



Charlton Park Academy

Early career teacher (ECT) Induction Policy 2026-27

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Contents

How to use this policy	3
Your key entitlements as an ECT	3
Acronyms and key terms.....	3
Key role and process terms	4
1. Aims.....	4
2. Scope	4
3. Legal and guidance framework	4
4. The induction programme	5
4.1 Appropriate body and provider arrangements	5
4.2 Eligibility, registration and start date	5
4.3 Length of induction and service counting	5
4.4 Suitable post and protected timetable	5
4.5 Training, mentoring and specialist SEND context	6
4.6 Observation of teaching practice and feedback	6
4.7 Progress reviews	7
4.8 Formal assessments	7
4.9 Interim assessments and moving institution	7
4.10 Absence, statutory leave, reductions and extensions	7
4.11 Additional support where progress is unsatisfactory	8
4.12 Capability concerns	8
4.13 Completion, extension, failure and appeal	8
5. Roles and responsibilities	8
5.1 The ECT	8
5.2 The Principal.....	9
5.3 The Induction Tutor.....	9
5.4 The Mentor	9
5.5 The appropriate body	10
5.6 The governing board	10
6. Records, confidentiality and digital platforms	10
7. Equality, disability and reasonable adjustments	10
8. Monitoring, approval and review	10
9. Related policies and records.....	11



How to use this policy

This policy is designed to be read by role. The full policy remains applicable, but the following route gives each reader a practical starting point:

- **ECT:** start with Your key entitlements below, then sections 4.4 to 4.13 and 5.1. Questions about training normally go to the mentor; questions about progress or assessment go to the induction tutor; unresolved induction concerns may be raised with the named appropriate-body contact.
- **Mentor:** read sections 4.5 and 4.6 and section 5.4. Your role is developmental; you do not decide whether the ECT is on track or assess the Teachers' Standards unless you are also formally appointed as induction tutor.
- **Induction tutor and principal:** use sections 4.1 to 4.13 as the operational sequence and sections 5.2 and 5.3 as the accountability checklist.
- **Governors:** use sections 5.6 and 8 to test capacity, compliance and assurance without routinely accessing an individual ECT's confidential assessment records.

Your key entitlements as an ECT

- an ITTECF-based training programme, a suitably skilled mentor and induction tutor, and protected induction time of 10% in year 1 and 5% in year 2 in addition to PPA;
- termly progress reviews in terms without a formal assessment, two formal assessments during a standard two-year induction, regular observation of teaching practice and prompt constructive feedback;
- assessment only against the Teachers' Standards, taking reasonable account of the work context; ITTECF participation, training completion and StepLab activity are not assessment standards;
- no requirement to create a separate evidence portfolio solely for induction, clear written records, the opportunity to comment, and no unexpected formal assessment judgement; and
- early additional support if progress is not satisfactory, access to the named appropriate-body contact for unresolved induction concerns, and appeal information if the appropriate body extends or records failure of induction.

An ECT may seek advice from a trade union or professional representative at any stage. Any legal or contractual right to be accompanied is governed by the procedure being used; a progress review or induction support meeting is not automatically a formal capability meeting.

Acronyms and key terms

Acronym	Meaning	How it is used in this policy
AB	Appropriate body	The independent body that quality assures induction and makes the final induction decision.
CPA	Charlton Park Academy	The employer and academy setting to which this policy applies.
DfE	Department for Education	The government department responsible for the statutory induction guidance.
ECT	Early career teacher	A teacher undertaking or continuing statutory induction.
ECTE	Early career teacher entitlement	The two-year package of training, mentoring, protected time, review and assessment.
ITT	Initial teacher training	Training completed before or alongside the award of QTS.
ITTECF	Initial Teacher Training and Early Career Framework	The framework underpinning ECT training and support. It is not an assessment tool.



Acronym	Meaning	How it is used in this policy
PPA	Planning, preparation and assessment	Teacher time that is separate from, and additional to, the ECT timetable reduction.
QTS	Qualified teacher status	An ECT must hold QTS to undertake induction. The tutor, mentor and observer are expected to hold QTS.
TRA	Teaching Regulation Agency	The appeals body acting for the Secretary of State in induction appeals.

