ECT INDUCTION POLICY

Status: Statutory

Member of Staff Responsible: Principal

Related Policies:

- Child Protection and Safeguarding Policy
- Appraisal/Performance Management Policy
- Grievance Policy

Implementation date:

Reviewed date: September 2026

Next review date: September 2027

Statutory and Non-Statutory Reference Documents

- Induction for Early Career Teachers (England) – DfE statutory guidance, most recently updated June 2026
- Appropriate Bodies Guidance: Induction for Early Career Teachers – DfE, updated June 2026
- The Initial Teacher Training and Early Career Framework (ITTECF), in force from 1 September 2025, which replaces the separate ITT Core Content Framework and Early Career Framework (ECF)

Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the eligible teacher. It is vital eligible teachers get a good start following successful completion of their ITT through appropriate transitional support. UTC Derby Pride Park's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ITTECF-based induction programme, known as the Early Career Teacher Entitlement (ECTE), will enable ECTs (Early Career Teachers) to establish a secure foundation upon which a successful teaching career can be built.

From September 2021, induction for teachers joining the profession was extended to two years. From September 2025, this two-year entitlement is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), which replaces the previous Early Career Framework (ECF) and combines it with the ITT Core Content Framework to provide a single, joined-up three-or-more-year framework from initial teacher training through to the end of induction. The ITTECF includes strengthened content on adaptive teaching and SEND, high-quality oral language (oracy), early cognitive development, and evidence literacy. UTC Derby Pride Park has chosen to work with Spencer Teaching School Hub (Chetwynd Spencer Academy), a training provider funded by the Department for Education. The ECT's training is provided by the Education Development Trust, containing all the statutory support required for ECTs and their mentors. The monitoring of assessment for the ECT against the Teachers' Standards will be provided by Spencer Appropriate Body.

Government reforms include an expectation that ECTs will have a dedicated mentor and a requirement that the ECT will have a reduced timetable in their first two years of teaching following qualification, giving them the time and the support needed to focus on their professional development so that every teacher is supported to lay the foundations for a fulfilling and rewarding career in teaching.

Purpose

The UTC's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the UTC. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high-quality mentoring
- provide ECTs with examples of good classroom practice

- help ECTs form productive relationships with all members of the UTC community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all the core standards

All ECTs and ECT mentors will be kept informed of the UTC Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole-UTC approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Registering an ECT with the Appropriate Body

All ECTs who are employed in a UTC offering induction must be registered with the appropriate body prior to statutory induction commencing or continuing in a new institution.

The UTC must apply to register the ECT with the appropriate body as soon as possible following appointment so that induction can formally begin from the first date of employment, as induction cannot be backdated.

The Department for Education (DfE) has provided:

- statutory guidance so that UTCs know their roles and responsibilities
- guidance on the two approaches that are compliant with ECT regulation: provider-led (a DfE-funded lead training provider delivers the programme) or school-led (the UTC designs and delivers its own programme using DfE-accredited ITTECF materials, subject to review and approval by the appropriate body)

For the 2026/27 academic year, UTC Derby Pride Park continues to follow the provider-led approach, as in previous years.

The ECT coordinator needs to read the DfE's current guidance, Induction for Early Career Teachers (England).

All relevant ECT details will need to be registered with the body supporting the induction programme, Spencer Teaching School Hub (Chetwynd Spencer Academy), and with the Department for Education. Registration is via the online service, Manage Training for Early Career Teachers (formerly known as ECT Manager). New institutions registering should contact the Spencer Appropriate Body central service team for support in the application and registration process.

It is important that UTC Derby Pride Park gains access to the Teacher Regulation Agency database to check the eligibility of applicants wishing to be employed as ECTs at the time of appointment. QTS may not be awarded until August or early September, so UTC Derby Pride Park should continue this check until evidence of QTS appears on the database. It is the Principal's responsibility to ensure that appropriate checks have been made against records contained on the Teacher Regulation Agency database. UTC Derby Pride Park should not rely upon any other electronic or printed evidence of QTS. For example, a degree certificate, even containing the words ‘Award of QTS’ or similar, is not proof of QTS.

Not all posts can count towards statutory induction. The minimum period that can count towards induction is continuous employment for the full-time equivalent of one term. Other criteria apply in determining if a post is suitable for induction. For example, a post teaching the classes of substantive staff taking PPA time, even on a regular timetable, may not provide the ECT with the appropriate experiences to enable them successfully to meet the full range of Teachers' Standards for the purposes of induction. If in doubt, please seek advice from the appropriate body before advertising a post as inductable.

