

Nottinghamshire School Early Career Teachers Induction Policy

**For Head Teachers and
Governing Bodies
March 2026**

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1. Introduction

This policy should be read in conjunction with the Staff Induction Policy. The DFE has issued guidance on the Induction Period for Early Career Teachers “Induction for early career teachers (England)” – published March 2021, and Induction, Training and Support for Early Career Teachers (ECTs) – published May 2023, which is available on the Department of Education website. This guidance provides the statutory framework which schools must use to design the induction and assessment arrangements for all early career teachers who are undertaking induction.

In addition to general induction, schools should ensure ECTs have accessed the Early Careers Framework (ECF) requirements, which can be found at [Early Career Teacher Entitlement – GOV.UK](#).

Nottinghamshire Local Authority (LA), no longer acts as the Appropriate Body for Induction, the majority of Notts schools use Redhill or Flying High as their Appropriate Body.

2.Summary of key elements of the induction arrangements

2.1 The standard length of induction is two school years (for full time ECTs). During year one of induction all early career teachers should have a timetable of 90% of normal average teaching time to allow their induction to take place. In addition, they are also eligible for 10% PPA time. During year two all early career teachers will receive a 5% timetable reduction.

2.2 The school will need to ensure that the induction programme is clearly structured and should include a combination of monitoring, support and assessment. The programme should include the following components:

- An active role for the ECT, encouraging them to take increasing responsibility for their own professional development
- Two formal assessment points one at the end of year one and the second at the end of the induction period
- Support from a designated induction tutor
- Support from a designated mentor
- Regular observations of the ECT's teaching with follow-up discussions (observations are advised once each half term with the first observation within four weeks of the ECT being in post for full time ECTs)
- Progress Reviews are to be held at the end of terms 1, 2, 4, and 5 for full time ECTs) where a formal assessment is not scheduled
- Observation of experienced teachers.
- Other targeted professional development activities.

2.3 The role of an induction tutor and induction mentor are very important in the process of supporting an ECT. Support for induction mentors is available through the ECF training programmes. The "Career Entry and Development Profile" is used by many (but not all) ITT providers and can be used to help teachers make constructive connections between initial teacher training, induction and the later stages of their development as a teacher; to guide the processes of reflection and collaborative discussion; and to focus their reflection on their achievements and goals.

2.4 Written evidence should be kept of progress towards the achievement of the Teachers' Standards, (part 1 and 2). Performance targets should be set, new targets agreed, and the support provided to the ECT to meet the required standards. This written evidence will inform a Continuing Professional Development Portfolio for the ECT.

2.5 Sources of evidence will include:

- A copy of the Career Entry and Development Profile - where made available from the ITT provider.
- Copies of Progress Review meeting documents
- Tutor meeting notes/minutes
- Mentor meeting notes/minutes
- Identity of the ECF Induction accessed
- Records of lesson observations
- Records of ECTs e.g. courses attended, professional development activities, visits, observations of other experienced teachers, self-assessment records, etc.
- Records of the two formal assessment point meetings and copies of the

- assessment pro-forma is completed using the online assessment programme ECT Manager from the Appropriate Body

2.6 The kind of written evidence that might also be included:

- An example of planning for a particular lesson.
- The observation notes of the lesson made by the induction tutor or other member of staff.
- Examples of pupils' work resulting from the lesson (unmarked and marked)
- The ECT's self-reflection of the lesson.

2.7 There should be two formal assessment meetings between the ECT, the headteacher and the induction tutor throughout the induction period. There should be formal Progress Review meetings held at the end of each term where there is not a formal assessment meeting – Terms 1,2,4 and 5. Under normal circumstances the assessment meetings should be held towards the end of each term and schools will be advised by the Appropriate Body of appropriate dates for each term.

2.8 The Appropriate Body for Induction, has a quality assurance role in the induction of early career teachers. It is also required to maintain a record of all ECTs and to confirm the school's decision about whether or not an ECT has satisfactorily met the Teachers' Standards for the completion of the induction period. The Appropriate Body will communicate its decision to the ECT, the headteacher and the TRA.