Key role and process terms

- Induction tutor: coordinates monitoring and assessment and makes or supports judgements against the Teachers' Standards.
- Mentor: provides developmental support, feedback and help applying ITTECF training; the mentor does not normally assess the ECT.
- Progress review: a termly review in a term without formal assessment. It records whether the ECT is on track and identifies development targets; it is not a formal assessment.
- Formal assessment: a formal judgement against the Teachers' Standards, normally at the end of year 1 and at the end of induction.
- Observation of teaching practice: a planned observation used within statutory induction to support fair assessment and development. DfE guidance does not prescribe a fixed number, duration or whole-lesson format.

1. Aims

Charlton Park Academy aims to:

- provide every eligible ECT serving statutory induction at the academy with a fair, supportive and properly resourced induction programme based on the Initial Teacher Training and Early Career Framework (ITTECF);
- enable ECTs to develop their practice and demonstrate satisfactory performance against the Teachers' Standards by the end of induction;
- ensure that training, mentoring, monitoring and assessment are clearly separated, proportionate and understood by everyone involved; and
- apply the statutory induction arrangements fairly in CPA's specialist SEND context.

2. Scope

This policy applies to eligible ECTs who undertake, or continue, statutory induction at Charlton Park Academy and to all staff involved in their training, support, monitoring, assessment or governance oversight.

3. Legal and guidance framework

This policy has been prepared with reference to:

- [DfE statutory guidance: Induction for early career teachers \(England\), June 2026](#)
- [Initial Teacher Training and Early Career Framework](#)
- [Education Act 2002, sections 135A to 135C and 141C](#)
- [Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012, as amended](#)



- [Teachers' Standards](#)
- [Children's Wellbeing and Schools Act 2026, section 53](#)

The Teachers' Standards are the relevant standards for statutory induction. The ITTECF supports training and professional development; it is not an assessment framework and must not be used as an assessment tool.

The assessment of an ECT must take reasonable account of the ECT's work context, including CPA's specialist SEND setting, while maintaining the national Teachers' Standards.

4. The induction programme

4.1 Appropriate body and provider arrangements

Thames South Teaching School Hub is CPA's appropriate body. The appropriate body independently quality assures statutory induction, agrees post suitability, receives progress and assessment records, and makes the final induction decision.

Registration with the appropriate body is separate from registration for provider-led ITTECF training.

4.2 Eligibility, registration and start date

- The principal will verify that the teacher holds QTS, determine whether they are required or eligible to serve induction, and complete the required pre-employment checks.
- The principal and appropriate body must agree that the post is suitable and the ECT must be registered with the appropriate body before induction begins.
- The appropriate body determines the induction start date, which will be agreed in advance with the principal and ECT. Induction cannot be backdated because registration or arrangements were completed late.
- Where an ECT has already served part of induction, CPA will obtain the necessary progress reviews and assessment reports from the previous appropriate body and establish the remaining period before induction continues.

4.3 Length of induction and service counting

For a full-time ECT, induction is normally the full-time equivalent of two school years, usually six terms. A part-time ECT normally serves the full-time equivalent, with the precise length agreed with the appropriate body to reflect the working pattern.

The minimum period of continuous employment that can count towards induction in a new institution is one term. Once that minimum period has been served, all continuous service in that post counts. For example, an ECT leaving after two and a half terms should normally be credited with two and a half terms, not two terms.

4.4 Suitable post and protected timetable

The principal and appropriate body must be satisfied that the post provides a fair opportunity to complete induction. Each ECT will:

- have an induction tutor and a designated mentor who normally hold QTS and have the necessary skills, knowledge, experience and protected time;
- receive the necessary employment tasks, experience of teaching whole classes and support to demonstrate the Teachers' Standards;
- regularly teach the same class or classes and participate in planning, teaching and assessment comparable with teachers in similar substantive posts;



- not normally teach outside the age range or subjects for which they were employed;
- not be given unreasonable demands, unreasonably demanding day-to-day behaviour or discipline challenges for the setting, or additional non-teaching responsibilities without suitable preparation and support; and
- receive reasonable adjustments where required, without changing the Teachers' Standards against which induction is assessed.

