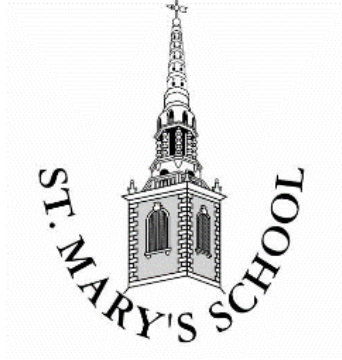




Early Career Teachers Induction Policy

Policy Agreed: 23rd September 2026

Review date: Autumn 2027

(Interim) Executive Head Teacher: Anthony David

Chair of Governors: Rebecca Shilling

We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.

Our calling

“I have come that they may have life, and have it to the full.” (John 10:10)

Becoming a teacher is one of the most demanding and most worthwhile things a person can do. At St Mary's we believe that those at the start of their teaching career deserve, and we are privileged to provide, an induction that is rigorous in its standards, generous in its support, and formational in its vision - forming not just competent practitioners but teachers whose work shines for the children in their care.

Status of this document

This policy sets out how St Mary's CofE Primary School discharges its statutory duties in respect of the induction of Early Career Teachers (ECTs). It is approved by the Governing Body and is published on the school website. It applies to every ECT serving statutory induction at the school during the academic year 2026-2027. It is read alongside the school's wider policies (Staff Code of Conduct, Safer Recruitment Policy, Child Protection and Safeguarding Policy, Acceptable Use Agreement, Equality Policy, Appraisal Policy).

1. Vision and Principles

St Mary's is a Church of England primary school. Our vision is rooted in the words of Jesus: “I have come that they may have life, and have it to the full” (John 10:10). Every child in our care is a unique, precious child of God - and every teacher in our care, particularly those just starting their career, is also a person whose flourishing matters to us.

“And let us consider how we may spur one another on toward love and good deeds.” (Hebrews 10:24)

Statutory induction is the bridge between initial teacher training and a career in the classroom. It is, by law, two years of structured development, support, and assessment. At St Mary's we believe induction is more than a regulatory process. It is the beginning of professional formation - the period in which a new teacher learns who they are as a teacher, how they will hold the trust placed in them by children and families, and how their work will contribute to the life of a school.

This policy sets out how we discharge our statutory duties to ECTs and what they can expect from us. The duties are set in regulation; the spirit in which we meet them is set by who we are.

1.1 Our six principles

1. Induction is a statutory entitlement, not a favour.

Every ECT at St Mary's receives the full statutory induction - the release time, the mentor, the induction tutor, the Early Career Teacher Entitlement programme, and access to the appropriate body. We do not abridge or compromise these arrangements.

2. Support and assessment are kept distinct.

Mentoring is for development; the induction tutor coordinates monitoring and assessment. We do not conflate the two roles. Where a single individual has to perform both, we put safeguards in place.

3. Wellbeing is part of professional development.

Teaching is demanding. We are honest about that. We hold ECTs to a high professional standard, and we look after them - their workload, their mental and physical health, their growing confidence.

4. Honest dialogue earlier rather than harder later.

Where progress is a concern, we say so promptly, in writing, and with a plan. We do not let small concerns grow silently. Honest, supportive feedback is a kindness, not a threat.

5. Vocation matters.

As a Church school, we recognise that for many teachers, the work is a calling. We honour that. We hold space for the meaning of the work, not just the technique of it.

6. The quality assurance is real.

Our induction is monitored by an appropriate body whose judgements we respect. We engage with their feedback and their oversight, and we take their challenge seriously.

2. Status, Scope and Related Documents

2.1 Status

This policy is approved by the Governing Body of St Mary's CofE Primary School. It applies to the academic year 2026-2027 and is reviewed annually, or sooner if statutory guidance changes. It is published on the school website and is available in hard copy on request. It is provided to every ECT, induction tutor, mentor, and to the appropriate body, on appointment of an ECT or commencement of a role.

2.2 Who this policy applies to

- Every Early Career Teacher employed at St Mary's and serving statutory induction at the school
- Every Induction Tutor (the role responsible for monitoring and coordination of assessment)
- Every ECT Mentor (the role responsible for regular development support)
- The Headteacher, who has overall statutory responsibility for ECT induction at the school
- The Senior Leadership Team and any colleague engaged in the support of ECTs
- The Governing Body, which approves this policy and oversees its implementation

2.3 Where this policy does not apply

- Teachers who have completed statutory induction (covered by the Appraisal Policy and the school's wider professional development arrangements)
- Trainee teachers on placement at the school (covered by the school's arrangements with their ITT provider - see the Safer Recruitment Policy and Staff Code of Conduct)
- Teachers from overseas working in the UK who do not require statutory induction
- Other professional development arrangements for teachers and support staff (covered by the school's CPD provision)

