



Whitworth Community

High School

ECT Policy

Date effective from:	September 2026
Prepared by:	Mrs C Haworth
Approved by:	
Date approved:	
Minute reference	
Date of next review:	July 2027

1. Policy Statement and Aims

Whitworth Community High School is committed to providing a high-quality 2-year induction programme for Early Career Teachers (ECTs), underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)

The school aims to:

- Run an ECT induction programme that meets all statutory requirements as set out in the DfE's statutory guidance 'Induction for early career teachers (England)'
- Provide ECTs with training that enables them to understand and apply the evidence and practice statements set out in the ITTECF
- Create a supportive environment that develops ECTs and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in supporting ECT development
- Work effectively with our appropriate body and training provider to deliver outstanding induction experiences

2. Scope

This policy applies to all ECTs at Whitworth Community High School who have started, but not completed, their statutory induction period.

3. Legislation and Statutory Guidance

This policy is based on:

- The DfE's statutory guidance 'Induction for early career teachers (England)'
<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>
- The Initial Teacher Training and Early Career Framework (ITTECF)
<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 -
<https://www.legislation.gov.uk/uksi/2012/1115/contents>
- The Teachers' Standards - <https://www.gov.uk/government/publications/teachers-standards>

4. The Early Career Induction Period

4.1 Length and Structure

The induction period is a 2-year programme set out in statutory guidance and underpinned by the ITTECF.

The induction period is automatically extended, prior to completion, when ECTs absence per year of induction total 30 days or more. (this may alter for part time staff and there are exceptions of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave,. Parental bereavement leave, carers leave or neonatal care). In this circumstance, the relevant year of induction must be extended by the aggregate total of days absent.

The induction period may also be extended by the appropriate body for reasons including:

- Personal crises
- Illness
- Disability
- Issues around the support during induction
- Where there's not enough documentation to make a decision about the ECT's performance

4.2 Reduced Timetable

During induction, ECTs have timetable reductions from the rest of the teaching staff:

- 10% reduction in the first year (or part-time equivalent)
- 5% reduction in the second year (or part-time equivalent)

ECTs' time 'off timetable' should be used to undertake activities in their induction programme, including training and mentoring

This reduced timetable is **in addition** to the standard PPA time all teachers receive.

4.3 The ITTECF Framework

The ITTECF sets out what teachers should learn about and learn how to do across both the training and induction periods. It's designed to support development in 5 core areas:

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

The framework is presented in 8 sections, to align with the Teachers' Standards, with key evidence statements (starting with 'Learn that...') and practice statements (starting with 'Learn how to...')

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>

5. Our Induction Programme Approach

5.1 Provider-Led Programme

Whitworth Community High School uses a funded, provider-led programme where the DfE has accredited external providers to design and deliver training for ECTs and their mentors. This is funded by the DfE

Our chosen provider is: Ambition Institute (delivered through NIOT - National Institute of Teaching)

Ambition Institute will deliver a programme of face-to-face and online training to both ECTs and their mentors, providing structured support throughout the 2-year induction period.

5.2 Registration

We register with the DfE's online service to provide details of:

- Our ECT(s)
- Our induction mentor
- Our appointed appropriate body
- Our induction tutor
- Which training option we've chosen

6. Roles and Responsibilities

6.1 The Headteacher

The Headteacher will:

- Undertake pre-employment checks before the ECT takes up post, verified by the appropriate body upon registration
- Check with the Teaching Regulation Agency that the individual holds QTS - Use the DfE's 'Check a Teacher's Record' service for this.
- Ensure ECTs receive their statutory timetable reductions (10% in year 1, 5% in year 2) Early
- Ensure ECTs receive a programme of training that enables them to understand and apply the evidence and practice statements set out in the ITTECF
- Notify the appropriate body when an ECT takes up post
- Ensure the requirements for a suitable induction post are met
- Ensure the induction tutor and mentor have the ability and sufficient time to carry out their roles effectively
- Ensure the ECT's teaching is observed and feedback is provided
- Ensure assessments are carried out and reports completed and sent to the appropriate body

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- Maintain accurate records of employment counting towards induction
- Ensure all monitoring and record keeping is done in the least burdensome way
- Make the governing body aware of induction arrangements
- Make a formal recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory
- Participate in the appropriate body's quality assurance procedures
- Retain all relevant documentation for six years

6.2 The Induction Tutor

NOTE - The Induction Tutor and Induction Mentor are two discrete roles and are held by different individuals, except in exceptional circumstances where appropriate safeguards are required.

The induction tutor is expected to hold QTS and will:

- Assess the ECT's progress against the Teachers' Standards through regular progress reviews, making rigorous and fair judgements
- Recognise when early action needs to be taken when an ECT is having difficulties
- Provide or coordinate guidance for the ECT's professional development
- Undertake 2 formal assessment meetings during the induction period
- Make sure the ECT's teaching is observed, and that feedback is provided – there should be nothing unexpected about their progress
- Make sure the ECT knows how to raise concerns about their induction programme or personal progress, both internally and externally
- Make sure record keeping and monitoring is done in the least burdensome way
- Inform the appropriate body after each progress review, as to whether the ECT is making satisfactory progress

At Whitworth Community High School, the Induction Tutor is: Charlotte Haworth - Assistant Headteacher.

