

THOMAS MILLS HIGH SCHOOL & SIXTH FORM



SCHOOL POLICY DOCUMENT 76

Early Career Teacher (ECT) induction policy

Updated by school:	19/05/2026
Next review due:	Academic Year 2028 - 2029
Policy review cycle:	Every 3 years
Policy Owner:	Professional Tutor

Vision Statement

'Together we aim high, discover talents, and build a brighter future'

Thomas Mills High School is an Academy and a company limited by guarantee
incorporated in England & Wales under number 7605059

Early Career Teacher (ECT) Induction Policy
Aligned to the Ambition Institute Full Induction Programme (FIP)
Updated to reflect the 2025 DfE statutory guidance and the ITECF

1. Aims

Thomas Mills High School aims to:

- Provide an ECT induction programme that meets **all statutory requirements** and is fully underpinned by the **Initial Teacher Training and Early Career Framework (ITECF)**.
 - Deliver the school's induction through the **Ambition Institute Full Induction Programme (FIP)**.
 - Provide ECTs with a supportive, structured environment enabling them to develop into effective, confident teachers.
 - Ensure all staff understand their responsibilities within the ECT induction process.
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2. Statutory Framework and Updates

This policy reflects:

- The DfE statutory guidance “**Induction for Early Career Teachers (England)**” (2025).
 - The **Initial Teacher Training and Early Career Framework (ITECF)** replacing the previous ECF.
 - Removal of **Local Authorities** as Appropriate Bodies.
 - Requirement for Appropriate Bodies to use the “**Record inductions as an appropriate body**” service for notifying the DfE.
 - **Teaching Regulation Agency (TRA)** as the Appeals Body for induction decisions.
 - Inclusion of **Neonatal Care Leave** as a statutory non-counting absence during induction.
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3. Induction Structure at Thomas Mills High School

3.1 Induction Period

- Full-time ECTs complete a **two-year induction** (six terms).
- Part-time ECTs complete the **full-time equivalent**.
- A minimum continuous period of **one term** may count.
- Short-term supply below one term **cannot** count.

3.2 Reduced Timetable

ECTs will receive:

- **Year 1:** Maximum **90%** timetable of a main scale teacher
- **Year 2:** Maximum **95%** timetable
- Plus standard **PPA entitlement**

3.3 Suitable Posts

In line with statutory guidance, the school ensures that posts offered for induction:

- Allow ECTs to teach regular classes
 - Provide opportunities to demonstrate the Teachers' Standards
 - Do not impose unreasonable demands or inappropriate additional responsibilities
 - Provide appropriate support, high-quality mentoring, and access to training
 - Do not require teaching outside subject/phase unless appropriate
 - ECTs will not be used for Cover
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4. Support for ECTs

Thomas Mills High School delivers its induction through the **Ambition Institute Full Induction Programme**, including:

4.1 Induction Tutor (Professional Tutor)

Responsible for:

- Day-to-day monitoring, guidance, and assessment
- Termly progress reviews
- Two formal assessments (end of Year 1, end of Year 2)
- Ensuring observations take place and feedback is timely
- Half-termly observations of ECTS, uploaded to ECT Manager and discussed with ECT and Mentor, with Targets set as needed
- Liaising with the Appropriate Body (Unity Teaching School Hub)
- Implementing additional support plans where progress is a concern

4.2 Induction Mentor

Following Ambition's instructional coaching model, mentors:

- Hold **weekly coaching sessions** (approx. 45 minutes)
- Carry out **weekly "pop-in" observations** (10–15 minutes)
- Use **StepLab** to record notes, set action steps, and track development
- Attend mentor clinics, coaching-on-coaching sessions, and all Ambition training
- Provide subject-specific and pedagogical coaching
- Support habit-formation through deliberate practice

4.3 ECT Responsibilities

ECTs must:

- Provide proof of QTS
 - Engage fully in weekly Ambition self-study (videos, evidence summaries, quizzes, reflections)
 - Attend all mentor sessions and complete Steplab tasks
 - Maintain evidence of progress against the Teachers' Standards
 - Participate in observations, reviews, and assessments
 - Raise concerns early with the induction tutor
 - Contact the Appropriate Body if issues cannot be resolved locally
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5. Monitoring, Observations and Assessment

5.1 Observations

- Conducted **regularly** (normally weekly pop-ins + periodic longer observations)
- Focus on targeted areas aligned with the ITTECF and Teachers' Standards
- Followed by prompt, constructive feedback
- Half-termly observations of ECTS, uploaded to ECT Manager and discussed with ECT and Mentor, with Targets set as needed
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5.2 Progress Reviews

Held **termly**, except in assessment terms. Include:

- Review of progress against the Teachers' Standards
- Updated objectives
- Summary of strengths and areas for development
- Shared with ECT, headteacher, and Appropriate Body

5.3 Formal Assessment

Two formal assessment points:

- **End of Term 3 (Year 1)**
- **End of Term 6 (Year 2)**

Assessment reports:

- Outline performance against the Teachers' Standards
- Include ECT comments
- Are signed by the ECT, induction tutor, and headteacher

- Sent to the Appropriate Body within **10 working days**

5.4 Final Decision by Appropriate Body

Unity Teaching School Hub will decide whether the ECT:

- Has satisfactorily met the Teachers' Standards
- Requires an extension
- Has failed induction

ECTs may appeal to the **Teaching Regulation Agency (TRA)**.

6. Absence, Extensions and Special Leave

- Absences totalling **30+ days** automatically extend induction by the same number of days.
 - **Statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's leave, and neonatal care leave** *do not automatically count*.
 - ECTs taking such leave may choose whether to extend their induction period.
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7. When There Are Concerns

If concerns arise at any stage:

Stage 1 — Concern Identified

- Documented in progress review
- Additional support plan created
- Appropriate Body notified

Stage 2 — Persistent Concern

- Revised objectives and intensified support
- Evidence clearly recorded
- ECT consulted at each step

Stage 3 — Serious Concern / At-Risk

- Formal support plan implemented
- Clear targets with timeline
- Potential capability procedures if performance is very low
- Appropriate Body fully involved

8. Completion, Failure and Appeal

8.1 Successful Completion

ECT receives confirmation of successful induction from the Appropriate Body.

8.2 Failure

Failure normally results in the ECT:

- Being unable to teach in relevant schools (statutory)
- At Thomas Mills (academy):
 - School adopts the legal principle and will normally dismiss an ECT who fails induction
 - Timed in accordance with appeal deadlines (10 working days after expiry or outcome)

8.3 Right of Appeal

ECTs may appeal to the **Teaching Regulation Agency** within **20 working days** of the Appropriate Body's decision.

9. Governance, Data Protection and Policy Review

- Governors ensure the school meets statutory obligations.
 - Progress can be reported termly at a general (non-personal) level.
 - Records are retained securely for **six years**, compliant with UK GDPR.
 - Policy reviewed **every three years** by the Professional Tutor.
 - Updated following statutory or ITTECF guidance changes.
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10. Annexes

Annex 1 — Thomas Mills Lesson Observation & Criteria Form

(Updated wording and layout from the original is kept but aligned with ITTECF and Teachers' Standards.)

Annex 2 — Thomas Mills Mentor Role Description

(Retains Ambition-specific expectations: weekly observations, instructional coaching, Steplab routines, mentor clinics, coaching-on-coaching.)