In induction year 1, the ECT must not teach more than 90% of the timetable of CPA's existing teachers on the main pay range. In induction year 2, the ECT must not teach more than 95%. These limits apply on an equivalent basis to part-time ECTs.

The ECT timetable reduction is additional to planning, preparation and assessment time. It will be protected and used specifically for induction activities, including ITTECF training and mentoring.

4.5 Training, mentoring and specialist SEND context

ECTs will receive a programme of training and support based on the ITTECF. Provider-led training, school-based development and mentoring will be integrated rather than treated as an additional assessment programme.

Lead provider is: UCL (Institute of Education)

Delivery partner is: Thames South Teaching School Hub

CPA will contextualise professional development to its 11 to 19 specialist SEND setting. Depending on role and pupil need, this may include communication and interaction, adaptive teaching, positive behaviour support, safeguarding, curriculum and EHCP-informed planning, preparation for adulthood, physical and sensory needs, medical or personal-care boundaries, and multidisciplinary working.

These contextual elements support professional development. They do not create additional statutory assessment standards or lower the Teachers' Standards.

Mentoring sessions will normally be timetabled during teaching hours. If exceptional timetabling constraints require mentoring or mentor training outside teaching hours, it will remain within contracted time.

4.6 Observation of teaching practice and feedback

DfE statutory guidance uses the term 'observation of the ECT's teaching practice' and expects an ECT's teaching to be observed at regular intervals throughout induction. The guidance does not prescribe a fixed number, duration or whole-lesson format. CPA will arrange observations proportionately so that they support development and a fair and effective assessment against the Teachers' Standards.

Observation may be undertaken by the induction tutor or another suitable person. The observer is expected to hold QTS. The observation and post-observation review meeting will be arranged in advance. Feedback will be prompt and constructive, with a brief written record identifying any development needs.

Before each observation, the ECT will be told its purpose, who will observe, the intended focus and how the written record may be used. No single observation will normally determine an assessment judgement; assessment will draw on transparent evidence over time. An indicative observation schedule will be agreed at the start of each assessment period and material changes will be explained.

A statutory induction observation is distinct from routine mentoring visits, instructional coaching, informal drop-ins and general learning walks. Those activities do not automatically become formal assessment evidence. If information from them is relied upon in a progress or assessment judgement, that use must be transparent, proportionate and shared with the ECT so that there is no unexpected judgement.

ECTs will also have opportunities to observe experienced teachers at CPA or another institution where effective practice has been identified.



4.7 Progress reviews

The induction tutor will conduct a progress review in each term in which no formal assessment is scheduled, including for part-time ECTs. Scheduling will take account of mid-term starts, absence and any overlap between a progress review and formal assessment.

Progress reviews will use existing evidence from the ECT's work. The ECT will not be required to create a portfolio or new documentation solely for the review.

After each review, the ECT will receive a written record stating whether they are on track to complete induction successfully, briefly summarising the evidence and recording agreed development targets. The induction tutor will share the record with the principal and appropriate body and will notify the appropriate body whether progress is satisfactory.

4.8 Formal assessments

Formal assessments will normally take place in the final term of year 1 and at the end of the induction period in year 2, or at equivalent points for part-time or adjusted induction periods. They will be conducted by the principal or induction tutor, not by the mentor unless the mentor is also formally appointed as induction tutor and the safeguards in section 5.4 are in place.

Assessment evidence must come from the ECT's work as a teacher during induction and from existing working documents. Judgements must relate directly to the Teachers' Standards and must not be made against the ITTECF, attendance at training, completion of provider materials or StepLab activity.

The ECT will be kept informed of progress so that there is nothing unexpected at formal assessment. The assessment report will be discussed with the ECT, who may add comments, and will be signed by the ECT, induction tutor and principal.

The ECT will receive the completed report. A copy will be sent securely to the appropriate body shortly after each assessment and within 10 working days of the final assessment meeting.

