Kings Road CPS

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ECT Induction Policy

Excellence without compromise

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1. Introduction

Kings Road Primary School is committed to providing Early Career Teachers (ECTs) with a high-quality, supportive and carefully structured induction programme which enables them to develop as confident, effective and reflective teachers.

The first two years of a teacher's career are an important period of professional development. At Kings Road, we aim to ensure that ECTs receive the appropriate balance of structured training, mentoring, professional development, classroom experience and support required to develop their practice and meet the Teachers' Standards.

From September 2025, the Department for Education (DfE) introduced the Early Career Teacher Entitlement (ECTE). The ECTE replaces the previous terminology of "ECF-based training and induction". For ECTs beginning induction from September 2025 onwards, the training programme is based on the Initial Teacher Training and Early Career Framework (ITTECF).

The ECTE is a two-year entitlement which brings together:

- a structured training programme;
- regular mentoring;
- protected time away from the classroom;
- regular progress reviews;
- two formal assessments against the Teachers' Standards; and
- appropriate support throughout the induction period.

The ITTECF provides the evidence-informed framework underpinning the ECT training programme. It is not itself an assessment framework. ECTs are assessed against the Teachers' Standards, and not against the ITTECF.

At Kings Road, the ECTE will be integrated into the school's wider professional development programme and will complement, rather than sit separately from, the school's curriculum, teaching, safeguarding, inclusion and school improvement priorities.

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2. Aims

At Kings Road Primary School we aim to:

- provide every ECT with a high-quality induction programme which meets statutory requirements;
- provide a structured two-year programme of professional learning, mentoring and support;
- ensure that the ECT's training programme is based on the ITTECF and appropriately contextualised to Kings Road;
- provide ECTs with the knowledge, skills and experience necessary to develop towards meeting the Teachers' Standards;
- provide ECTs with regular, high-quality mentoring and feedback;
- provide protected time for ECT development and training;
- provide opportunities for ECTs to observe experienced colleagues and to discuss and practise effective teaching approaches;
- support ECTs to understand the school's expectations, policies, curriculum and community;
- recognise the individual strengths, prior experience and development needs of each ECT;
- support ECTs' wellbeing and professional confidence;
- ensure that ECTs receive appropriate support at the earliest opportunity if concerns about progress arise;
- ensure that assessment is fair, transparent, evidence-informed and based on the Teachers' Standards;
- minimise unnecessary workload and avoid requiring ECTs to create evidence solely for induction purposes;
- ensure all staff understand their role in supporting ECT induction; and
- develop ECTs as valued members of the Kings Road staff team and wider school community.

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3. Legislative and statutory framework

This policy has been developed with regard to the following statutory guidance and requirements:

- Department for Education, Induction for early career teachers (England), June 2026;
- Department for Education, Early Career Teacher Entitlement;
- Department for Education, Set up and manage the Early Career Teacher Entitlement;
- Department for Education, Initial Teacher Training and Early Career Framework (ITTECF);
- Department for Education, Teachers' Standards;
- relevant legislation and regulations governing teacher induction in England;

- guidance issued by the school's appointed Appropriate Body; and
- current Bright Futures Teaching School Hub guidance and requirements.

The current DfE statutory guidance was updated in June 2026 and applies to headteachers, school staff, appropriate bodies and governing bodies.

Kings Road Primary School will ensure that its induction arrangements remain consistent with the most recent statutory guidance and with requirements communicated by the school's Appropriate Body.

For ECTs beginning induction from 1 September 2025 onwards, the appropriate framework for the training programme is the ITTECF.

Where statutory guidance or Appropriate Body requirements are updated, the school will amend its procedures as necessary.

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4. Early Career Teacher Entitlement

4.1 Two-year entitlement

ECTE provides a structured two-year period of support and professional development for teachers at the beginning of their careers.

At Kings Road, the ECTE will be treated as an integral part of the ECT's induction rather than as an additional programme running alongside induction.

The ECT will receive:

- a trained mentor;
- an induction tutor;
- a structured training programme based on the ITTECF;
- protected time away from their normal teaching timetable;
- regular mentoring and professional discussion;
- opportunities to observe and learn from experienced teachers;
- regular progress reviews;
- two formal assessments against the Teachers' Standards; and
- additional support where required.

The ECTE training programme must cover the ITTECF in full. Kings Road uses a structured training programme provided by Bright Futures in partnership with Teach First and we contextualise this learning to the needs of the ECT and the school.