2.4 Related documents

- Staff Code of Conduct
- Safer Recruitment in Education Policy
- Child Protection and Safeguarding Policy
- Appraisal Policy
- Capability Procedure
- Pay Policy
- Disciplinary, Grievance and Whistleblowing Procedures
- Acceptable Use Agreement (Agreement A - General Staff)
- Teaching and Learning Policy
- Behaviour Policy
- SEND Policy
- Equality Policy
- Mental Health and Wellbeing Policy
- Data Protection Policy and Privacy Notices
- DfE: Induction for early career teachers (England) - statutory guidance (current version)
- DfE: Appropriate bodies guidance: induction and the early career framework (current version)
- DfE: Initial Teacher Training and Early Career Framework (ITTECF)
- Teachers' Standards 2012 (statutory)
- Appropriate body materials and reporting templates

3. Legal and Regulatory Framework

3.1 Principal legislation

- Education Act 2002, sections 135A, 135B and 141C(1)(b)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended)
- Statutory induction is a legal requirement for any teacher with Qualified Teacher Status (QTS) wishing to teach in a maintained school in England. Successful completion is a one-time process; a teacher who fails statutory induction cannot lawfully teach in a maintained school in any subsequent post

3.2 Statutory guidance

- DfE: Induction for early career teachers (England) - the principal statutory guidance, to which the Headteacher and Governing Body must have regard
- DfE: Appropriate bodies guidance: induction and the early career framework
- Initial Teacher Training and Early Career Framework (ITTECF) - the curriculum content underpinning the Early Career Teacher Entitlement (ECTE) training
- Teachers' Standards 2012 - the standards against which the ECT's performance is assessed
- School Teachers' Pay and Conditions Document (STPCD) - the pay framework, including pay progression after year 1 of induction
- Equality Act 2010 - the duty not to discriminate, including in respect of induction arrangements
- Keeping Children Safe in Education 2026 - statutory duties applicable to all staff including ECTs
- Education and Inspections Act 2006
- Safer Recruitment Consortium: Guidance for Safer Working Practice
- LDBS guidance for Voluntary Aided Church of England schools

3.3 Terminology

The DfE has, since September 2025, gradually moved from 'Early Career Framework' (ECF) to 'Early Career Teacher Entitlement' (ECTE) terminology. The underpinning curriculum is now described as the Initial Teacher Training and Early Career Framework (ITTECF). The term 'induction' remains in widespread use and is used in this policy alongside the newer terminology. Where this policy refers to ECTE, ECF, or induction, it should be read as referring to the same statutory process.

4. Definitions

Term	Definition
ECT	Early Career Teacher - a teacher with QTS in their first or second year of statutory induction. Replaces the older terminology 'NQT'.
Statutory induction	The legally required period of structured development, support and assessment that follows the award of QTS. For full-time ECTs this is two years (six terms).
Induction Tutor	The person designated by the Headteacher to provide regular monitoring and support and to coordinate assessment. The Induction Tutor must hold QTS, be a separate role from the mentor (other than in exceptional circumstances), and have the skills, knowledge and experience to undertake the role.
Mentor	The person designated by the Headteacher to provide regular development-focused support to the ECT. The Mentor must

	hold QTS, be expected to attend mentor training, and (where possible) have phase / specialism alignment with the ECT.
Appropriate Body (AB)	The organisation with the main quality assurance role within statutory induction. Typically a Teaching School Hub, a local authority, or another organisation determined by the Secretary of State. The AB approves the school's induction arrangements, receives progress reports, and makes the formal recommendation to the Teaching Regulation Agency.
Teachers' Standards	The Teachers' Standards 2012 - the statutory standards against which an ECT's performance is assessed at the end of induction.
ECTE	Early Career Teacher Entitlement - the structured, ITTECF-based programme of professional development that every ECT is entitled to receive. Replaces the term 'ECF programme' in DfE materials from September 2025 onwards.
ITTECF	Initial Teacher Training and Early Career Framework - the unified curriculum content that underpins both ITT and ECTE.
Progress review	A review of the ECT's progress against the Teachers' Standards in any term where a formal assessment is not made. Reported to the Appropriate Body.
Formal assessment	An assessment of the ECT's progress against the Teachers' Standards at the end of year 1 (interim) and at the end of year 2 (final). Reported to the Appropriate Body, which makes the recommendation to the Teaching Regulation Agency.

5. The Induction Period

5.1 Length and structure

Full-time statutory induction is two years (six terms) from the ECT's start date. The two years comprise:

- Year 1: three terms, with progress reviews at the end of terms 1 and 2, and a formal interim assessment at the end of term 3
- Year 2: three terms, with progress reviews at the end of terms 4 and 5, and a final formal assessment at the end of term 6
- Total: four progress reviews and two formal assessments across the two years

5.2 Part-time ECTs

For ECTs employed on a part-time contract, the length of statutory induction is extended pro rata to the equivalent of two full-time school years. Part-time ECTs receive the full ECTE

programme and the same release time entitlement. The school works with the Appropriate Body to determine the precise schedule and assessment points for any part-time ECT.

