

THE DRIVE PRIMARY SCHOOL



Early Career Teacher (ECT) Induction Policy

Linked to Northern Lights Appropriate Body

Policy Holder: Mrs Rebecca Farren (Headteacher)

Appropriate Body: Northern Lights Teaching School Hub

School Name: The Drive Primary School

Date Approved: June 2026

Review Date: September 2026

Policy Purpose

This policy sets out how **The Drive Primary School** provides statutory induction for Early Career Teachers (ECTs) in accordance with:

- The Department for Education's statutory guidance Induction for early career teachers (England) (June 2026)
- The Initial Teacher Training and Early Career Framework (ITTECF)
- The Teachers' Standards
- The Education (Induction Arrangements for School Teachers) (England) Regulations
- The requirements of the Northern Lights Teaching School Hub Appropriate Body

The school will have regard to the statutory guidance when carrying out all duties relating to ECT induction.

This policy should be read alongside the Department for Education's statutory guidance

Induction for early career teachers (England) (June 2026). The policy will be updated as necessary to reflect any changes to this guidance.

Induction Programme

- Induction lasts two academic years

- Part time induction is completed on a pro rata basis
- The programme maintains fidelity to the ITTECF, as required by Northern Lights Teaching School Hub

The Appropriate Body: Northern Lights Teaching School Hub

Northern Lights Teaching School Hub acts as the **Appropriate Body (AB)** for **The Drive Primary School**.

As stated by Northern Lights Teaching School Hub:

"All schools that offer a statutory induction are required to have an Appropriate Body for their Early Career Teachers (ECTs) to ensure they are accessing all aspects of the Early Career Framework and progressing towards meeting all Teachers' Standards."

Northern Lights Teaching School Hub is school-led and, as both an Early Career Framework provider and Appropriate Body:

"...ensures that schools are maintaining fidelity to the ITTECF."

Statutory Role of the Appropriate Body

In line with Northern Lights Teaching School Hub and DfE guidance, the Appropriate Body:

- Assures the quality of statutory induction at **The Drive Primary School**
- Ensures:
 - Staff understand their induction responsibilities
 - Monitoring, support, assessment and guidance are fair and appropriate
- Oversees:
 - Progress reviews
 - Formal assessments
 - Decisions relating to completion, extension or failure of induction
- Reports induction outcomes to the **Teaching Regulation Agency (TRA)**

Roles and Responsibilities

Headteacher

The Headteacher of **The Drive Primary School** is responsible for ensuring that:

- Statutory induction requirements are met
 - All ECTs are registered with **Northern Lights Teaching School Hub**
 - ECTs receive:
 - A **10% reduced timetable in Year 1**
 - A **5% reduced timetable in Year 2**
 - Appropriate mentoring and support are in place
 - Required documentation is submitted accurately and on time
-

Induction Tutor

The Induction Tutor at **The Drive Primary School**:

- Coordinates induction in school
- Acts as the main point of contact with Northern Lights Teaching School Hub
- Completes progress reviews and formal assessments (termly)
- Completes formal assessments at end of Y1 and Y2
- Uses Northern Lights' paperless induction system
- Raises concerns promptly and implements support plans where necessary

Mentor

The Mentor:

- Provides instructional coaching aligned to the ITTECF
- Meets regularly with the ECT (Weekly in Year 1 and fortnightly in Year 2)- this time is timetabled and is protected
- Supports professional learning
- Provide, or arrange, effective support - including subject-specific, phase-specific, coaching and/or mentoring
- Does **not** carry out formal assessment

Early Career Teacher

ECTs at **The Drive Primary School** are expected to:

- 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 ITTECF -based induction
- Provide evidence of their progress against the relevant Teachers' Standards
- Participate fully in the monitoring and development programme
- Participate in mentoring, training and review meetings

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can.

Role of the governing board

The governing board will:

- Ensure the school complies with the Department for Education's statutory guidance Induction for early career teachers (England) (June 2026)
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- 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

Workload and Manageability

The Drive Primary School is committed to ensuring that the induction period is manageable and supports the wellbeing and professional development of the ECT.

In line with statutory guidance, the school will ensure:

- The ECT has a reduced timetable (10% in Year 1 and 5% in Year 2) in addition to PPA time
- Induction activities, training and evidence requirements do not create unnecessary workload
- Planning, marking and administrative expectations are appropriate for an ECT's stage of development
- The Early Career Framework (as part of the ITTECF) is embedded within existing practice and is not an additional burden

Leaders will regularly review workload to ensure that the demands placed on the ECT remain proportionate and supportive of successful induction.

Equality, Safeguarding and Wellbeing

The Drive Primary School is committed to ensuring that the induction process is fair, inclusive and supportive of ECT wellbeing.

The school will:

- Ensure that ECTs have access to appropriate pastoral and professional support
- Foster a culture where ECTs feel safe to raise concerns without fear of judgement
- Monitor workload to support a healthy work-life balance
- Provide regular opportunities to discuss wellbeing as part of mentoring and induction tutor meetings
- Make reasonable adjustments where required in line with equality legislation
- Ensure safeguarding responsibilities are understood and supported through appropriate training and guidance

Wellbeing will be considered throughout the induction process, particularly where an ECT is experiencing difficulties, to ensure support is responsive and personalised.

An Early Support Plan

An Early Support Plan will be initiated where there are concerns that an ECT is not making satisfactory progress towards meeting the Teachers' Standards.

Concerns may arise from:

- Progress reviews
- Formal assessment points
- Mentor or induction tutor feedback
- Day-to-day observations or professional discussions

Early action is essential to ensure the ECT is well supported.

Step-by-step process

1. Identify and record concerns

The Induction Tutor will:

- Clearly identify the areas where progress is a concern
- Link concerns explicitly to the Teachers' Standards
- Gather evidence (e.g. observation notes, work scrutiny, mentoring records)

2. Initial meeting with the ECT

A formal meeting will be held involving:

- The ECT
- Induction Tutor
- (Where appropriate) Mentor

This meeting will:

- Share concerns openly and professionally
- Give the ECT opportunity to respond
- Agree that an Early Support Plan is required

3. Notify the Appropriate Body

The Appropriate Body (Northern Lights Teaching School Hub) will be:

- Informed at the earliest opportunity
- Provided with relevant documentation

4. Create the Early Support Plan

A written plan will be put in place which includes:

- Targets
- Clear, specific and achievable
- Directly linked to Teachers' Standards
- Support
- Additional mentoring or coaching
- Increased observations (with feedback)
- Modelling of good practice
- Targeted CPD or training

Record Keeping

- Records are stored securely
- Information is shared with Northern Lights Teaching School Hub as required
- Retention follows statutory guidance

Policy Review

This policy will be reviewed annually or in response to updates to the Department for Education's statutory guidance Induction for early career teachers (England) (June 2026) or requirements from the Appropriate Body.

Approved by: Governing Body

Date: June 2026

Next Review: September 2026