Roles and Responsibilities

The Governing Body

UTC Derby Pride Park and the Local Governing Body will be fully aware of the law which sets out the UTC's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the UTC currently has the capacity to fulfil all its obligations. The Local Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs through the Principal's report and/or direct contact with the ECT coordinator in the UTC.

The Governing Body:

- Should ensure compliance with this guidance.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the Principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT on a termly basis.

The Governing Body can request general reports on the progress of an ECT on a termly basis but is not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the Governing Body to investigate the situation. If at any stage the Governing Body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

The UTC's ECT Induction Coordinator for 2026/27 is confirmed annually by the Principal; please see the Principal or Human Resources for the current named coordinator.

The Principal

The Principal at the UTC plays a significant and leading role in the ECT induction process. While responsibility for the implementation of the programme has been delegated to the coordinator, the Principal or nominated Senior Leadership Team member will also observe each ECT through ‘drop-ins’ at least once each term.
Statutory responsibilities are:

- checking that the ECT has been awarded QTS
- clarifying whether the teacher needs to serve an induction period or is exempt
- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body whether an ECT has met the requirements for satisfactory completion of the induction period
- ensuring the ECT mentor (who must hold QTS) is appropriately trained and has sufficient time to carry out their role effectively

In reality, many of the tasks associated with the above will be carried out by the coordinator, but the Principal will make the final recommendation to the appropriate body. In addition to the statutory requirements, the Principal or Senior Leadership Team member will:

- ensure that the statutory requirement of induction is being met, including a reduction in the ECT's timetable by an additional 10% in the first year, and 5% in the second year of induction
- ensure that the ECT is supported in completing induction by a designated induction tutor (the ECT coordinator)
- ensure that the ECT's progress is reviewed regularly, including through observations and feedback on their teaching
- ensure that termly progress reviews and annual formal assessments are carried out, reports completed and sent to the appropriate body on time
- ensure that the ECT is accessing an ITTECF-based induction programme, supported by a designated mentor
- maintain and retain accurate records of employment that will count towards the induction period
- comply as requested with the appropriate body's quality assurance procedures
- observe and give written warnings to any ECT at risk of failing to meet the ITTECF
- keep the Local Governing Body aware and up to date about induction arrangements and ECT progress
- retain all relevant documentation/evidence/forms on file for a minimum of six years

There may also be circumstances where the Principal should:

- obtain interim or first formal assessment reports from the ECT's previous post
- take prompt action to alert the appropriate body at the earliest stage 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 meeting the Teachers' Standards
- notify the appropriate body as soon as an ECT's absences total 30 days or more
- periodically inform the Governing Body about the institution's induction arrangements
- 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
- provide interim assessment reports for ECTs moving between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution

ECT Coordinator

The principal requirement for the ECT coordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into the UTC's systems and structures. It entails not only a coordination role but also keeping records of activities and

monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance, and the rigorous, fair and consistent assessment of ECT performance.

The ECT coordinator should:

- provide regular monitoring and support, co-ordinating the assessment process through the induction period
- undertake to write progress review reports and formal assessment reports during the induction period, co-ordinating input from other colleagues as appropriate (normally termly, or pro rata for part-time ECTs)
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite ECTs to add their comments
- ensure that the ECT's teaching is observed, and that timely feedback is 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

In combination with the mentor (see below), the coordinator will provide, or co-ordinate, on-going support and guidance for the ECT, including supporting their professional development (with the appropriate body where necessary).

Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

From September 2025, mentor training under the provider-led route has been streamlined from a two-year to a one-year programme, to reduce workload; coaching sessions between the ECT and mentor continue throughout both years of induction as before.

The mentor should:

- support the ECT in accessing the ITTECF-based induction programme
- in combination with the ECT coordinator, provide, or co-ordinate, on-going support and guidance for the ECT, including mentoring their professional development (with the appropriate body where necessary)

The Appropriate Body

The appropriate body has the main quality assurance role within the induction process.