5.3 Suitability of the post

By statute, a post is suitable for induction only where it provides the ECT with the tasks, experience and support to enable them to meet the Teachers' Standards. At St Mary's this means:

- Regular classroom teaching responsibility for a class or classes
- Teaching across the breadth of the National Curriculum and the school's wider provision in line with their training
- Time-tabled access to mentoring and ECTE training
- Reasonable workload - the ECT is not given disproportionate or excessively challenging responsibilities, given their stage in career
- Appropriate induction within the school (safeguarding, school systems, school routines)
- A working environment in which honest, developmental dialogue is the norm

The Headteacher confirms suitability of the post at the start of induction in writing to the ECT and the Appropriate Body.

5.4 Short-term supply

Short-term supply placements of less than one term cannot count towards statutory induction. ECTs in such posts may continue to develop their practice, but the placement does not contribute to their induction record.

5.5 Reduction provisions

DfE guidance (effective summer 2026 onwards) permits the Appropriate Body, with the agreement of the Headteacher and the explicit agreement of the ECT, to consider reduction of the standard two-year induction in exceptional circumstances where the ECT has clearly demonstrated meeting the Teachers' Standards earlier than the standard timeframe. At St Mary's:

- Reductions are not the default; the standard two-year induction is the norm
- A reduction would be considered only where the ECT, the Induction Tutor, and the Appropriate Body all consider that the standards are clearly met and the additional time is not necessary for development
- The ECT's explicit, written agreement is a prerequisite - reductions are never imposed
- The Appropriate Body's judgement is the determinant

5.6 Extensions

Where progress is a concern at the formal interim or final assessment point, the Appropriate Body may extend the induction period - typically by one or two terms. Extensions are governed by the statutory guidance and follow the support arrangements set out in Section 12 of this policy.

6. Release Time

Statutory release time

ECTs are entitled, under statutory guidance, to release time in addition to the standard PPA entitlement that all teachers receive. Year 1 ECTs receive 10% release time; Year 2 ECTs receive 5%. This release time is for ECTE training, mentoring sessions, observations, and induction-related activity - not for additional planning or marking.

At St Mary's:

- ECTs receive their release time as additional, distinct, timetabled time - separate from PPA
- Release time is timetabled at the start of each term and protected from being co-opted for cover or other duties
- Mentor sessions and ECTE training are scheduled within school hours where possible (DfE expectation), recognising that the school is funded for this purpose
- Mentor sessions are weekly in year 1 and at least fortnightly in year 2
- ECTE training time and release time are recorded in the ECT's induction record
- Where exceptional circumstances mean release time is not delivered as planned, this is recorded and made up at the earliest opportunity

7. Roles and Responsibilities

7.1 The Headteacher

The Headteacher has overall statutory responsibility for ECT induction at the school. The Headteacher will:

- Ensure that statutory induction arrangements are in place and meet all statutory requirements
- Designate an Induction Tutor and a Mentor for each ECT
- Ensure that ECTs are registered with the Appropriate Body before induction begins
- Confirm in writing that the ECT's post is suitable for induction
- Ensure release time is provided as required
- Maintain regular oversight of each ECT's progress
- Sign off all progress reviews and formal assessments before they go to the Appropriate Body
- Take action where progress is a concern - in line with this policy and the support arrangements set out below
- Make the recommendation to the Appropriate Body at the end of induction as to whether the ECT has met the Teachers' Standards
- Ensure that ECTs have a full induction in school routines, safeguarding, behaviour, the curriculum, and the Christian ethos of the school
- Ensure mentors are given adequate time and training to discharge their role
- Ensure that the Governing Body receives an annual report on ECT induction

7.2 The Induction Tutor

The Induction Tutor is the person responsible for the monitoring and coordination of assessment for the ECT. At St Mary's the Induction Tutor is normally a member of the Senior Leadership Team. The Induction Tutor will:

- Hold QTS and have the skills, knowledge and experience to undertake the role
- Coordinate the ECT's induction programme, including the ECTE training
- Monitor progress against the Teachers' Standards
- Carry out regular observations of the ECT's teaching with written feedback (typically at least once per half term in year 1, and once per term in year 2)
- Arrange opportunities for the ECT to observe excellent teaching by other colleagues
- Lead the progress review and formal assessment process - including drafting reports for the Headteacher's sign-off and submission to the Appropriate Body
- Recognise where progress is a concern and trigger early action in line with Section 12 of this policy
- Liaise with the Mentor, ensuring that mentoring is development-focused and not blurred with assessment
- Liaise with the Appropriate Body and engage with their quality assurance
- Maintain induction records and the ECT's file

In exceptional circumstances, the Headteacher may act as Induction Tutor. Where this is necessary, the school puts in place safeguards (including additional input from the Appropriate Body) to ensure the support and assessment functions are not conflated.

