

Our school has adopted the **Provider led / School led programme**. This will include ongoing monitoring and assessment of performance against the Teacher Standards [Teachers' standards: overview \(publishing.service.gov.uk\)](#).

2. Purpose

Our school's induction process is designed to make a significant contribution to both the professional and personal development of ECTs. The first two years of teaching are not only demanding but also of considerable significance in shaping an ECT's long-term success in the profession. We therefore place great importance on providing a structured and supportive induction programme that nurtures effective practice, builds confidence, and lays the foundations for sustained professional growth.

The purposes of induction are to:

- provide programmes that are tailored to the individual needs of each ECT.
- ensure high-quality coaching and guidance through the support of a trained Mentor.
- offer regular opportunities to observe, learn from, and reflect upon good practice.
- support ECTs in developing positive relationships across the school community and with wider stakeholders.
- promote understanding of the school's role in the local community;
- encourage critical reflection on both personal and observed teaching practice;
- recognise, celebrate, and share examples of good practice;
- identify and address areas for development in a constructive and supportive manner;
- develop a clear understanding of the breadth of a teacher's professional roles and responsibilities;



- establish a firm foundation for longer-term professional development;
- provide regular, constructive feedback on performance through both verbal and written channels led by the Induction Tutor;
- support ECTs to make secure progress towards meeting and sustaining the Teachers' Standards.

This policy reflects a whole-school approach to teacher induction, recognising that the quality and commitment of those who lead, support, and supervise the process are critical to its success. All staff will be kept informed of the school's induction policy and encouraged to contribute to its implementation. The school is also committed to ensuring that both Induction Tutors and Mentors receive appropriate training and ongoing development to fulfil their roles effectively.

3. Roles and Responsibilities

Successful induction relies on a shared commitment across the school community, with clearly defined responsibilities for those involved in supporting and assessing ECTs.

The Governing Body

The governing body has a strategic role in ensuring that the school meets its statutory obligations with regard to ECT induction, in line with the DfE's *Induction for Early Career Teachers (England)* statutory guidance. Governors must be satisfied that the school provides the necessary monitoring, support, and assessment arrangements to enable ECTs to succeed. Prior to the appointment of an ECT, careful consideration will be given to whether the school has the capacity to meet both statutory and developmental responsibilities.

The governing body will:

- be kept regularly informed about induction arrangements and the progress of ECTs;
- hold leaders accountable for ensuring that appropriate support, mentoring, and assessment are in place;
- monitor the school's adherence to statutory requirements and its commitment to developing ECTs within a supportive, professional environment.

The Headteacher

The headteacher has overall responsibility for the implementation of the induction programme, ensuring that the policy is enacted consistently and that ECTs receive the entitlement set out in statutory guidance. This includes securing the necessary resources, appointing an Induction Tutor and Mentor, and ensuring ECTs have a reduced timetable in accordance with the Early Career Teacher Entitlement (ECTE).



Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 10% release time in Year One and 5% in Year Two of induction);
- ensuring the ECT is accessing the ECTP either via a Provider led or School led programme
- recommending to the Appropriate Body (AB) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring progress reports are submitted on time to the AB in Terms 1, 2, 4, and 5 and assessment reports at the end of Terms 3 and 6).

While the Head teacher may or may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor. In addition to the statutory requirements the Head teacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

The Induction Tutor

The Induction Tutor has a central role in coordinating, monitoring, and assessing the ECT's progress. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. It is the role of the Induction Tutor to ensure all Mentors are adequately trained in order to fulfil their role to a high standard and to quality assure the work of Mentors. Their responsibilities also include:

- carrying out regular progress reviews and formal assessments;
- ensuring ECTs receive constructive feedback, both verbal and written;
- working closely with the Mentor to ensure that support and developmental needs are aligned;
- maintaining accurate records for quality assurance and reporting to the headteacher and Appropriate Body.

