



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads Adam Samson, Erin Coleman, Kate Wilkinson, Louise Munz or Andrea Crook

Early Career Teacher Induction Policy

This policy was reviewed: Spring 2026

This policy will be reviewed: Spring 2027

This policy will be reviewed by: The Resources Committee

1. Objectives and application

This policy applies to Early Career Teachers (ECTs) who start their induction on or after 1 September 2021.

The school's ECT induction programme will:

- Meet the statutory requirements in the early career framework (ECF) from 1 September 2021
- Develop and support ECTs to become effective and successful teachers
- Ensure that all staff understand the role they play in the ECT induction programme
- Provide a safe work environment which promotes the health and wellbeing of early career teachers.

2. Statutory guidance and legislation

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early Career Framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

4. The ECT induction programme

- The induction programme is underpinned by the Early Careers Framework (ECF) and is designed to enable ECTs to understand and apply the knowledge and skills set out in the framework.
- The headteacher and appropriate body must agree that the post is suitable for ECT induction.
- For a full-time ECT, the induction period will last for 2 academic years. Part-time ECTs will usually serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.
- It is for the school and appropriate body to decide in each individual case the length of the induction period required, which is fair and takes full account of the ECT's working pattern and experience (see 4.7).
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.
- Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.

- Where an ECT is eligible to carry out short-term supply work and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place without delay. The start date of the induction programme cannot be backdated.
- The school's induction programme is quality assured by SSF Trust.

4.1 A suitable post for induction

The school will ensure that an ECT will be given:

- An appropriate range of tasks, experience and support by which they will be able to evidence their performance against relevant standards throughout the induction period
- An induction tutor, who will have qualified teacher status (QTS)
- An induction mentor, who will have QTS
- A reduced timetable to allow them to undertake activities in their induction programme; in the first year of induction an ECT will be timetabled up to 90% of the timetable of existing teachers on the main pay range, and in the second year, up to 95% of the timetable of existing teachers on the main pay range
- The same class or classes to teach on a regular basis
- The opportunity to use similar planning, teaching and assessment processes as other teachers working in similar posts
- Appropriate levels of support if undertaking additional non-teaching responsibilities

We will not:

- Place unreasonable demands on an ECT
- Require an ECT to teach outside the age range and/or subjects they have been employed to teach
- Require an ECT to manage unreasonably demanding pupil discipline problems on a day-to-day basis

Settings which cannot offer statutory induction are:

- A school requiring special measures (i.e. one which is eligible for intervention under section 62 of the Education and Inspections Act 2006), except in cases where Ofsted have judged a school, or part of a school, to be suitable to host induction.
- Relevant schools and academies can continue to host induction where a teacher was employed on an employment-based initial teacher training scheme in the school prior to gaining QTS, or had already started an induction period in the setting, before it entered special measures.
- Generally, once a setting has entered special measures it is not permitted to recruit any new ECTs. However, an Ofsted Inspector may make a judgement on whether the setting is suitable for the purposes of induction. In some cases, particularly with

larger schools, Ofsted may give permission for ECT appointments within specific departments or subject departments of the school.

4.2 Support for ECTs

The ECT will receive support from:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback.

They will also receive:

- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and the ECT's current development needs and strengths;
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice;
- The school will endeavour to safeguard the wellbeing of its ECT's by providing support and signposting to appropriate resources where appropriate.

4.3 ECT Assessment

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the Headteacher.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will make a recommendation to the appropriate body (in the final assessment report at the end of the programme) as to whether the ECT's performance is satisfactory against the relevant standards.

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

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 ECT pay progression

The 2-year induction will have no adverse impact upon early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

4.5 'ECT at-risk' procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately for example:

- To address identified areas for improvement and help the ECT demonstrate improvements in performance
- To set appropriate objectives which will guide the ECT towards satisfactory performance against the relevant standards.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4.6 Special circumstances

Less regular circumstances can arise which may warrant the governing body giving consideration to reducing or extending the induction period. This section summarises the regulations that apply in some of these situations.

Reducing the induction period

- Teachers who already have significant teaching experience when they enter the maintained sector for the first time are still required to serve statutory induction. In such cases, the governing body will have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience. The governing body will take account of advice from the headteacher, as well as any relevant evidence of previous experience and performance they require, and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. A reduced induction period should only be considered where the governing body is satisfied that the ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards.
- The assessment-only route to QTS allows individuals with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to the school's approved training provider and by having their teaching assessed by the school.

In the above examples, only the final assessment meeting and report will be required with the headteacher's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way.

- 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.

Extending the induction period

- If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Headteacher will notify the appropriate body as soon as the absences total this number.

The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

- The above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice from the school before deciding.

If the ECT chooses to extend the induction period, this request will be granted, and their performance will be assessed against the Teachers' Standards.

4.7 Failure to complete Induction

An ECT has only one chance to complete statutory induction.

An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision).

While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in maintained schools and non-maintained special schools including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

4.8 Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>.

5. Roles and responsibilities

5.1 ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they are expected to:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

5.2 Headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing body aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years.

5.3 Induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

5.4 Induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support - including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties.

5.5 Governing body

The governing body will:

- Ensure the school complies with statutory guidance on ECT induction
- Satisfy itself that the school has the capacity to support the ECT
- Ensure the headteacher fulfils their responsibility to meet the requirements of a suitable induction post
- Investigate any concerns raised by the ECT as part of the school's grievance procedures
- Seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process, should issues or questions arise
- Request general reports on the progress of the ECT on a termly basis, if it wishes to do so.

Monitoring arrangements

This policy will be reviewed **annually** and at every review will be approved by the full governing body.

Links with other policies

This policy links to the following policies and procedures:

Performance and Capability

Pay

Appraisal

Teaching and Learning

Code of Conduct

Equality

Child Protection and safeguarding