7.3 The Mentor

The Mentor is the person responsible for the regular development support of the ECT. The Mentor is a separate role from the Induction Tutor (other than in exceptional circumstances). The Mentor will:

- Hold QTS and have the necessary skills, knowledge and experience
- Where possible, share phase or specialism with the ECT
- Meet with the ECT for at least one hour per week in year 1 and at least one hour per fortnight in year 2
- Provide developmental feedback, professional dialogue, and practical support
- Engage with mentor training (provided through the school's ECTE delivery arrangement)
- Build a relationship of trust in which the ECT can speak openly about challenge
- Refer concerns to the Induction Tutor where these go beyond development - e.g. if there is a safeguarding concern, a wellbeing concern, or a clear progress concern
- Not be involved in the formal assessment of the ECT (this is the Induction Tutor's role) so that the mentor relationship remains focused on development

7.4 The ECT

The ECT is responsible for engaging actively with their induction. The ECT will:

- Approach induction with professional commitment and openness to development
- Attend ECTE training, mentoring sessions, and meetings with the Induction Tutor
- Engage critically with feedback, reflection and professional dialogue

- Use release time for its intended purpose
- Be familiar with the Teachers' Standards and the expectations of induction
- Provide evidence of progress as required for progress reviews and formal assessments
- Discharge their teaching and wider professional responsibilities as a member of staff at the school
- Speak up early if challenges are emerging - including workload, wellbeing, or specific aspects of the role
- Meet the requirements of the Staff Code of Conduct, Acceptable Use Agreement, and other school policies
- Respond to support plans where these are put in place

7.5 The Appropriate Body

The Appropriate Body has the main quality assurance role for statutory induction. At St Mary's the Appropriate Body is LDBS Teaching School Hub. The Appropriate Body will:

- Approve the school's induction arrangements
- Confirm that the ECT's post is suitable for induction
- Receive progress reviews and formal assessment reports each term / at the relevant assessment point
- Provide quality assurance - including, where appropriate, visits, conversations with the ECT, and review of evidence
- Provide guidance and support to the school
- Make the recommendation to the Teaching Regulation Agency as to whether the ECT has satisfactorily completed induction
- Where serious concerns arise that fall outside the standards-based assessment framework (e.g. HR, capability, conduct), the Appropriate Body advises but does not directly intervene

7.6 The Governing Body

- Approves this policy and reviews it annually
- Receives an annual report from the Headteacher on ECT induction - number of ECTs, progress, outcomes (in aggregate), and any issues arising
- Provides strategic oversight, including challenge where appropriate
- Holds the Headteacher to account for the discharge of statutory duties
- Where an ECT's progress is a serious concern, may be involved in the appeals process if the ECT does not pass induction

8. The Early Career Teacher Entitlement (ECTE) Programme

8.1 Delivery route

DfE statutory guidance permits three delivery routes for ECTE training:

- A funded provider-led programme (a DfE-accredited provider designs and delivers training to the ECT and the Mentor)
- School-led using DfE-accredited materials (the school delivers training using freely available accredited materials)
- School-designed and -delivered programme based on the ITTECF

At St Mary's the school normally uses the funded provider-led route through [provider - e.g. Ambition Institute, UCL Early Career Teachers programme, Teach First Early Career programme, or via the Teaching School Hub's preferred provider]. This is reviewed annually.

The DfE recommends that schools do not change delivery method partway through an ECT's induction. Where a change is unavoidable, this happens at the end of an academic year wherever possible.

8.2 Content

The ECTE programme covers the full range of the ITTECF. Content includes:

- Behaviour management and classroom climate
- Pedagogy - including how pupils learn, modelling, scaffolding, questioning, and feedback
- Curriculum and subject knowledge
- Assessment - formative, summative, and using assessment to inform planning
- Adaptive teaching, SEND, and meeting the needs of all pupils
- Professional behaviours, including safeguarding, working with families, working with colleagues, and the school as a community

Mentor training is integrated with the ECTE programme - mentors receive training to support their ECT effectively, with materials and structured guidance from the provider.

8.3 Within-school provision

The ECTE programme is supplemented by within-school provision aligned to St Mary's priorities and ethos. This includes:

- Induction into the school's curriculum, schemes of work, and assessment systems
- Behaviour Policy and the school's approach to behaviour management
- Safeguarding and Child Protection (KCSIE 2026 Part 1, Annex A, full safeguarding training)
- SEND provision and inclusion practice at St Mary's
- The Christian ethos of the school - RE, collective worship, pastoral care, and the school's vision
- Working with families - communication, parents' evenings, EHCP processes, sensitive conversations
- School systems - Arbor MIS, CPOMS, ParentPay, school IT systems, the Acceptable Use Agreement
- Curriculum coordination meetings, phase team meetings, staff meetings
- Opportunities to observe excellent teaching across the school

9. Mentoring Arrangements

9.1 Selection and matching

- The Headteacher selects the Mentor with care, considering phase / specialism alignment, professional credibility, mentoring skill, and capacity
- Wherever possible, the Mentor is in the same phase or year group as the ECT
- The Mentor and ECT are introduced before induction begins, with an opportunity to discuss working arrangements