The Mentor

In addition to the Induction Tutor (who has the responsibility for the formal assessment of the ECTs) a Mentor is appointed to provide on-going support on a daily basis and to work alongside the ECT as they engage with the ECTP based on the ITTECF. The Mentor holds regular meetings with the ECT and contributes to the judgements about the ECTs performance against the Teachers' Standards helping to provide the Induction Tutor with evidence to support the progress made by the ECT. It is also the role of the Mentor to



support the ECTs engagement in the ECTP and ensure this learning impacts positively upon the ECTs progress towards meeting the Teacher Standards.

The Mentor provides the sustained, developmental support that underpins the induction process. Their responsibilities include:

- meeting regularly with the ECT to provide professional guidance and coaching;
- modelling and sharing examples of effective practice;
- supporting reflection and helping the ECT identify next steps for improvement;
- fostering the professional confidence and resilience needed to meet the Teachers' Standards consistently.

(The two roles of Induction Leader and Mentor may sometimes be undertaken by the same person in smaller schools)

Named Roles

(Note: In schools with a larger cohort of ECTs, an Induction Lead may be appointed to provide oversight, coordination, and support for the work of Induction Tutors.)

- The school's **Induction Lead** is: [redacted]
- The school's **Induction Tutor** is: [redacted]
- The **Governor with responsibility for ECTs** is: [redacted]

4. Entitlement

While ECTs are expected to be proactive in shaping their own professional growth, the school recognises its responsibility to provide a supportive, developmental induction programme that enables them to meet the Teachers' Standards and make a successful transition into the profession. The programme builds upon the skills, knowledge, and achievements gained during initial teacher training and Qualified Teacher Status (QTS) and provides a structured framework for ongoing professional development.

ECTs are entitled to:

- A structured induction programme that begins upon appointment, is underpinned by the ITTECF, that will be formally reviewed on a termly basis.
- Pre-induction contact, including structured visits prior to starting, to familiarise themselves with the school, discuss the ITTECF, identify areas for development, and agree how support will be provided.
- An Induction Tutor, who is suitably trained and prepared to coordinate the induction process, monitor progress, and provide developmental feedback.
- A Mentor, who meets regularly with the ECT to provide coaching, professional dialogue, and practical strategies to support classroom practice.



- Regular opportunities for professional dialogue with senior leaders, subject leaders, phase leaders, and other key colleagues.
- Opportunities to collaborate with peers, including other ECTs and recently inducted teachers, to share practice and develop confidence.
- Access to professional role models, including opportunities to observe experienced colleagues within the school and, where possible, in other schools.
- Protected time, including a timetable reduction of 10% in Year 1 and 5% in Year 2 (in addition to statutory Planning, Preparation and Assessment [PPA] time), specifically for participation in ECTP-based activities and professional development.
- Regular lesson observations, with timely verbal and written feedback that identifies strengths, areas for development, and next steps.
- Clear target setting and developmental support, aligned with the Teachers' Standards and reviewed regularly.
- Opportunities for further professional development, tailored to individual needs and linked to agreed induction targets.

This entitlement ensures that ECTs are supported, challenged, and developed within a professional environment that prioritises both their growth and the highest standards of teaching and learning for pupils.

5. Lesson Observation and Target Setting

Lesson observation and target setting are central to the developmental and assessment process for ECTs. They provide structured opportunities to celebrate strengths, identify areas for development, and ensure progress towards meeting the Teachers' Standards.

In line with the DfE's statutory guidance on induction, the following arrangements are in place:

- Formal lesson observations will take place at least once each half term, conducted by the Induction Tutor, Mentor, or another appropriately experienced colleague. Observations will focus on agreed areas of practice and be developmental in nature.
- Feedback will be provided promptly after each observation, both verbally and in writing, with clear reference to strengths, areas for improvement, and next steps.
- Weekly mentor meetings will provide regular opportunities to review progress against agreed short-term targets and to adapt support where necessary.
- Formal review meetings will be held at the end of each term, where progress against the Teachers' Standards will be discussed and recorded. These meetings will normally involve the ECT, the Mentor, and the Induction Tutor; the headteacher may also attend.
- Written progress reviews and formal assessment reports will be completed at the end of each term (progress reviews) and at the end of years one and two (formal assessments). These reports will be shared with the ECT, who will be invited to add their comments before submission to the Appropriate Body.



