



Bracken Hill School

Early Career Teacher Induction Policy

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Policy Type: Whole School

This policy is reviewed annually to ensure compliance with current regulations

Rationale

The first years of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career Teacher (ECT) induction programme will enable our ECT's to establish a secure foundation upon which a successful teaching career can be built.

This policy has been developed in accordance with:

- Statutory Guidance: *Induction for Early Career Teachers (England)* (June 2026)
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Teachers' Standards
- Initial Teacher Training and Early Career Framework (ITTECF)
- Early Career Teacher Entitlement (ECTE) requirements

1. Aims

The aims of this policy are to:

- Provide all ECTs with a high-quality induction programme which meets statutory requirements.
- Support ECTs in demonstrating that their performance is satisfactory against the Teachers' Standards.
- Ensure ECTs receive their Early Career Teacher Entitlement (ECTE).
- Enable ECTs to develop expertise through the Initial Teacher Training and Early Career Framework (ITTECF).
- Promote continuous professional development through coaching, mentoring and reflective practice.
- Ensure ECTs receive personalised support to meet individual development needs.
- Establish a culture of professional learning and improvement across the school.
- Improve teacher retention and wellbeing.

2. Scope

This policy applies to all Early Career Teachers undertaking statutory induction at Bracken Hill School.

The school will ensure that all eligible ECTs receive an induction programme that complies with the latest Department for Education requirements and is delivered with **Flying High** as our appropriate body.

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 [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- [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.

Policy dated: September 2026 – Approved by the Governing Body on

4. The ECT induction programme

The school's induction programme is underpinned by the Early Career Teacher Entitlement (ECTE) and the Initial Teacher Training and Early Career Framework (ITTECF).

The programme enables ECTs to:

- Develop professional expertise across all Teachers' Standards.
- Apply evidence-informed teaching strategies.
- Strengthen subject and curriculum knowledge.
- Develop adaptive teaching practices.
- Support pupils with Special Educational Needs and Disabilities (SEND).
- Improve assessment practices.
- Strengthen behaviour management strategies.
- Develop wider professional responsibilities and leadership behaviours.

5. Entitlements for ECTs

Receives

- A reduced timetable in accordance with statutory requirements.
- A designated induction tutor.
- A designated mentor.
- Access to an approved induction programme.
- Regular mentoring sessions.
- Protected time for professional development.
- Opportunities to observe experienced colleagues.
- Constructive feedback following lesson observations.
- Access to appropriate training and resources.
- Personalised support informed by professional reviews and diagnostic assessment.

Will Have

- A personalised programme of professional development.
- Clear targets and objectives.
- Regular opportunities to discuss progress and wellbeing.
- Support to address any concerns at an early stage.
- Opportunities to observe other teachers across school.

6. Roles and responsibilities

6.1 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 early career teacher entitlement
- 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 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

6.2 Role of the head of school

The head of school 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 early career teacher entitlement programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback on 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, including appropriately recording all absences
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way possible
- 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 for the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

6.3 Role of the 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 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 possible, 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

6.4 Role of the 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 early career teacher entitlement 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

6.5 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 headteacher 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

7. Observation and Feedback

ECTs will receive:

- Regular lesson observations.
- Developmental feedback.
- Opportunities to observe expert practice.
- Professional discussion following observations.

Feedback will be constructive, supportive and focused on professional growth.

8. Assessment Arrangements

Formal assessment points will be conducted in line with statutory requirements and guidance issued by the Appropriate Body.

Assessments will:

- Review progress against the Teachers' Standards.
- Consider evidence from observations, reviews and professional discussions.
- Identify strengths and development priorities.
- Inform future support arrangements.

Assessment reports will be shared with the ECT before submission to Flying High.

9. Appropriate Body

The school will register every ECT with a designated Appropriate Body. Our Appropriate Body at Bracken Hill School is Flying High.

The Appropriate Body will:

- Monitor the quality of statutory induction.

- Quality assurance assessment processes.
- Provide guidance where concerns arise.
- Make the final decision regarding successful completion of induction.

The school's Appropriate Body arrangements will be reviewed periodically.

10. Addressing Concerns

Where concerns are identified regarding an ECT's progress:

- Concerns will be shared promptly and sensitively.
- Additional support and monitoring will be implemented.
- Clear improvement targets will be agreed.
- Progress will be reviewed regularly.
- Appropriate Body guidance will be sought where necessary.

The school will take a supportive and developmental approach while ensuring statutory expectations are met.

11. Absence and Extensions

The school will manage induction absences in accordance with statutory guidance.

Where absences exceed permitted limits, induction periods may be extended as required by statutory guidance. Statutory leave provisions, including maternity leave, adoption leave, shared parental leave, paternity leave and neonatal care leave, will be managed in accordance with current legislation and Department for Education guidance.

12. Equality, Diversity and Inclusion

Bracken Hill School is committed to promoting equality of opportunity and ensuring all ECTs are treated fairly and consistently irrespective of age, disability, sex, gender reassignment, race, religion or belief, pregnancy and maternity, marriage and civil partnership, or sexual orientation.

Reasonable adjustments will be made where required.

13. Confidentiality and Data Protection

Information collected as part of statutory induction will be handled in accordance with UK GDPR, the Data Protection Act 2018 and the school's data protection policies.

Induction records will be retained and shared only where appropriate and necessary.

14. Monitoring and Review

The Head of School will monitor implementation of this policy and evaluate the effectiveness of induction arrangements annually.

This policy will be reviewed annually or sooner where changes in legislation, statutory guidance or Department for Education requirements make this necessary.

Bracken Hill School is committed to ensuring that all Early Career Teachers receive a high-quality induction experience that supports professional growth, promotes wellbeing and enables them to become effective, reflective and successful teachers.