9.2 Mentoring sessions

- Year 1: at least one hour per week, scheduled and protected
- Year 2: at least one hour per fortnight, scheduled and protected
- Sessions are timetabled within school hours wherever possible
- Sessions are confidential to the ECT and Mentor, except where the Mentor must escalate a concern (safeguarding, wellbeing, or clear progress concern)
- A brief record of each session is kept; the focus, the agreed actions - to support continuity and the wider induction record

9.3 Mentor support and recognition

Being a Mentor is a substantial responsibility. The school supports its Mentors by:

- Providing protected time within their timetable for mentoring sessions and preparation
- Funding mentor training as part of the ECTE programme
- Recognising mentoring contribution in appraisal and pay progression conversations
- Providing a Mentor community or peer support arrangement where two or more Mentors are working concurrently
- Resourcing them - they have access to the ITTECF materials, the school's schemes of work, and time to engage with their own development as mentors

9.4 Distinction from line management and assessment

Mentoring is distinct from line management and from assessment. The Mentor is not the ECT's line manager and does not contribute formally to the assessment of progress against the Teachers' Standards. The Mentor may, however, share observations and feedback with the Induction Tutor as part of the wider picture, and is expected to escalate any specific concern. This distinction protects the developmental nature of the mentor relationship.

10. Induction Tutor Arrangements

10.1 The role in detail

The Induction Tutor leads the monitoring and assessment dimension of induction. The role typically requires around half a day per week per ECT (varying by stage in induction and by need) for the following work:

- Initial induction conversation with the ECT to set targets based on their ITT exit profile
- Half-termly progress meetings to discuss progress against the Teachers' Standards
- Half-termly observations in year 1; termly observations in year 2; with written feedback
- Drafting progress review reports for the Headteacher's sign-off and submission to the Appropriate Body
- Drafting formal interim and final assessment reports
- Maintaining the ECT's induction record
- Liaising with the Mentor
- Liaising with the Appropriate Body
- Where progress is a concern, designing and overseeing support plans

10.2 Induction Tutor capacity

The Induction Tutor is given protected time to undertake the role. Where the school has multiple ECTs, the Induction Tutor's capacity is reviewed and adjusted accordingly.

10.3 Induction Tutor development

The Induction Tutor engages with development opportunities to remain current - including any training provided by the Appropriate Body, briefings on changes to statutory guidance, and access to the ITTECF materials. The Induction Tutor's own appraisal recognises this responsibility.

11. Progress Reviews and Formal Assessments

11.1 The schedule

Term	Activity	Output to Appropriate Body
End of term 1	Progress review	Progress review report
End of term 2	Progress review	Progress review report
End of term 3 (year 1)	Formal interim assessment	Interim assessment report - progress against Teachers' Standards
End of term 4	Progress review	Progress review report
End of term 5	Progress review	Progress review report
End of term 6 (year 2)	Formal final assessment	Final assessment report and recommendation to TRA

11.2 Progress reviews

Progress reviews are evidence-informed reflections on the ECT's progress against the Teachers' Standards in the term concerned. They:

- Are not formal assessments and do not require a judgement on whether standards are met overall
- Identify strengths, areas for development, and any specific concerns
- Set targets for the following term
- Are based on observations, mentor input, ECT self-reflection, pupil progress, and other evidence
- Are discussed with the ECT before submission, and the ECT has the opportunity to add their own comments
- Are signed off by the Headteacher and submitted to the Appropriate Body
- Are shared in full with the ECT

11.3 Formal assessments

Formal assessments are made at the end of year 1 (interim) and at the end of year 2 (final). They:

- Are evidence-based assessments of progress against each of the Teachers' Standards
- State, at the final assessment, whether the ECT's performance against the Teachers' Standards is satisfactory
- Are drafted by the Induction Tutor based on the cumulative evidence of induction
- Include the ECT's own reflection and the opportunity for them to add comments
- Are reviewed and signed off by the Headteacher
- Are submitted to the Appropriate Body, which reviews them and (at the end of year 2) makes the recommendation to the TRA
- Are shared in full with the ECT

11.4 Evidence base

Assessments draw on a wide evidence base, not on bureaucracy generated for its own sake. Evidence at St Mary's typically includes:

- Lesson observations with written feedback (Induction Tutor; phase leader; subject lead; SLT)
- Mentor records and feedback (without conflating mentoring with assessment)
- Planning, marking and pupil work over time
- Pupil progress data
- Engagement with ECTE training and reflective practice
- Professional behaviours; punctuality, engagement with school life, working with colleagues and parents
- Engagement with safeguarding, behaviour management, SEND and inclusion
- The ECT's own self-reflection against the Teachers' Standards

The DfE statutory guidance is explicit that ECTs are not expected to create new evidence specifically to inform a progress review or assessment. The evidence base is the ordinary work of the ECT, gathered as a normal part of school life.

11.5 The Teachers' Standards

Assessment is against the Teachers' Standards 2012 - both Part One (teaching) and Part Two (personal and professional conduct). The expectation is that the ECT meets all the standards by the end of year 2, in a way that is reasonable given their stage in career. The judgement at the final assessment is whether the ECT's performance is satisfactory against the standards taken as a whole.