Through this cycle of observation, feedback, and review, ECTs are supported to refine their practice, take ownership of their professional development, and make secure progress towards sustained competence in the Teachers' Standards.

6. Assessment and Quality Assurance

The assessment of ECTs will be both rigorous and fair, ensuring that judgements are based on clear evidence and consistent application of statutory guidance. The purpose of assessment is to provide an accurate picture of progress towards the Teachers' Standards while supporting the ECT to become a reflective and effective practitioner.

Principles of Assessment

- The criteria for assessment will be transparent and shared with the ECT in advance.
- A combination of formative assessment (e.g. lesson observation, pupil progress, book scrutiny, and target setting) and summative assessment (termly progress reviews and formal assessment reports) may be used.
- Assessment will be informed by the professional judgements of all those who contribute to the ECT's development, ensuring a balanced and reliable overall view.
- ECTs will be encouraged and supported to develop expertise in self-evaluation, using reflection as a key tool for improvement.
- The Induction Tutor will ensure that assessment procedures are applied consistently and in line with statutory expectations.

Assessment Records and Reporting

- ECTs will receive copies of all records, including written feedback from observations.
- Progress reviews will take place at the end of each term where a formal assessment is not scheduled.
- Formal assessments will be carried out at the end of the first year (term 3) and the end of the second year (term 6). Each report will detail:
 - strengths and areas of success (linked to the Teachers' Standards);
 - areas requiring further development (linked to the Teachers' Standards);
 - evidence used to inform judgements;
 - agreed targets for the next stage of induction.
- The ECT will have the opportunity to add comments to each report before it is submitted to the Appropriate Body.

Engagement with the Early Career Training Programme

The ECTP underpins the professional development entitlement of all ECTs. Participation in the ECTP programme will be reviewed each term to ensure entitlement is being met and that development is taking place. However, in line with statutory guidance, the ECTP is a framework for professional learning and support, not an assessment tool. Judgements about progress will continue to be made solely against the Teachers' Standards.



Quality Assurance

The school is committed to robust quality assurance. The Induction Tutor and headteacher will work with the Appropriate Body to ensure that assessment processes are transparent, consistent, and fair. Regular moderation and monitoring will take place, and feedback from the Appropriate Body will be used to strengthen induction provision across the school.

7. At Risk Procedures

When concerns arise about an Early Career Teacher's progress, they will be raised at the earliest opportunity rather than delayed until a formal assessment point. A clear and recorded diagnosis of the issues will be made with direct reference to the Teachers' Standards, and the ECT will be fully informed of the concerns alongside clear expectations that, with the right support, the identified weaknesses can be addressed. A structured Support Plan will then be put in place, setting out agreed and attainable targets, practical steps for improvement, and clear timelines for review. This plan will be reinforced by additional support such as opportunities to observe experienced colleagues, increased mentoring sessions focused on the areas of concern, and access to targeted CPD. Progress against the plan will be closely monitored through regular meetings and lesson observations, with evidence, feedback, and records shared with the ECT at each stage. If concerns continue, areas requiring improvement will be clarified and addressed through an updated Support Plan. The Appropriate Body will be notified immediately when an ECT is deemed at risk of not meeting the Teachers' Standards, and the headteacher and Induction Tutor will work with the Appropriate Body to review the support in place, undertake joint observations where necessary, and agree on further actions. Throughout this process, transparency will be maintained, and the ECT will be kept fully informed of concerns, expectations, and the support available to help them succeed.

8. ECT Concerns

If an ECT has concerns about their induction, mentoring, or the support they are receiving, these should first be raised within the school, usually with the Mentor, Induction Tutor, or headteacher. If concerns are not resolved at school level, the ECT has the right to escalate them directly to the named contact at the Appropriate Body: CentralHR@meridiantrust.co.uk. Further contact details are provided in the ECT Induction Handbook.