6.3 The Induction Mentor

The mentor is expected to hold QTS and will:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback
- Work with the ECT and colleagues to make sure the ECT receives a high-quality, ITTECF-based induction programme
- Provide, or broker, effective support, including subject- or phase-specific coaching
- Take prompt action if the ECT is having difficulties

Mentoring sessions will be timetabled during teaching hours. In exceptional circumstances (e.g. timetabling constraints), mentoring can take place outside of teaching hours, but it should always be scheduled during contracted time .

Mentor training: Our mentors will receive training from Ambition Institute as part of the funded provider-led programme.

6.4 The ECT

The ECT will:

- 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
- Agree how best to use their reduced timetable allowance and engage fully with the ITTECF-based induction programme
- Provide evidence of their progress against the Teachers' Standards
- Participate fully in the agreed monitoring and development programme
- Engage with all training provided by Ambition Institute
- Raise any concerns with their induction tutor as soon as practicable
- Consult the appropriate body's named contact if there are difficulties in resolving issues
- Participate effectively in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree start and end dates of the induction period and dates of any absences
- Retain copies of all assessment reports

6.5 The Appropriate Body

Whitworth Community High School's appropriate body is: **Calderdale and Kirklees Teaching School**

The appropriate body makes sure that we provide high-quality induction. We must notify our appropriate body when we appoint an ECT, in advance of them starting, and notify them if an ECT leaves during their induction period.

We will:

- Keep our appropriate body appraised of the ECT's progress
- Provide our appropriate body with copies of all progress reviews
- Contact the previous appropriate body to obtain necessary reports if an ECT has completed part of their induction elsewhere

6.6 The Training Provider

Ambition Institute will:

- Design and deliver a comprehensive programme of face-to-face and online training for ECTs
- Provide training and support for mentors
- Ensure all training is based on the ITTECF
- Provide high-quality materials and resources
- Support the school in delivering effective induction

6.7 The Governing Body

The Governing Body will:

- Ensure the school has the capacity to support ECTs
 - Ensure the Headteacher is fulfilling their responsibilities
 - Receive termly general reports on ECT progress (without access to individual assessment reports unless required for grievance procedures)
 - Support the school in providing adequate resources for ECT induction
 - Investigate concerns raised by an ECT through the school's grievance procedures.
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7. Monitoring, Support and Assessment

7.1 Support Programme

Each ECT will receive:

- **ITTECF-based training** delivered by Ambition Institute, including face-to-face and online sessions
- **Regular mentoring sessions** with their designated mentor (timetabled during teaching hours)
- **Classroom observations** with written feedback
- **Progress reviews** conducted by the induction tutor
- **Opportunities to observe** experienced teachers at Whitworth or other schools
- **Professional dialogue** about their practice and development
- **Subject-specific support** relevant to their teaching areas

7.2 Progress Reviews

Progress reviews will take place each term where a formal assessment is not scheduled. The induction tutor will:

- Review the ECT's progress against the Teachers' Standards
- Set and review development targets
- Identify any areas requiring additional support
- Document progress clearly
- Share records with the ECT, Headteacher and appropriate body

7.3 Formal Assessments

ECTs will have 2 formal assessments:

- One in the final term of the first year
- One in the final term of the second year

The exact assessment dates will be agreed between the school and the ECT.

Assessments will:

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- Be conducted by the Headteacher or induction tutor (not the mentor)
- Be informed by evidence gathered during progress reviews, including existing documents and working documents
- Relate directly to the Teachers' Standards and assess ECTs' progress against them

ECTs will not be asked to create anything new for assessment. They should be kept up to date on their progress before assessment Early career teacher

7.4 Assessment Against the Teachers' Standards

Assessment relates directly to the Teachers' Standards. The ITTECF is **not** an assessment tool.

Judgements will reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period.

7.5 Observation

ECTs will be observed teaching regularly throughout the induction period. Observations will:

- Focus on specific areas for development
- Be followed by constructive feedback
- Be documented appropriately
- Use existing lesson plans and materials (no additional documentation required)
- Support the ECT's professional growth

8. Assessment Reports and Documentation

8.1 Formal Assessment Reports

Formal assessment reports will be completed for both assessment points. These will:

- Clearly show assessment of the ECT's performance against the Teachers' Standards
- Include the ECT's comments
- Be signed by the induction tutor, Headteacher and ECT
- Be sent to the appropriate body within 10 working days of the final assessment meeting

The final assessment will form the basis of the Headteacher's recommendation to the appropriate body as to whether the ECT's performance is satisfactory, unsatisfactory, or whether an extension should be considered.