2.9 The Appropriate Body will undertake the quality assurance role for the monitoring and support arrangements for ECTs. Where an ECT is experiencing difficulties, the school will require further advice and should notify the Appropriate Body as soon as possible. In this case a programme of support will be agreed and put in place by the school.

2.10 The Appropriate Body for Induction, has to provide a named contact with whom ECTs can raise issues about induction which have not been resolved with the school. This person should not be directly involved in providing monitoring and support to the ECT or in making decisions about satisfactory completion of induction.

2.11 Schools should ensure that all ECTs are informed of the confidential support available to them from the trade unions, the Teacher Support Network and the Teaching School HUB as part of their school's induction provision/programme.

3. Formal assessment and monitoring procedures

The formal procedures are demonstrated in the DfE Guidance

4. Length of Induction Period

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4.1 Full time ECTs are normally required to serve an induction period of six terms. However, if an ECT is appointed to part-time or temporary posts and there is a query about the duration of their induction period, then schools are advised to contact the Appropriate Body.

4.2 On appointment, the Headteacher should formally register the ECT with the Appropriate Body by completing the appropriate Registration Documents.

If an ECT has 30 days or more absence during the Induction period, an extension is given of usually one term for full time ECTs.

5. Contract of Employment – ECT

5.1 There are specific contracts on the schools Portal for the appointment of an ECT <https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/contracts/teaching-staff-contracts> which includes the following paragraph:

“As an early career teacher, you will be required to complete a statutory induction period of six terms (or equivalent for part-time staff) in accordance with the regulations of the Department for Education. Your continued employment beyond this period will be dependent on satisfactory completion of this period. In the event of failing to satisfactorily complete your induction period, you will be given 10 days’ notice of termination.”

5.2 The school should ensure that all the necessary monitoring, support and assessment arrangements are in place. Schools will be advised by the Appropriate Body as to the online submission dates. During the first weeks of the monitoring and support programme the Headteacher should ensure that any early concerns about the ECT’s performance are discussed with the Appropriate Body straight away. Concerns which emerge at any other time must be discussed with the ECT promptly and supportively.

5.3 At the end of the first period of induction an assessment will be made of the ECT’s progress. If satisfactory, the programme of monitoring and support will continue; if unsatisfactory, the EIA should be contacted to verify the school’s judgement and arrange for additional support to be provided as appropriate.

5.4 The school must confirm their assessment by the term dates specified on the Appropriate Body’s website and by submitting a completed form using ‘ECT Manager’. Where unsatisfactory progress has been made, details of the support programme should be included with the form.

5.5 The Appropriate Body for Induction, will then make the final decision as to whether the ECT has met the standards required and inform all parties accordingly. It should be noted that there is no formal involvement of the governing body in this

process although the Headteacher should keep the governing body informed of progress of the ECT through the induction period.

- 5.6** It is anticipated that in most cases, the school and the Appropriate Body will be able to confirm the satisfactory completion of the induction period to the TRA who will formally notify the teacher of their status. In those cases where the Appropriate Body determines that identified Teachers' Standards have not been met within the required timescale the school should work closely with the TSHub to review the evidence and consider whether it is appropriate to initiate dismissal proceedings as appropriate according to the governance arrangements in place. The statutory guidance for ECT's states, *"An ECT working in a relevant school who has failed induction must be dismissed within 10 working days of them giving notice, they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought, if the ECT's appeal is heard, and they are judged as having failed induction, the employer should dismiss the ECT within 10 working days of being told the outcome of the hearing."*

6. Serious performance difficulties

- 6.1** Where, at any point during the induction period, a school and the Appropriate Body have agreed that the ECT's performance raises serious concerns because the education of pupils is at risk, it may be necessary to consider formal disciplinary procedures immediately in line with the Disciplinary (Capability) Procedure – The Performance of School Staff located on the School Portal Disciplinary (Capability) Procedure. In this procedure, please refer to the 'exceptional cases' paragraph on page 4 of the policy statement, and Appendix 1, paragraph 5.1 and 5.2 which details supplementary guidance regarding ECTs

7. Reference documents

Induction Period for Early Career Teachers – "Induction for early career teachers (England)" – published March 2021, Induction, Training and Support for Early Career Teachers (ECTs) – published May 2023. Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies:

- Trade Union advisory documents regarding induction and ECT status

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