This policy is based on and follows the guidance and statutory requirements set out in the DfE's statutory guidance for induction and Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

[Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671112/induction_for_early_career_teachers_england.pdf)



Appendix B:

Frequently asked questions

Is there a deadline for completing my induction after I have gained Qualified Teacher Status (QTS)?

No. You can complete your induction at any time.

How long is induction?

Induction is the equivalent of 6 terms, which is around 390 working days.

How many terms will I have to complete if I work part time?

It will take a part-time ECT longer to complete proportionate with their contracted hours, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/ principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

Can I complete induction in multiple schools?

Yes. You can complete induction simultaneously in more than one school provided you work in both regularly and one school agrees to take responsibility for the assessment process. You can also complete your induction at multiple schools, one at a time if you complete a minimum of one term at each and your assessments are up to date

Am I eligible for PPA and induction release time?

As an ECT undertaking induction you must only have a 90% timetable, the remaining 10% being used for induction related activities. In addition you should also receive a further 10% of the 90% timetable as guaranteed PPA time.

Do I get official confirmation when I complete my ECT induction?

Yes. The Headteacher and the ECT will receive email confirmation and a letter from CPTSH Appropriate Body. You will then be able to download your induction certificate from the TRA self-service website.

What can I do if I have any concerns about my induction programme and the support I am receiving in school?

In the first instance you should talk to your Induction Tutor about your concerns. If there continues to be a problem then you should discuss the position with your Head teacher who has overall responsibility for your induction.

If you still have concerns contact the AB Lead at CPTSH Appropriate Body:

Helen Thatcher



hthatcher@cptshn.co.uk



Supply teaching FAQs

Can an ECT do supply work before starting induction?

Yes, a qualified teacher, who has not completed an induction period, can undertake some short-term supply work in a relevant school but this is limited to five years from the date that QTS was awarded.

Can an ECT complete induction as a supply teacher?

Yes, as long as it is clear from the outset that it is a long-term supply placement of at least one term or more, induction is available in the school and all parties involved have agreed and been notified that induction is taking place prior to it beginning. Any period of employment as a teacher of at least one school term (in a three term year) can count as part of induction.

A supply teacher, on a contract of one term or more, should be treated in the same way as a permanent employee by the Head teacher for the purposes of induction, ie. they should receive a reduced timetable, Induction Tutor, Mentor and access to an Early Career Framework-based programme of support.

Please note, the post must also be suitable for an ECT (see section 2.17 Statutory guidance on induction for newly qualified teachers).

What happens after the five year time limit?

When the five year limit is reached, a teacher cannot undertake any further supply work (of any duration) unless it is a post in which the ECT is employed for a term or more and is able to undertake induction on a full or part-time basis.

Meeting the Teachers' Standards FAQs

Does performance management apply to ECTs?

Teachers undergoing induction are excluded from performance management. However, your records of assessment meetings will be crucial for helping to set your objectives for the year following induction.

What evidence do I need to demonstrate that I am meeting the standards required to pass my induction period?

You should receive and keep copies of lesson observation records and end of term progress review and assessment reports. You and your tutor should also agree and record outcomes of review meetings. You will also have your own lesson plans, materials you have developed for teaching, records of your observations of other teachers and records of any professional development attended. You can use forms A-H available from: **cambridgeshireandpeterborough.ectmanager.com** to help with record keeping.

What happens if I am not judged as 'on track to pass induction' in one or more of my termly progress review or formal assessment reports?

You should discuss how you can improve your performance and agree an action plan with your Induction Tutor and Head teacher. The school should notify the AB Lead at CPTSH Appropriate Body as soon as possible so they can provide advice and support as necessary.



What are the implications should I fail to meet the Teachers' Standards at the end of my induction period?

Should you fail to complete the induction period satisfactorily, you would still hold QTS status but you would no longer be eligible to be employed as a teacher in a maintained school.