12. Where Progress is a Concern

12.1 Early action

The principle

Where progress is a concern, the school takes early, supportive, transparent action. Concerns are not allowed to grow silently. The ECT is told clearly what the concern is, what is expected, and what support is being provided. This is a kindness, not a threat - it gives the ECT every chance to demonstrate progress.

12.2 The process

1. The Induction Tutor identifies an emerging concern (typically through observation, mentor input, or progress review)
2. The Induction Tutor discusses the concern with the ECT in a supportive meeting
3. The concern is recorded in writing, with specific reference to the relevant Teachers' Standard(s)
4. A support plan is developed jointly with the ECT — setting out what is required, what support is provided, the timeframe, and the next review point
5. The Headteacher is informed, and the Appropriate Body is notified at the next progress review (or sooner if the concern is significant)
6. Support is provided - typically including additional observation, additional mentor time, targeted CPD, peer observation, coaching, or a temporary adjustment in the role where appropriate
7. Progress is reviewed at the agreed point; the support plan is updated, extended, or closed
8. Where significant concern remains at a formal assessment point, the Induction Tutor and Headteacher discuss the position with the Appropriate Body, including the option of an extension to induction

12.3 The role of the Appropriate Body

The Appropriate Body is engaged early where progress is a concern. The Appropriate Body:

- Reviews the school's evidence and the support plan
- May meet with the ECT to discuss the position
- Quality-assures that the school is providing appropriate support
- Makes the formal judgement at end-of-induction assessment

- May recommend extension or, in serious cases, that the ECT has not met the standards

12.4 Distinction from capability and discipline

Statutory induction is its own framework, distinct from the school's Capability Procedure or Disciplinary Procedure. The Appropriate Body has remit for the standards-based assessment of the ECT. Where issues arise that fall outside this framework e.g. matters of professional conduct that engage the Disciplinary Procedure, or persistent capability concerns that go beyond the induction framework - those are addressed through the relevant procedure, with appropriate communication to the Appropriate Body. The school takes care not to use induction as a substitute for proper procedures, or to use other procedures to circumvent statutory induction.

13. Failure of Induction and Appeals

13.1 Failure of induction

An honest note

An ECT who is judged not to have met the Teachers' Standards at the end of statutory induction does not lose QTS, but cannot lawfully teach in any maintained school in England. They are added to the Teaching Regulation Agency's list of those who have failed to satisfactorily complete induction. Statutory induction is a one-time process; it cannot be retaken. The seriousness of this consequence is the reason for the school's commitment to early, supportive, transparent action where progress is a concern (Section 12).

13.2 Appeals

Where the Appropriate Body recommends to the Teaching Regulation Agency that an ECT has not met the Teachers' Standards, the ECT has the right of appeal. The appeals route, governed by statutory regulation, is as follows:

- The ECT may appeal to the TRA within 20 working days of receiving notification of the decision
- The appeal is heard by an independent appeal panel constituted by the TRA
- The panel may uphold the decision, dismiss it, or recommend a further extension
- The school participates in the appeal process honestly and constructively
- The ECT may seek advice from their trade union or professional association
- Detailed appeal procedures are governed by The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 and TRA guidance

14. Wellbeing and Pastoral Support

14.1 The school's commitment

Honest and supportive

Teaching is demanding, and the early years are particularly so. We do not pretend otherwise. We hold ECTs to a high professional standard and we look after them. Wellbeing is not a soft-edge add-on to professional development; it is a condition of professional development.

14.2 Practical arrangements

- Workload - the ECT's timetable, marking expectations, and additional responsibilities are calibrated to their stage in career
- Release time is protected and used as intended
- The Mentor relationship is one in which the ECT can speak openly about challenge
- The Headteacher has an open door for ECTs
- Access to the school's Employee Assistance Programme where available, and signposting to occupational health, GP, and trade union support
- The school is alert to the cumulative pressure of induction and aims to manage workload, expectations and demands proportionately
- The school recognises that the personal life of an ECT; family, illness, bereavement, mental health - may affect work, and aims to respond with appropriate flexibility
- Reasonable adjustments are made for ECTs with a disability, with input from occupational health where appropriate

14.3 Mental health and wellbeing

The school recognises that ECTs, like all staff, may experience mental health challenges. The Mental Health and Wellbeing Policy applies. The school's posture is that struggling is not failing; reaching out is professional, not weak; and confidential conversations with the Headteacher, Induction Tutor, or Mentor about wellbeing do not jeopardise the ECT's induction outcome. Specific concerns about wellbeing affecting performance are handled with proportionality and care, with occupational health input where helpful.

15. Christian Ethos and Formation

As a Church of England primary school, our induction has a formational dimension that exists alongside the statutory framework. We believe that teaching is, for many, a calling and we hold space for that meaning in the way we work with our ECTs.