4.2 Bright Futures Teaching School Hub

Kings Road Primary School will work with Bright Futures Teaching School Hub as its Appropriate Body for statutory induction, subject to the school's current registration arrangements.

Bright Futures Teaching School Hub provides Appropriate Body services for schools within its designated areas, including Trafford and Salford.

Where Kings Road uses the Bright Futures Early Career Training Programme (ECTP), this is delivered in partnership with Teach First.

Bright Futures describes its ECTP as a fully funded two-year programme based on the ITTECF. The programme includes structured training, seminars, self-directed learning and mentor interactions.

The statutory induction process and the ECTP are complementary:

- Bright Futures, as Appropriate Body, has responsibility for quality assuring statutory induction.
- The ECTP provides the structured training programme supporting the ECT's professional development.
- Kings Road remains responsible for ensuring that the ECT receives a suitable induction programme and appropriate support within school.
- The ECT's formal assessment is against the Teachers' Standards.

The training programme is not itself a pass/fail assessment. ECTs are assessed against the Teachers' Standards.

4.3 Registration

Before statutory induction begins, Kings Road will ensure that the ECT is appropriately registered with the school's Appropriate Body.

Kings Road will also ensure that the ECT and mentor are correctly registered through the current DfE registration process and assigned to the appropriate provider and delivery partner.

The school will ensure that registration is completed promptly and will retain appropriate records.

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5. Kings Road ECT Induction Programme

The Kings Road ECT induction programme will combine:

1. statutory induction requirements;
2. the Bright Futures ECTP;
3. school-based mentoring;
4. professional development and CPD;
5. classroom-based experience;
6. observation and feedback;
7. opportunities for professional collaboration; and
8. wider induction into the Kings Road community.

The programme will be tailored to the individual ECT while ensuring that all required elements are covered.

5.1 Training programme

Kings Road ECTs will participate fully in the Bright Futures ECTP and it's required training activities.

Bright Futures' current ECTP includes structured learning through online/self-directed study, seminars and mentor interactions. In Year 1, the programme includes weekly mentor meetings and regular seminars; Year 2 follows structured development cycles with continuing mentor support.

ECTs will be expected to:

- attend required training sessions;
- complete required self-directed study;
- engage actively with mentor sessions;
- apply learning to classroom practice;
- reflect on their developing practice;
- discuss learning with their mentor and induction tutor; and
- identify areas where additional support or development would be beneficial.

5.2 School-based induction

In addition to the ECTP, Kings Road will ensure that ECTs receive appropriate school-based induction.

This will include, as appropriate:

- safeguarding and child protection;
- behaviour expectations and systems;
- curriculum and assessment arrangements;
- phonics and early reading;
- SEND and inclusion;
- EAL provision;
- attendance and pastoral systems;
- school routines and procedures;
- health and safety;
- online safety;
- professional conduct;
- relationships with parents and carers;
- use of school systems and technology;
- assessment and moderation;
- subject and phase expectations; and
- relevant school improvement priorities.

ECTs will be introduced to relevant subject and phase leaders as part of their induction.

5.3 Opportunities to observe experienced teachers

ECTs will be provided with planned opportunities to observe experienced teachers.

Observations will be purposeful and linked to the ECT's current professional development needs. They may focus on areas such as:

- classroom routines;
- behaviour management;
- modelling;
- explanation;
- questioning;
- assessment;
- adaptive teaching;
- SEND provision;
- vocabulary and language development;
- early reading and phonics;
- subject-specific pedagogy; and
- effective relationships with pupils.

Observation should lead to professional discussion and reflection rather than simply being a passive activity.

5.4 Teaching experience

ECTs will:

- regularly teach their allocated class or classes;
- undertake planning, teaching and assessment appropriate to their role;
- receive appropriate preparation and support for additional responsibilities;
- be supported to develop confidence across the relevant curriculum;
- have opportunities to work collaboratively with colleagues; and
- gradually develop increasing independence and responsibility.

ECTs should not normally be required to teach outside the age range or subjects for which they have been employed unless this is appropriate, agreed and properly supported.

ECTs should not routinely be given unreasonable demands or disproportionate additional responsibilities.

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6. Support for ECTs

6.1 Induction Tutor

Each ECT will have a named Induction Tutor who will coordinate the school's ECTE and statutory induction arrangements.

