The Chalfonts Community College

Success is an Attitude!

Early Career Framework Early Career Teachers Policy

2026 - 2027

Last Reviewed on:	September 2026
New Review due:	September 2027

Contents

1. Aims **2**
2. Scope **2**
3. Legislation and statutory guidance **3**
4. The ECT induction programme **3**
5. Roles and responsibilities **6**
6. A suitable post for Induction **10**
7. Assessments, Progress and Target Setting **11**
8. Unsatisfactory Progress: **12**
9. Links with other policies **12**
History 14

1. Aims

The Chalfont Community College will:

- Run an Early Career Teachers (ECT) induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

The 'Alban Teaching School Hub" (Alban TSH) is the Appropriate Body for ECTs at Dr Challoner's High School. Alban TSH provides a robust structure with professional guidance, training and support for every stage of statutory induction.

2. Scope

This policy applies to all ECTs who have started, but not completed, their induction period.

All teachers in possession of Qualified Teacher Status (QTS), who are employed in a relevant school, in England, must, by law, have completed a two-year induction period (subject to specified exceptions). This applies to practitioners in a maintained school; a non-maintained special school; a maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children's centre; and a pupil referral unit (PRU).

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 Early Career Framework (ECF) - with monitoring and an assessment of performance against the Teachers' Standards (TS).

The induction programme should support the Early Career Teacher 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 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 deemed '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. 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 a relevant school - 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 (TRA), who have failed to satisfactorily complete an induction period.

The start date for induction will be determined by the Appropriate Body (AB). The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

ECTs serving induction on a part-time basis, may, on completion of a minimum period covering (but not equivalent to) two full years, be able to have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory, the Principal may consult with the Appropriate Body on whether a reduced induction is appropriate. 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 with the Principal and must gain the agreement of the teacher concerned. A reduction, in these circumstances, can only be made on the basis that the ECT has met the Teachers' Standards.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England)
- The Early Career Framework
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Principal and Appropriate Body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to 1 term of continuous employment may count towards completion of the induction period.

The programme is quality assured by The 'Alban Teaching School Hub' (Alban TSH). They provide a robust structure with professional guidance, training and support for every stage of statutory induction.

4.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS

Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range

- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will be a subject specialist who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers within the school

4.3 Assessments of ECT performance

ECTs are exempt from normal appraisal procedures during their induction period.

- 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 ECT's induction tutor.

- 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 Principal will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments, and the formal assessment report will be signed by the Principal, 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 1 term or more but before the next formal assessment would take place, the induction tutor or Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 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, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

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 their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor will:

- Continue to deliver process reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, Principal and appropriate body

4.5 Capability procedures

In the event of serious capability concerns, the Principal can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

5. Roles and responsibilities

5.1 Role of the 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
- Provide evidence of their progress against the relevant standards
- Participate fully in the ECF and any other training offered
- Raise any concerns with their Mentor or Induction Tutor as soon as possible, if necessary
- Consult their Appropriate Body, named contact, at an early stage, if there are, or may be, difficulties in resolving issues with their Mentor or Induction Tutor
- Keep track of, and participate effectively in, scheduled classroom observations, progress reviews and formal assessment meetings
- Retain copies of all assessment forms
- Be receptive to support from their subject-specific Mentor, our Early Career Lead Mentor and our Instructional Coach, as well as other members of staff across our academic and pastoral teams.

When the ECT has any concerns, they will:

- 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 Role of the induction mentor

- Have an agreement with an Appropriate Body, to work with The Principal/Senior Leadership Team lead for Early Career Teachers to quality assure the induction process
- Be a subject specialist mentor
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback (weekly for ECT 1's and Fortnightly for ECT 2's)
- 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

- Provide the ECT with an ECF-based induction programme. Schools can offer this in different ways. the Full Induction Programme (FIP) through a Delivery Partner: Ambition.
- Notify the Appropriate Body in advance of an ECT taking up post
- Hold QTS
- Have the time and ability to carry out the role effectively
- Conduct observations of the ECT's teaching and provide written feedback
- Complete professional reviews of progress - setting and reviewing development targets, for the ECT, against the Teachers' Standards
- Update the Principal and SLT lead for ECTs on the ECT's progress after each progress review
- Obtain interim assessments from the ECT's previous post if applicable
- 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 relevant standards
- Provide, or coordinate, guidance and effective support: including coaching and mentoring, for the ECTs professional development (in partnership with the Appropriate Body and ECF Delivery Partner)
- Ensure the school is providing a reduced timetable in addition to PPA time
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment reviews and meetings, during the total induction period, coordinating input from other colleagues as appropriate. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT 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, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- Take prompt, appropriate action if an ECT appears to be having difficulties
- Be trained as a Facilitator of the ECF and help deliver related activities and training

5.3 Role of the induction tutor

The named induction tutor co-ordinator is Isabelle Mazza (Line Managed by Morag Wall, SLT Lead for ECTs).