The principal's final report will recommend whether performance is satisfactory, unsatisfactory, or whether an extension should be considered. The appropriate body, not CPA, makes the final induction decision.

4.9 Interim assessments and moving institution

Where an ECT leaves after completing at least one term but before the next formal assessment, the induction tutor or principal will complete an interim assessment before departure where possible. It will record progress, performance, the induction period completed and absences since the last assessment. A copy will be provided to the ECT and appropriate body even where exceptional circumstances prevent completion before departure.

Where an ECT serves induction in more than one institution simultaneously, CPA will agree with the appropriate body which principal and appropriate body lead the arrangements and how evidence, observations and assessments will be coordinated.

4.10 Absence, statutory leave, reductions and extensions

CPA will keep an accurate record of absence and notify the appropriate body as soon as absence within an induction year, or part-time equivalent, totals 30 days.

Subject to the statutory-leave exceptions below, an induction year is automatically extended where absence in that year totals 30 days or more. The extension is normally the aggregate number of days absent and will be administered with the appropriate body.

An ECT taking statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's or neonatal care leave may decide whether to extend induction to reflect that absence. Any outstanding assessment will wait until the ECT returns and has had the opportunity to decide. A request to extend for this purpose will be granted.



Any reduction, extension or exceptional arrangement will be agreed or decided by the appropriate body in accordance with current statutory guidance and recorded in writing.

4.11 Additional support where progress is unsatisfactory

Where the induction tutor determines that progress against the Teachers' Standards is unsatisfactory, this will be stated clearly in the progress review or assessment record. The ECT will be told promptly and given a fair opportunity and appropriate support to improve.

The induction tutor and principal will:

- identify the specific Teachers' Standards and aspects of practice requiring improvement, distinguishing evidence from interpretation;
- agree clear, reasonable and time-bound objectives, support, monitoring and review dates;
- record the existing evidence supporting the judgement and give the ECT an opportunity to comment;
- share the progress record and support plan with the ECT, principal and appropriate body;
- arrange an appropriately independent or third-party observation where this is necessary to support a fair judgement;
- review and revise the plan at each subsequent progress review; and
- between the first and final formal assessments, explain the possible consequences of failing induction and discuss the weaknesses, evidence, support already provided and improvement plan for the next assessment period.

Support under this section is part of statutory induction. It is not, by itself, a formal capability procedure.

4.12 Capability concerns

In the event of serious capability concerns, the school principal can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

4.13 Completion, extension, failure and appeal

Within 20 working days of receiving the principal's recommendation, the appropriate body will decide whether the ECT has satisfactorily completed induction, requires an extension, or has failed to complete induction satisfactorily.

The appropriate body will notify the ECT, principal and employer of its decision. If it decides to extend induction or records a failure, it must provide information about the right of appeal, the Teaching Regulation Agency as the appeals body and the applicable deadline. The ECT normally has 20 working days to notify the Teaching Regulation Agency of an appeal.

Failure of induction does not remove QTS. Employment consequences will be considered by the employer under the law and contractual position applicable at the time; they will not be assumed from the induction decision alone.

5. Roles and responsibilities

5.1 The ECT

- provide evidence of QTS and eligibility to start or continue induction;



- agree induction priorities, dates, use of protected time and absence records with the induction tutor;
- engage with training, mentoring, observation, progress reviews and assessments;
- provide existing evidence of progress against the Teachers' Standards without creating a separate portfolio solely for induction;
- raise concerns promptly with the induction tutor and, if unresolved, the named appropriate-body contact; and
- retain copies of progress and assessment reports.

5.2 The Principal

- verify QTS and eligibility, agree the appropriate body, secure registration before the start date and ensure the post is suitable;
- appoint a suitably skilled induction tutor and mentor, provide them with sufficient protected time and ensure appropriate training;
- ensure a full ITTECF-based programme, protected ECT timetable and termly review arrangements are in place;
- ensure progress reviews and all assessment reports, including interim reports, are completed and sent securely to the appropriate body;
- maintain accurate service and absence records, obtain previous records and notify the appropriate body of relevant changes or departure;
- act early where progress is unsatisfactory and ensure fair additional support and monitoring;
- make the final recommendation to the appropriate body; and
- provide the governing board with proportionate assurance about induction arrangements while preserving individual confidentiality.