The Induction Tutor will normally hold QTS and will have sufficient time and authority to undertake the role effectively.

The Induction Tutor will:

- coordinate the ECT induction programme;
- ensure the ECT is registered appropriately;
- coordinate progress reviews and formal assessments;
- monitor the ECT's engagement with the training programme;
- liaise with the Appropriate Body;
- ensure the ECT and mentor understand their respective roles and entitlements;
- coordinate evidence and records;
- ensure that appropriate support is provided;
- ensure concerns are addressed promptly;
- maintain communication with the Headteacher; and
- ensure that the induction programme remains aligned with statutory requirements.

The DfE identifies the Induction Tutor as the person who leads and coordinates the ECTE in school and organises progress reviews and assessments against the Teachers' Standards.

6.2 Mentor

Each ECT will have a named mentor. The mentor should be an experienced teacher and, wherever possible, should have appropriate subject or phase expertise.

The mentor will:

- meet regularly with the ECT;
- provide professional and pastoral support;
- support the ECT to contextualise learning from the training programme;
- provide constructive feedback;
- support deliberate practice and development;
- help the ECT identify appropriate areas for development;
- support the ECT to reflect on their practice;
- liaise with the Induction Tutor where concerns arise; and
- contribute to the wider induction programme.

The mentor will follow the Bright Futures ECTP programme's current expectations.

For the current Bright Futures ECTP, mentor interactions are expected to be weekly for Year 1 ECTs and fortnightly for Year 2 ECTs. Interactions may include meetings and lesson drop-ins and follow the programme's instructional coaching approach.

The mentor should normally be separate from the Induction Tutor, allowing the two roles to provide complementary support and oversight.

6.3 Pastoral and wellbeing support

Kings Road recognises that beginning a teaching career can be demanding.

ECTs will be encouraged to discuss concerns relating to:

- workload;
- confidence;
- relationships;
- classroom management;
- professional development;
- wellbeing;
- work-life balance; or
- any other matter affecting their ability to engage successfully with induction.

ECTs may raise concerns with their mentor, Induction Tutor or Headteacher.

Where concerns cannot be resolved within school, the ECT will be advised of the appropriate route for seeking further support, including contacting the Appropriate Body where appropriate.

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7. Timetable and protected time

ECTs are entitled to protected time away from their normal teaching timetable to undertake activities connected with their ECTE and induction.

At Kings Road:

Year 1 - ECTs will receive a **10% reduction** in their teaching timetable.

Year 2 - ECTs will receive a **5% reduction** in their teaching timetable.

The protected time will be used for activities such as:

- ECT training;
- mentoring;
- professional reading and self-directed study;
- observations;
- professional discussion;
- preparation for development activities;
- engagement with the ECTP; and
- other activities directly supporting the ECT's professional development.

The ECT's protected time will not routinely be used to undertake unrelated administrative or additional teaching duties.

The school will timetable protected time carefully to enable the ECT to benefit fully from the entitlement.

Bright Futures confirms that its ECTP is designed to fit within the ECT's 10% Year 1 and 5% Year 2 timetable allocation.

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8. Progress reviews and formal assessment

8.1 Assessment against the Teachers' Standards

ECTs will be assessed against the Teachers' Standards. The ITTECF provides the knowledge, skills and behaviours which underpin the training programme, but ECTs are not assessed against the ITTECF itself.

The purpose of progress reviews and formal assessments is to determine whether the ECT is making satisfactory progress towards meeting the Teachers' Standards and, at the end of induction, whether they have met the required standard.

8.2 Progress reviews

The Induction Tutor will coordinate regular progress reviews in accordance with statutory guidance and Appropriate Body requirements.

Progress reviews will:

- consider the ECT's progress against the Teachers' Standards;
- draw on appropriate evidence from normal professional practice;
- consider information from the ECT, mentor and other relevant colleagues;
- identify strengths;
- identify areas for development;
- review agreed objectives;
- consider the ECT's engagement with their training programme; and
- identify any additional support required.

ECTs will be given the opportunity to contribute to reviews and discuss their own professional development.

Progress reviews will be recorded and shared as required with the ECT, Headteacher and Appropriate Body.

8.3 Formal assessments

There will be two formal assessment points during the induction period:

- end of Year 1; and

- end of Year 2.

Formal assessments will be coordinated by the Induction Tutor and will draw on evidence gathered through the ECT's normal work and induction activities.