Through quality assurance the appropriate body will assess whether:

- Principals (and governing bodies where appropriate) are aware of, and can meet their responsibilities for monitoring, support, and assessment. This includes ensuring that an ECT receives an ITTECF-based induction programme, designated ECT coordinator support, designated mentor support and the reduced timetable
- the monitoring, support, assessment, and guidance procedures in place are fair and appropriate

The appropriate body should on a regular basis consult with Principals on the nature and extent of the quality assurance procedures it operates or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must ensure that:

- Principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction
- the monitoring, support, assessment, and guidance procedures in place are fair and appropriate
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns
- the ECT coordinator and mentor are trained and supported, including being given sufficient time to carry out the role effectively
- the ECT is accessing an ITTECF-based induction programme, supported by a designated mentor
- Principals 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 using the Teacher Regulation Agency database
- the UTC is providing a reduced timetable in addition to PPA time
- the ECT is provided with a named contact(s) within the appropriate body with whom to raise concerns
- ECTs' records and assessment reports are maintained
- agreement is reached with the Principal and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and the relevant parties are notified
- they provide the Teacher Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension; or left the UTC part way through an induction period

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from UTCs for guidance, support and assistance with ECTs' induction programmes
- respond to requests for assistance and advice with training for the ECT coordinator

Teacher Regulation Agency

The Teacher Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

- hearing appeals and ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed satisfactorily to complete an induction period

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Teacher Regulation Agency online service

Entitlement

Our induction programme ensures that eligible teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs at the UTC are as follows:

- access to an induction programme that will commence upon appointment and be reviewed after one year in post
- structured visits to the UTC prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these
- help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme
- regular meetings with a mentor and, as needed, meetings with Curriculum Directors and subject coordinators, and the SENDCO
- a programme of observations of experienced colleagues teaching
- a reduction of 10% of the average teacher's workload in their first year and 5% of the average teacher's workload in their second year (in addition to PPA time). This time is used for participating in the UTC's induction programme and/or meetings with the mentor
- regular observation of the ECT's teaching by experienced colleagues (at least once every half term)
- prompt written, as well as oral, feedback on teaching observed with targets and advice as necessary
- confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- opportunities for further professional development based on agreed targets and identified needs
- detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective, and the ECT and the mentor can expect:

- the criteria used for formal assessments will be shared and agreed in advance
- both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used
- assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view
- assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching
- the coordinator will ensure that assessment procedures are consistently applied
- copies of any records will be passed to the ECT concerned

Termly reports will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for the coming term
- support to be provided by the UTC

At Risk Procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- an expectation is established that the support provided will enable any weaknesses to be addressed
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem
- agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice
- experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation
- early warning of the risk of failure will be given and the UTC's concerns communicated to the appropriate body without delay

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The named appropriate body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards, as highlighted in the ITTECF.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the UTC (mentor, coordinator, Principal or nominated Senior Leadership Team member) in the first instance. Where the UTC does not resolve them, the ECT should raise concerns with the named appropriate body contact, George Spencer Academy Appropriate Body.

Key Changes for 2026-2027

This page summarises the substantive changes made during this review. All changed or new text is also highlighted in yellow within the body of the policy.

- Cover/dates: Review date and Next Review date updated to September 2026 and September 2027. A proper Related Policies list added.
- New ‘Statutory and Non-Statutory Reference Documents’ section added, reflecting the DfE's June 2026 updates to the induction and appropriate bodies guidance, and the introduction of the ITTECF.
- Terminology updated throughout: ‘ECF (Early Career Framework)’ replaced with ‘ITTECF (Initial Teacher Training and Early Career Framework)’, which replaced the ECF

and the ITT Core Content Framework from 1 September 2025. ‘ECF mentor’ changed to ‘mentor’ to match current terminology.

- Rationale: Outdated reference to ITTs who trained ‘during the current global pandemic’ removed, as no longer relevant to current ECTs. New sentence added on the ITTECF's strengthened content on SEND/adaptive teaching, oracy, early cognitive development and evidence literacy.
- Registering an ECT: Updated from three delivery approaches to the current two – ‘provider-led’ and ‘school-led’ – confirming the UTC continues with the provider-led approach for 2026/27.
- Registering an ECT: Online registration system updated from ‘ECT Manager’ to its current name, ‘Manage Training for Early Career Teachers’.
- Mentor section: New paragraph added confirming that mentor training under the provider-led route has been streamlined from two years to one year from September 2025.
- Governing Body section: Named ECT Induction Coordinator (previously listed as a specific named individual for 2025/26) replaced with a pointer to the Principal/HR for the current named coordinator, to avoid the policy going out of date when staffing changes.