



ST BERNADETTE'S
CATHOLIC PRIMARY SCHOOL

ECT & ITT

St. Bernadette's Catholic Primary School

Approved by BoD: September 2025
Policy Review Date: September 2026

1. Legal Framework

This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE (2018) 'Induction for newly qualified teachers (England)'
- DfE (2011) Teachers' standards
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Early Career Framework (2019)
- Initial Teacher Training (ITT) core content framework (2019)

2. Roles and responsibilities

All ECTs and trainee teachers are responsible for (where applicable):

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their Induction Tutor/mentor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing on their reduced timetable allowance with their Induction Tutor.
- Participating in the agreed monitoring and development programmes.
- Providing evidence of their progress against the required standards.
- Raising any concerns that they have with their Induction Tutor.
- Consulting the appropriate body if there are difficulties with resolving issues with the Induction Tutor/school.
- Participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the training, induction period, including any absences, with their Induction Tutor/mentor.
- Retaining copies of all assessment forms.

The Principal is responsible for:

- Ensuring that the ECT/trainee is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part 1.
- Ensuring the ECT/trainee knows the identity and role of the DSL and any deputies.
- Ensuring that the ECT/trainee knows the school's response to children who go missing from education.
- Ensuring that the ECT has been awarded QTS.

- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Agreeing with the ECT/trainee on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Informing the appropriate body of when an ECT/trainee is taking up a post in which they will be undertaking induction.
- Meeting the requirements of a suitable post for induction.
- Making sure that the Induction Tutor and mentor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised induction/training programme is in place.
- Ensuring that the progress of the ECT/trainee is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports for each ECT/trainee are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction/training period.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's/trainee's performance is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
 - Obtaining interim assessments from the ECT's previous post.
 - Alerting the appropriate body when an ECT may not be completing induction satisfactorily.
 - Ensuring that an ECT/trainee who may not be performing against relevant standards is observed by a third-party.
 - Notifying the appropriate body if an ECT/trainee is absent for a total of 30 days or more.
 - Regularly informing the governing board about the school's induction procedures.
 - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed.
 - Providing interim assessment reports for staff moving in between formal assessment periods.
 - Informing the appropriate body when an ECT/trainee serving induction leaves the school.

Induction Tutors are responsible for:

- Co-ordinating, guiding and supporting the ECT's professional development.
- Reviewing the ECT's progress regularly during the induction period.

- Undertaking two formal assessment meetings over the induction period.
- Co-ordinating input from other staff, if required.
- Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- Observing the teaching of the ECT and providing feedback.
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking appropriate action if an ECT is facing difficulties.
- Carry out progress reviews in terms where a formal assessment does not occur.

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the Principal and governors are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT/trainee receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring that procedures are in place with regard to support, monitoring, assessment and that the guidance is fair and appropriate.
- Consulting with the Principal on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development/support, where an ECT/trainee is facing difficulties.
- Training Induction Tutors/mentors to carry out their role effectively.
- Contacting the school when the school's responsibilities are not fulfilled.
- Ensuring that the Principal has confirmed that the award of QTS has been made for ECTs.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs/trainees are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs/trainees are maintained.
- Ensuring an agreement is reached with the Principal and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's/trainee's performance is satisfactory against the relevant standard.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left part way through an induction period.
- Ensuring they respond to requests from academies and colleges for support and guidance with regard to the ECT's induction programmes.
- Ensuring the trainee programme will provide trainees with at least two school placements.

- Ensure sufficient time being trained in schools is in line with the minimum time requirements.
- Responding to requests for assistance and advice with training for Induction Tutors.

The governing body is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the ECT/trainee.
- Ensuring the Principal is fulfilling their responsibilities.
- Investigating concerns raised by an ECT/trainee as part of the Complaints Procedures Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the Induction Tutors on the progress of an ECT and training progress of the trainee.

3.0 Statutory induction

The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The school will support the ECT in demonstrating that their performance against the relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The Teachers' Standards will be used to assess an ECT's performance at the end of each year across the two-year programme.

The school will consider the standards against what can reasonably be expected of an ECT.

All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period.

- A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in Annex A.

Before a first year ECT undertakes an induction, they must have QTS status.

Teachers who completed their ITT between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.

Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.