5.3 The Induction Tutor

- coordinate professional guidance, progress monitoring and assessment;
- conduct termly progress reviews and the formal assessments assigned to them;
- ensure observation and prompt written feedback take place;
- keep the ECT informed, invite comments and ensure there are no unexpected assessment judgments;
- share required records with the ECT, principal and appropriate body;
- take prompt, fair action and coordinate additional support where difficulties arise; and
- keep evidence requests proportionate and based on existing working documentation.

5.4 The Mentor

The mentor's primary role is developmental. The mentor will meet the ECT regularly, provide targeted feedback, help connect ITTECF training with CPA's specialist context, provide relevant support and act promptly where the ECT experiences difficulty.

The mentor will not assess the ECT unless also formally appointed as induction tutor in exceptional circumstances. Where one person holds both roles, the principal will document the reason, allocate sufficient time and establish safeguards separating confidential developmental mentoring from assessment evidence and decisions.



5.5 The appropriate body

The appropriate body independently quality assures induction, confirms post suitability and registration, reviews progress and assessment records, supports fair procedures, decides reductions and extensions, and makes the final decision on completion. It will provide an ECT with a named contact who is not directly involved in monitoring, support or the final decision and to whom unresolved concerns may be raised.

5.6 The governing board

- be satisfied that CPA has the capacity to support ECTs and that the principal is fulfilling the responsibilities of a suitable induction post;
- receive proportionate assurance about timetables, staffing, registration, support, assessment and appropriate-body quality assurance;
- seek advice from the appropriate body where it has concerns about induction quality; and
- handle any grievance or formal concern only through the authorised procedure and decision-maker under the scheme of delegation.

The governing board may request general reports but is not automatically entitled to an ECT's individual assessment reports. Access will be limited to those who need it for an authorised purpose.

6. Records, confidentiality and digital platforms

Induction records and assessments are confidential. Access will be restricted to people directly involved in induction or an authorised employment or grievance process. ECTs will be told who can access their assessment records.

CPA will securely store and transfer progress reviews, assessment reports and service records. Assessment reports will be retained for at least six years by HR. Any longer retention must be justified under CPA's retention schedule and data-protection obligations.

Only information necessary for induction will be shared. Assessment reports and required progress-review records will be provided to the appropriate body. Supporting material will remain existing working documentation and will be shared only where necessary, proportionate and secure. Pupil information must be minimised and protected.

All meeting information—including reflections, progress updates, targets, and lesson observations—will be recorded on the Mosaic platform by the induction mentor, induction coordinator, and ECT, except for Instructional Coaching, which will be documented via the Steplab platform.

7. Equality, disability and reasonable adjustments

CPA will apply this policy fairly and consider reasonable adjustments for disabled ECTs and others protected by equality law. Adjustments may apply to training access, mentoring, meetings, observation arrangements, communication, evidence presentation or timescales where the statutory framework permits. Adjustments do not change the Teachers' Standards, but the ECT's work context and the support provided must be considered fairly.

Where illness, disability, statutory leave or another serious circumstance affects the evidence available, CPA will involve the appropriate body promptly and consider the applicable reduction or extension provisions rather than allowing an unsupported adverse conclusion.

8. Monitoring, approval and review

The induction tutor and principal will monitor implementation during the year. The governing board will receive an annual assurance report covering ECT numbers, registration, protected timetable compliance, tutor and mentor capacity, review and assessment completion, appropriate-body feedback and any themes requiring action. Personal information will be limited to what the board needs for its governance role.



The policy will be reviewed at least annually and earlier following a material change in legislation, statutory guidance, the appropriate-body or provider arrangement, CPA's governance structure, digital platforms or relevant employment policy.

9. Related policies and records

- Appraisal policy
- Capability policy
- Staff grievance procedure
- Complaints procedure
- Equality and diversity policy
- Data protection policy and privacy information
- Safeguarding and child protection policy