Can an ECT who fails induction appeal against the decision?

An ECT can appeal and should notify the Appropriate Body of intention within 20 days, beginning with the date the ECT receives formal notice of the decision. Section four of the statutory guidance on induction for ECTs in England provides more information on the appeals process.

If I fail my induction, can I start again?

No. You have one chance to complete and pass induction. You do have the opportunity to appeal. You must notify your Appropriate Body, in writing, within 20 working days of the decision being made.

I have failed my induction, am I allowed to teach?

If you have failed induction and decided not to appeal the decision or you have appealed but the appeal is disallowed, your name will appear on the list of teachers who have failed satisfactorily to complete an induction period. You will not be able to teach in a maintained school. Although there is no legal requirement for teachers to complete induction in Independent schools, Free schools, academies and FE institutions, most do expect teachers to have passed induction.

Extensions, reductions and exemptions FAQs

Can an induction period be reduced?

In accordance with the statutory guidance document: 'Induction for newly qualified teachers (England)', Appropriate Bodies have discretion to reduce the length of the induction period to a minimum of one term (in recognition of significant teacher experience). The school should contact the Appropriate Body if you wish to enquire about a reduction.

Can an induction period be extended?

It is rare that an extension is agreed. This should be considered carefully and an application must be made by the school to the Appropriate Body.

Circumstances when this might happen include;

- Personal crises, illness, disability
- Issues around support during induction
- Lack of evidence required in order that the AB can make an informed decision

An extension is automatic when an ECT has been absent for a total of 30 days or more per year of induction (with the exception of statutory maternity, paternity, shared parental leave or parental bereavement leave).



Can I teach with QTLS?

A person with QTLS status and membership of the IfL (Institute for Learning) are automatically recognised as a qualified teacher in schools. A certificate from the IfL is necessary evidence. Schools can contact the IfL to check whether an individual holds QTLS status. QTLS holders, as is the case for QTS holders, are allowed to teach both curriculum and non-curriculum subjects in schools and across the breadth of school ages. It will be for schools to decide whether a teacher with QTLS is suited for a post and to teach a particular subject.

QTLS holders are exempt from serving statutory induction as they have already completed a period of teaching and professional formation, verified by the Institute for Learning, which bridges the gap between initial teacher training and employment as a practising teacher

Absence FAQs

Will my induction be extended if I have been absent?

The induction period is automatically extended prior to completion when an ECT's absences during the induction period total 30 days or more per year of induction. In these circumstances the induction period must be extended by the aggregate total of days absent, for example if the ECT is absent for a total of 35 days, the induction period is extended by 35 days. Please note that when the ECT works part-time, only absences that fall when the ECT is contracted to work should be counted.

What happens if I take statutory maternity, paternity, adoption, shared parental or parental bereavement leave during induction?

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, adoption, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted.

If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. **It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.**



Appendix C:

Teachers' Standards



Department
for Education

The Teachers' Standards can be found on the Gov.Uk website:
<https://www.gov.uk/government/publication/teachers-standards>

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Useful national contacts

Guidance on the Induction of Early Career Teachers

Copies of the statutory guidance on induction can be obtained from the Department for Education.



www.gov.uk/dfe

The Teacher Regulation Agency



teacher.induction@service.education.gov.uk



AB	Appropriate Body
CPD	Continuing Professional Development
CPTSH	Cambridgeshire and Peterborough Teaching School Hub
DfE	Department for Education
ECT	Early Career Teacher
ECTE	Early Career Teacher Entitlement
ECTP	Early Career Training Programme
ECF	Early Career Framework
FE	Further Education
fte	full time equivalent
HT	Headteacher
ITT	Initial Teacher Training
ITTECF	Initial Teacher Training and Early Career Framework
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
QTS	Qualified Teacher Status
QTLS	Qualified Teacher Learning and Skills Status
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SLE	Specialist Leader of Education
SLT	Senior Leadership Team
TRA	Teaching Regulation Agency



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