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. As part of this they will:

- Have an agreement with an Appropriate Body, to work with The Principal, to quality assure the induction process
- Provide the ECT with an ECF-based induction programme. Schools can offer this in different ways - we offer the Full Induction Programme (FIP) through a Delivery Partner: Ambition
- Notify the Appropriate Body in advance of an ECT taking up post
- Hold QTS
- Have the time and ability to carry out the role effectively
- Conduct observations of the ECT's teaching and provide written feedback

- Complete professional reviews of progress - setting and reviewing development targets, for the ECT, against the Teachers' Standards
- Update the Principal and SLT Lead for ECTs on the ECT's progress after each progress review
- Obtain interim assessments from the ECT's previous post if applicable
- 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 relevant standards
- Notify the Appropriate Body as soon as absences total 30 days or more
- Advise and agree with the Appropriate Body, in exceptional cases, where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- Notify the Appropriate Body when an ECT, serving induction, leaves the institution
- Provide, or coordinate, guidance and effective support: including coaching and mentoring, for the ECTs professional development (in partnership with the Appropriate Body and ECF Delivery Partner)
- Ensure the school is providing a reduced timetable in addition to PPA time
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment reviews and meetings, during the total induction period, coordinating input from other colleagues as appropriate. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT 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, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- Take prompt, appropriate action if an ECT appears to be having difficulties
- Be trained as a Facilitator of the ECF and help deliver related activities and training
- 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, Principal and appropriate 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

Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

5.4 Role of the Principal

The Principal/SLT Lead for ECTs 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 (see section 4.1 above)
- 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
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- Involve the ECT regularly teaching the same class(es)
- Involve the ECT in similar planning, teaching, and assessment processes to those in which other teachers, working in similar substantive posts in the institution, are engaged in
- Ensure that the ECT has a reduced timetable: In the first year (terms 1-3) of induction, an ECT must not teach more than 90% of the timetable, of the school's existing teachers, on the main pay range, and in the second year (terms 4-6) of induction, must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive
- Make the governing board 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

5.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures

- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis.

5.6 The Appropriate Body

The 'Alban Teaching School Hub' is the Appropriate Body for ECTs at CCC

- Provide the ECT with a named contact, with whom they may raise any concerns, about their induction programme, that they are unable to resolve
- Inform the Teaching Regulation Agency (TRA) of any ECTs who start an induction period, or who have taken up a post in which to continue their induction
- Make the final decision about the equivalence to two school years, in cases where the ECT serves induction in more than one setting, or in non-standard settings such as those in the Further Education (FE) sector
- 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
- The Principal is 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 concerns
- Mentors and Induction Tutors are trained and supported, including being given sufficient time to carry out the role effectively
- Principals and Induction Tutors are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- The Principal has verified that the award of QTS has been made
- The school is providing a reduced timetable in addition to PPA time
- ECTs' records and assessment reports are maintained
- A final decision is made on whether the ECT's performance, against the relevant standards, is satisfactory, or an extension is required, and the relevant parties are notified
- That they respond to requests for support and provide guidance for schools and ECTs where appropriate

6. A suitable post for Induction

The Principal, alongside the Appropriate Body must ensure that the post is a suitable post for induction. The duties assigned to the ECT and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher, against the relevant standards.

In particular, a suitable post must:

- Provide an ECT with access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis

- Provide the ECT with structured visits to the school, prior to taking up appointment: with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these, in accordance with the ECF
- Provide help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the induction programme – working in partnership with the Appropriate Body and ECF Delivery Partner
- Provide the ECT with regular meetings with their Mentor, the Induction Tutor and other key staff, where appropriate
- Provide the ECT with time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction period
- Enable the ECT to observe experienced colleagues teaching
- Provide the ECT with an appropriate reduction in their timetable
- The ECT must have teaching observed by experience colleagues on a regular basis
- Enable the ECT to receive prompt written, as well as oral, feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate
- Provide the ECT with opportunities for further professional development based on agreed targets

7. Assessments, Progress and Target Setting

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

To ensure evidence gathering is not burdensome for the ECT, 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 ECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. The final assessment meeting is at the end of the induction period, and will form the basis of the Principal's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the Induction Tutor, Principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the Appropriate Body. These may be submitted electronically via the Alban Teaching School Hub's electronic platform: 'ECT Manager'.

8. Unsatisfactory Progress:

Putting in place additional monitoring and support:

- If it becomes apparent that an ECT is not making satisfactory progress, the Appropriate Body should be informed and the Principal must ensure that additional monitoring and support measures are put in place immediately
- Action must not be delayed until a formal assessment meeting has taken place
- It is important that the ECT is made aware of where they need to improve their practice, and given every opportunity to raise their performance

The Principal and the Appropriate Body should be satisfied that:

- Areas in which improvement is needed have been correctly identified
- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is in place to help the ECT improve their performance

In many cases, the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards.

The Appropriate Body makes the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on the recommendation of the Principal. Within 20 working days of receiving the Principal's recommendation, the Appropriate Body must decide whether the ECT:

- Has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period
- Requires an extension of the induction period
- Or, has failed to satisfactorily complete the induction period

If the Appropriate Body decides to extend the period of induction, or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school, or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

9. Links with other policies

This policy should be read in conjunction with:
Induction Guidance for Early Career Teachers:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1184915/Statutory_Induction_for_early_career_teachers_england_.pdf

The Early Career Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

The policy will be reviewed annually by M Wall SLT Line Manager of ECT Induction Co-ordinator

History

Date	Issue	Status	Comments
January 2025	1	New	
September 2025	2	Update	Date / New Format
September 2026	3	Update	Changed Appropriate Body to Ambition