The assessment will consider the ECT's performance against the Teachers' Standards. The ECT will have the opportunity to contribute written comments to the formal assessment.

The Headteacher will make the appropriate recommendation to the Appropriate Body at the final assessment point. The Appropriate Body makes the final decision regarding successful completion of statutory induction.

8.4 Evidence

Assessment evidence will be proportionate and drawn wherever possible from existing professional practice. ECTs will not be expected to create unnecessary portfolios or duplicate evidence solely for induction purposes.

Evidence may include:

- lesson observations;
- feedback;
- planning and teaching;
- assessment information;
- examples of pupils' work;
- professional discussions;
- mentor records;
- relevant training activities;
- progress-review records; and
- other evidence arising naturally from the ECT's professional role.

The school will follow the principle that induction and assessment should be rigorous while avoiding unnecessary workload.

8.5 Lesson observations

ECT teaching will be observed regularly. Observations will be developmental and will provide constructive feedback.

Observations may be undertaken by:

- the Induction Tutor;
- the mentor;
- senior leaders;
- subject or phase leaders; or
- other suitably experienced teachers.

Where observations contribute to formal assessment, this will be made clear to the ECT.

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9. Supporting an ECT who is not making sufficient progress

Kings Road is committed to identifying concerns at the earliest possible stage. Where an ECT is not making sufficient progress, the school will:

1. identify the specific area or areas requiring improvement;
2. discuss the concerns openly with the ECT;
3. provide clear and achievable development objectives;
4. identify appropriate support;
5. agree how progress will be monitored;
6. provide additional mentoring, coaching, observation or professional development where appropriate;
7. review progress regularly; and
8. liaise with the Appropriate Body at the appropriate stage.

Support will be proportionate to the ECT's needs and will focus on helping the ECT make sustained improvement.

Where there are significant concerns, the school will seek advice from the Appropriate Body promptly rather than waiting until the next formal assessment.

Where an ECT remains at risk of not meeting the Teachers' Standards, a formal support plan may be implemented.

The ECT will be given clear information about:

- the concerns;
- the standards or areas of practice involved;
- the improvement required;
- the support available;
- the timescale for review; and
- the possible implications if sufficient improvement is not made.

The Appropriate Body will be involved in accordance with statutory requirements and its own procedures.

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10. Roles and responsibilities

10.1 The ECT

The ECT will:

- engage fully with their ECTE and induction programme;
- participate in required training;
- attend mentor meetings and relevant professional development;

- take an active role in their own professional learning;
- reflect on feedback and identify areas for development;
- meet with their mentor and Induction Tutor as required;
- participate in observations, progress reviews and formal assessments;
- maintain appropriate professional records;
- seek support when needed;
- contribute to their own assessment;
- meet professional expectations and school policies; and
- raise concerns promptly where they believe their induction arrangements are not meeting their needs.

ECTs should not be expected to demonstrate compliance with the ITTECF through a separate portfolio. Their formal assessment is against the Teachers' Standards.

10.2 The Headteacher

The Headteacher will:

- ensure that statutory induction arrangements are in place;
- ensure the ECT is eligible to undertake induction;
- ensure that the post is suitable for induction;
- ensure appropriate registration with the Appropriate Body;
- ensure that the ECT has an appropriate Induction Tutor and mentor;
- ensure that the Induction Tutor and mentor have sufficient time to fulfil their responsibilities;
- ensure an appropriate ITTECF-based training programme is in place;
- ensure the ECT receives the required timetable reduction;
- ensure progress reviews and formal assessments are completed appropriately;
- ensure required reports are submitted;
- make the appropriate recommendation at the final assessment;
- ensure concerns are addressed promptly;
- liaise with the Appropriate Body where required; and
- ensure the governing board is appropriately informed about ECT arrangements.

10.3 The Induction Tutor

The Induction Tutor will:

- coordinate the ECTE and induction programme;
- register ECTs and mentors through the required systems;
- ensure the ECT understands their entitlement;
- coordinate the ECT's school-based induction;
- monitor engagement with the training programme;
- organise progress reviews;
- coordinate formal assessments;
- gather appropriate evidence;
- ensure assessment records are completed accurately;

- provide or coordinate professional support;
- monitor the ECT's progress;
- liaise with the mentor;
- liaise with the Appropriate Body;
- take prompt action where concerns arise;
- ensure that ECT workload is reasonable; and
- ensure that record keeping is proportionate.