"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." (Colossians 3:17)

In practice, this means:

- Induction includes the school's Christian vision - collective worship, RE, the school's character education, the role of teachers in modelling Christian values
- ECTs of all faiths and none are welcomed and expected to support the school's ethos in their work
- ECTs are introduced to the LDBS (London Diocesan Board for Schools) and to the wider Church of England school community

- Where ECTs wish to engage with chaplaincy support, parish community, or LDBS programmes, this is welcomed
- The Headteacher's induction conversation includes the meaning of the work, not just the technique of it
- Reflection - personal, professional, and where chosen, spiritual - is part of how we understand professional growth

The school does not require any ECT to share the Christian commitment of the school as a condition of employment in any role for which it is not a genuine occupational requirement. We do require that all staff support and uphold the school's ethos.

16. Records and Data Protection

- Each ECT has an induction record maintained by the Induction Tutor
- Records include: lesson observation notes; progress review and assessment reports; mentor records; ECTE training records; release time records; correspondence with the Appropriate Body; support plans (where used); and the ECT's self-reflections
- The induction record is held confidentially in line with the Data Protection Policy
- The ECT has access to all of their own records and may request copies in line with their data subject rights
- Records are retained in line with the school's Data Retention Schedule and the Appropriate Body's requirements
- The induction record is part of the ECT's personnel file at the conclusion of induction
- Where an ECT moves to another school during induction, a transfer of records to the new school and the relevant Appropriate Body is arranged in line with statutory guidance
- Personal data processed in the course of induction is processed in line with the Privacy Notice for staff

17. Quality Assurance

17.1 Internal quality assurance

- The Headteacher reviews each ECT's progress regularly with the Induction Tutor
- The Senior Leadership Team observes ECTs alongside the Induction Tutor (joint observations)
- The school's wider monitoring and evaluation - lesson observations, work scrutiny, pupil voice - includes ECTs
- ECT input on the quality of induction is sought regularly through informal conversation and at least once a year through a formal feedback exercise
- Mentor practice is observed and supported, with mentor training and peer review as appropriate
- The Induction Tutor reflects on practice and seeks development

17.2 External quality assurance

- The Appropriate Body provides quality assurance through its review of progress reviews and assessments, visits, and direct contact with ECTs
- Ofsted, in inspection, may consider the quality of ECT induction as part of its judgement on leadership and management and on the quality of education
- The LDBS, through SIAMS-related conversations and wider Diocesan engagement, may take an interest in how Church school formation is reflected in ECT induction
- Trade unions and professional associations representing ECTs have a role in supporting ECTs and may engage with the school where issues arise

17.3 Annual review

The Headteacher reports annually to the Governing Body on:

- Number of ECTs in induction during the year
- Outcomes of progress reviews and formal assessments
- Issues and challenges - in aggregate, without identifying individuals
- ECT and mentor feedback on the quality of induction
- Appropriate Body engagement and any feedback received
- Lessons learned and proposed improvements

18. Equality, Inclusion and Specific Cohorts

18.1 Equality Act considerations

The school complies with the Equality Act 2010 in all aspects of induction. Specifically:

- Induction arrangements do not directly or indirectly discriminate on the basis of any protected characteristic
- Reasonable adjustments are made for disabled ECTs in respect of the timetable, ECTE training, observations, and assessment processes
- The Public Sector Equality Duty is considered in reviewing induction arrangements

18.2 ECTs returning after a career break or coming from overseas

Where the ECT has had a career break since training, has come from overseas, or otherwise faces specific transitions, the school adjusts its induction arrangements to provide appropriate orientation, including:

- Familiarisation with the English curriculum, assessment, and inspection framework
- Familiarisation with safeguarding requirements (KCSIE 2026)
- Familiarisation with the school's Christian ethos where new
- Additional time for orientation in the early weeks

18.3 Trade union and professional association support

The school recognises and respects the role of trade unions and professional associations in supporting ECTs. ECTs are welcome to seek union advice, to be accompanied to formal meetings by a union representative or workplace colleague where appropriate, and to engage in union activity as set out in the Recognition Agreement / collective arrangements.

19. Review of this Policy

- Reviewed annually by the Governing Body
- Reviewed sooner where DfE statutory guidance, the ITTECF, or other relevant statutory guidance is updated
- Reviewed in light of feedback from ECTs, Mentors, the Induction Tutor, and the Appropriate Body
- Reviewed after any specific incident with lessons to be learned
- Approved by the full Governing Body and published on the school website

Appendix A: Roles Summary at a Glance

Role	Held by	Key responsibility
Headteacher	[Name]	Overall statutory responsibility; recommendation to AB at end of induction
Induction Tutor	[Name / role]	Monitoring, observation, and coordination of assessment
Mentor (Y1 ECT)	[Name / role]	Weekly developmental mentoring (1 hr per week)
Mentor (Y2 ECT)	[Name / role]	Fortnightly developmental mentoring (1 hr per fortnight)
Appropriate Body	[AB name and contact]	Quality assurance; recommendation to TRA
Governing Body link	[Name - likely SLT/HR-link governor]	Strategic oversight; receives annual report
LDBS Schools Adviser	[Contact]	Diocesan advice and Church school formation
LB Islington Schools HR	[Contact]	HR and pay matters