8.2 Interim Assessments

If an ECT leaves their post after completing one term or more but before the next formal assessment, an interim assessment will be completed before they leave. This ensures their progress is captured and induction can continue effectively in any subsequent post.

See pages 25-31 regarding assessments -

<https://assets.publishing.service.gov.uk/media/6a26d8238e85b4e5346ac0e6/induction-for-early-career-teachers-England-june-2026.pdf>

8.3 Record Keeping

- All records will be maintained for a minimum of six years
- Records will include start dates, working patterns, absences, and progress
- The appropriate body will be notified if an ECT leaves before completing induction
- ECTs will be advised to retain original copies of their assessment reports
- All data will be handled in accordance with GDPR and the Data Protection Act

9. Ensuring a Suitable Post for Induction

A suitable induction post at Whitworth Community High School will:

- Have a Headteacher in post who can make a recommendation about the ECT's performance
- Have prior agreement with an appropriate body
- Provide an ITTECF-based induction programme delivered through Ambition Institute
- Provide necessary employment tasks, experience and support
- Include appointment of an induction tutor who holds QTS
- Include appointment of a designated mentor who holds QTS
- Provide the statutory reduced timetable
- Not make unreasonable demands on the ECT
- Not normally require teaching outside the ECT's age range and/or subject(s)
- Not present unreasonably demanding discipline problems on a day-to-day basis
- Involve the ECT regularly teaching the same class(es)
- Involve similar planning, teaching and assessment processes to other teachers
- Not involve additional non-teaching responsibilities without appropriate preparation and support

10. Addressing Concerns and Unsatisfactory Progress

10.1 Early Identification

If concerns arise about an ECT's progress, the induction tutor will:

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- Clearly state this in the progress review record
- Outline a specific support plan
- Notify the appropriate body immediately
- Ensure the ECT understands where improvement is needed

10.2 Additional Support

Where progress is unsatisfactory, we will ensure:

- Areas for improvement are correctly identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is implemented
- Regular monitoring takes place
- The support plan is reviewed and revised as necessary

10.3 Continued Unsatisfactory Progress

If progress remains unsatisfactory, the induction tutor will:

- Explain the consequences of failure to complete induction satisfactorily
- Discuss identified weaknesses in detail
- Review and update objectives in relation to the Teachers' Standards
- Detail additional monitoring and support measures
- Document all evidence used to inform judgements
- Share all documentation with the ECT, Headteacher and appropriate body

10.4 Serious Capability Issues

In serious cases, capability procedures may be instigated before the end of induction. If this occurs:

- The induction process must continue in parallel with capability procedures
- The appropriate body will be informed
- Dismissal before completing induction does not prevent the ECT from completing induction elsewhere

11. Completing Induction

11.1 Completion

An ECT completes induction when they have served the full-time equivalent of two standard school years (usually six terms). - Note - this time may be reduced in some circumstances. This may only occur if the ECT has significant, recent and relevant experience teaching whole classes to the Teacher Standards on a teacher's contact (usually a minimum of two full years equivalent)

11.2 Final Decision

The appropriate body makes the final decision on whether an ECT's performance is satisfactory, drawing on the Headteacher's recommendation. 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.

Within 20 working days of receiving the recommendation, the appropriate body must decide whether the ECT:

- Has performed satisfactorily and completed induction
- Requires an extension
- Has failed to complete induction satisfactorily

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the DfE via the 'record inductions as an appropriate body' service and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

11.3 Notification

The appropriate body will notify:

- The ECT
- The Headteacher
- The employer (if different)
- The Teaching Regulation Agency

11.4 Right of Appeal

If an ECT fails induction or has it extended, they have the right to appeal to the Teaching Regulation Agency within 20 working days.

12. Raising Concerns

12.1 Internal Concerns

ECTs should raise any concerns about their induction programme with their induction tutor in the first instance.

12.2 External Concerns

If concerns are not resolved internally, ECTs may contact the named contact at the appropriate body, who will investigate as soon as possible.

12.3 Support Available

ECTs will be made aware of:

- How to raise concerns within the school
- How to contact the appropriate body
- Their rights throughout the induction process
- Available support mechanisms

13. Confidentiality and Data Protection

- All induction processes and assessments will be treated confidentially
- Information will only be shared with those directly involved in the induction process
- ECTs will be made aware of who has access to their assessments
- All data handling will comply with GDPR and the Data Protection Act
- The Governing Body may request general progress reports but does not have automatic access to individual assessment reports (except in grievance situations)

14. Funding

The school will use core funding to cover the cost of timetable reduction for ECTs in their first year. As a maintained/special school, we are eligible for funding in the second year to cover:

- Timetable reductions
- 20 hours of mentoring

The Ambition Institute training programme is fully funded by the DfE at no cost to the school.

15. Equality and Inclusion

Whitworth Community High School is committed to ensuring that all ECTs:

- Receive equal access to high-quality induction
- Are supported appropriately regardless of protected characteristics
- Have reasonable adjustments made where required