10.4 The Mentor

The mentor will:

- provide regular professional and pastoral support;
- meet with the ECT according to the requirements of the school's programme;
- support the ECT to apply training to classroom practice;
- provide constructive feedback;
- support instructional coaching and deliberate practice where applicable;
- help identify high-leverage areas for development;
- provide opportunities for professional reflection;
- liaise with the Induction Tutor;
- raise concerns promptly; and
- contribute to the wider induction programme.

Mentors will participate in the required mentor training and follow the current Bright Futures programme guidance.

10.5 Governing Board

The Governing Board will:

- ensure that the school has appropriate arrangements for statutory ECT induction;
- be satisfied that the school has the capacity to support ECTs;
- ensure that the Headteacher fulfils their responsibilities;
- receive appropriate information about the school's ECT arrangements;
- ensure that concerns raised through appropriate school procedures are considered appropriately; and
- seek advice from the Appropriate Body where necessary.

The Governing Board will not normally be involved in the day-to-day assessment of an individual ECT but will maintain appropriate oversight of the school's statutory responsibilities.

10.6 Appropriate Body

The school's Appropriate Body is responsible for quality assuring statutory induction. Kings Road will comply with Bright Futures Teaching School Hub's current procedures, deadlines and requirements.

The Appropriate Body will:

- ensure the school's induction arrangements meet statutory requirements;
- quality assure the induction programme;
- monitor assessment and progress;
- provide advice where concerns arise;
- receive required reports;
- make the final decision on the outcome of induction; and
- provide appropriate guidance and support to the school.

Bright Futures states that the Appropriate Body's role includes checking that the school has put an appropriate induction programme in place and that the programme is clearly based on the ITTECF for ECTs starting induction from September 2025.

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11. Equality, inclusion and wellbeing

Kings Road is committed to ensuring that all ECTs receive fair and equitable access to training, mentoring and professional development. The school will take account of individual circumstances and reasonable adjustments where appropriate.

ECTs will not be disadvantaged because of:

- disability;
- pregnancy or maternity;
- protected characteristics;
- caring responsibilities;
- part-time working;
- flexible working arrangements; or
- other relevant personal circumstances.

The school will work with the ECT, Appropriate Body and relevant professionals where adjustments or additional support are required. The induction programme should support ECT wellbeing and should not create unnecessary workload.

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12. Monitoring and quality assurance

The ECT Induction Lead will monitor the effectiveness of the school's induction programme throughout the year.

Monitoring will consider:

- ECT progress;
- quality and frequency of mentoring;

- engagement with the training programme;
- use of protected time;
- completion of progress reviews;
- completion of formal assessments;
- ECT workload and wellbeing;
- feedback from ECTs and mentors;
- feedback from the Appropriate Body;
- compliance with statutory requirements; and
- areas for improvement.

The Headteacher and Governing Board will receive appropriate information about the implementation of the programme. The school will respond to changes in DfE statutory guidance and Bright Futures requirements as they arise.

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13. Links with other policies and guidance

This policy should be read alongside:

Statutory and national guidance

- DfE Induction for early career teachers (England), June 2026
- DfE Early Career Teacher Entitlement
- DfE Initial Teacher Training and Early Career Framework
- DfE Teachers' Standards
- DfE guidance on setting up and managing the ECTE

Bright Futures Teaching School Hub

- Bright Futures Appropriate Body guidance
- Bright Futures ECTP guidance
- Bright Futures ECT Programme Guide
- Bright Futures Mentor Programme Guide
- Bright Futures Induction Tutor guidance
- relevant Bright Futures registration and assessment procedures

Kings Road Primary School policies

This policy should also be read alongside, where applicable:

- Staff Appraisal Policy
- Capability of Staff Policy
- Staff Grievance Policy
- Staff Code of Conduct
- Staff Induction Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Attendance Policy
- Online Safety Policy

- Staff Handbook
- Curriculum policies
- Equality Policy

Policy review

This policy will be reviewed annually by the ECT Induction Lead and approved by the Governing Board. The policy will also be reviewed earlier where there are significant changes to:

- statutory ECT induction requirements;
- the Early Career Teacher Entitlement;
- the ITTECF;
- the Teachers' Standards;
- Appropriate Body arrangements;
- Bright Futures ECTP arrangements; or
- relevant employment or education legislation.