Appendix B: Indicative Annual Schedule for an ECT

Time of year	Year 1 ECT activity	Year 2 ECT activity
Sept (Wk 1-3)	Induction into school; ITT exit profile review with IT; first ECTE sessions; Mentor introduction	Year 2 induction conversation; updated targets; first ECTE sessions; Mentor restart
Sept-Oct half term	Weekly mentoring; first IT observation; ECTE sessions per provider schedule	Fortnightly mentoring; ECTE Y2 sessions; first IT observation
End of term 1	Progress review with IT; report to AB	Progress review with IT; report to AB
Term 2	Continued mentoring, observation, ECTE; mid-term meeting with HT	Continued mentoring; mid-term meeting with HT
End of term 2	Progress review with IT; report to AB	Progress review with IT; report to AB
Term 3	Final term of Y1; preparation for interim assessment	Final term; preparation for final formal assessment
End of term 3	Formal interim assessment; report to AB; pay progression review	Formal final assessment; recommendation to TRA via AB; conclusion of induction

Appendix C: Evidence Sources for Progress Reviews and Assessments

- Lesson observations (Induction Tutor; phase leader; subject leader; SLT; peer)
- Mentor session records (without conflating mentoring with assessment)
- Planning, schemes of work, marked pupil work
- Pupil progress data appropriate to the year group and stage
- Records of engagement with ECTE training
- Self-reflection from the ECT against the Teachers' Standards
- Feedback from parents (e.g. parents' evening, written communication - where this informs assessment of professional behaviours)

- Feedback from colleagues working alongside the ECT (e.g. teaching assistants, phase team)
- Records of engagement with safeguarding (CPOMS), behaviour management, SEND practice
- Records of professional behaviours - punctuality, attendance, engagement with school life
- Engagement with the school's Christian ethos - collective worship, RE, pastoral care
- Where applicable, evidence of contribution to wider school life (clubs, trips, school events)

Appendix D: ECT Entitlements at a Glance

Every ECT at St Mary's is entitled to:

- A two-year statutory induction (six terms full-time, pro rata for part-time)
- 10% release time in year 1, 5% in year 2 - in addition to PPA
- An Induction Tutor for monitoring and coordination of assessment
- A Mentor for regular developmental support (1 hr/week Y1; 1 hr/fortnight Y2 minimum)
- A structured ECTE programme based on the ITTECF, delivered through a DfE-accredited provider
- Mentor training for their Mentor
- Termly progress reviews and a formal interim and final assessment
- Honest, supportive, transparent dialogue - particularly where progress is a concern
- The right to add their own comments to every progress review and assessment
- Pay progression after year 1 in accordance with the STPCD
- Wellbeing support and reasonable adjustments where needed
- Access to the Appropriate Body for advice and quality assurance
- Access to trade union and professional association support
- The opportunity to develop as the teacher you are becoming - in a school that takes that seriously

Appendix E: Key Roles and Contacts

Role / Body	Name and Contact
Headteacher	[Name, contact]
Deputy Headteacher	[Name, contact]
Induction Tutor	[Name, contact]
Mentor(s) for current ECT(s)	[Names, contact]

Appropriate Body	[AB name, contact, registered number]
DfE-accredited ECTE Provider	[Provider name, contact]
LDBS Schools Adviser	[Contact]
LB Islington Schools HR	[Contact]
Teaching Regulation Agency (TRA)	0207 593 5393
NEU / NASUWT / Voice / NAHT - union contacts	[Contacts]
Employee Assistance Programme	[Contact]
School Business Manager	[Name, contact]
Designated Safeguarding Lead	[Name, contact]
SENCO	Lucy Courtney-Diggins, 020 7359 1870
Data Protection Officer	Claire Mahegan

Appendix F: References and Related Guidance

- Education Act 2002, sections 135A, 135B, 141C(1)(b)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended)
- DfE: Induction for early career teachers (England) - statutory guidance (current version)
- DfE: Appropriate bodies guidance: induction and the early career framework (current version)
- Initial Teacher Training and Early Career Framework (ITTECF)
- Teachers' Standards 2012
- School Teachers' Pay and Conditions Document (STPCD) - current edition
- Keeping Children Safe in Education 2026 (statutory from 1 September 2026)
- Equality Act 2010
- UK GDPR; Data Protection Act 2018; Data (Use and Access) Act 2025
- Education (School Teachers' Appraisal) (England) Regulations 2012
- LDBS guidance for Voluntary Aided Church of England schools
- Safer Recruitment Consortium: Guidance for Safer Working Practice
- DfE Generative AI in Education Settings (current version)
- The school's related policies as listed in Section 2.4

‘Let your light shine before others.’

Becoming a teacher is one of the most demanding and most worthwhile things a person can do. Every Early Career Teacher at St Mary’s is met with the rigour, the support, and the formational vision that the calling deserves. Their light shines for the children. Our work is to help them tend it.