If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

ECT's serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

4.0 Suitable posts

The Principal and governing body will determine the suitability of posts for induction, guided by the following considerations. The post will:

- Have an appropriate body to hold the ECT's/trainee's performance to the relevant standards and quality-assure the process.
- Provide the ECT/trainee with the tasks, experience and support needed.
- Ensure the appointment of an Induction Tutor with QTS.
- Provide the ECT/trainee with a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time).
- Not make unreasonable demands upon the ECT/trainee.
- Not present, on a day-to-day basis, the ECT/trainee with unreasonably demanding discipline problems.
- Involve the ECT/trainee regularly teaching the same class(es).
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.
- Provide the ECT with an ECF-based induction programme;
- Provide the trainee with a suitably designed, evidence based and sequenced curriculum alongside the programme requirements to ensure they can meet the Teacher's Standards by the end of the course. Standards must be met before recommendation for the award of QTS for trainees.
- Provide the scope and coverage of the programme to the trainee and lead provider.

The governing body will be satisfied that the school has the capacity to support the ECT/trainee in the role and that the Principal is fulfilling their responsibilities.

Once an ECT in either their first or second year has been appointed to a suitable post, the Principal will notify the relevant bodies in advance of the ECT taking up the post.

Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

5.0 Monitoring, support and assessment

A suitable monitoring and support programme will be put in place for the ECT/trainee, personalised to meet their CPD needs.

ECTs/trainees will be provided with an Induction Tutor/training mentor who will provide day-to-day monitoring and support, and co-ordination of assessment. They will also be assigned with a mentor in their department area for additional guidance.

Opportunities will be created for ECTs/trainees to gain experience and expertise in self-evaluation.

The criteria used for formal assessments will be shared between the ECT, Induction Tutor, Mentor and Principal and agreed in advance.

Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs/trainees.

Termly observations of ECT's/trainee's lessons will be conducted, alongside a follow-up discussion with their Induction Tutor/Mentor.

All ECTs/trainees will be provided with the opportunity to undertake regular observations of experienced teachers.

All teachers who have a part in the ECT's/trainee's development will be responsible for assessing the ECT/trainee, so to gain a reliable overall view.

Termly assessment reports will give details of:

- Areas of strength.
- Areas requiring development/securing improvement.
- Evidence used to inform judgement.
- Targets for coming term (i.e. 'smart' targets).
- Support to be provided by the school.

6.0 Completing the induction period

ECTs will have completed their induction period when they have served:

- The full-time equivalent of the standard school 2 years (usually six terms); or
- A reduced period as agreed with the Principal and the TRA, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

The appropriate body will make the final decision as to whether or not an ECT's performance against the relevant standards has been satisfactory, taking into account the recommendations of the Principal.

The appropriate body will make a decision within 20 working days of receiving the Principal's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the Principal.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing.

The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

7.0 Record Keeping

Records will be kept in accordance with the school's GDPR Compliant Records Management Policy.

Assessment forms will be signed by the Induction Tutor/Mentor and Principal and submitted to the appropriate body in a timely manner.

Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.

The TRA keeps records of all submitted appeals and will be contacted as needed.

Assessment reports will be retained for six years, as recommended by the DfE.

ECTs will be advised by the school to retain their original copies of assessment reports.

8.0 Confidentiality

The induction process and assessments will not be shared with others not involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments.

The governing board are allowed to request termly general reports on the progress of an ECT/trainee but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

9.0 Special Circumstances

If an ECT is absent for a total of 30 days or more in each of the 2 years induction, the induction period will be extended by the aggregate of total days absent, delaying the start of year 2, or extending the period into year 3.

ECTs who take statutory maternity, paternity, or any other paid leave on their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction.

If an ECT chooses not to extend the induction period, their performance will still be assessed against the teachers' standards.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance.

These may include: illness, personal crisis, disability, a lack of support during induction etc.

If an ECT leaves the school before completing their extension, an interim assessment form will be completed by the Principal and the appropriate body notified.

In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the ECT will be working in a new school.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT can be exempt from induction.

The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision.

In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One Principal acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

10.0 Unsatisfactory progress and appeal

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the Principal or relevant senior leader, organising refresher training and providing more guided supervision. The appropriate body and the Principal will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the Principal/Induction Tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

11. Monitoring and review

The Directors are responsible for reviewing this policy annually and the local governing body for ensuring the policy is implemented.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Principal immediately.

Any changes to this policy will be communicated to all members of staff.

Exemptions

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of an award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.
A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	<p>A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have:</p> <ul style="list-style-type: none"> • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and

	<ul style="list-style-type: none"> • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government funded schools in that country and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> • On or before 31 October 2014, by the Institute for Learning; or • On or after 1 November 2014, by the Education and Training Foundation 	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET
Completed a course of ITT in Wales before September 2003	A teacher who completed a course of initial teacher training in Wales before September 2003.