Early Career Teacher (ECT) Policy

Applicable to:	Early Career Teachers undertaking statutory induction in Trust academies, and those responsible for their induction, support and oversight, including Principals, Induction Tutors, Mentors and relevant Trust or Teaching School Hub staff.
Dissemination:	All staff and website
Implementation:	Early Career Teachers, Mentors, Induction Tutors and Principals will implement this policy.
Training:	On Request
Review Frequency:	This policy will be reviewed every three years or earlier if new legislation or guidance is released.
Policy Author:	Headteacher
Approval by:	Governing Body
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1. Introduction

1.1 Great schools cannot exist without great staff. The introduction of the Early Career Teacher Entitlement (ECTE) in 2025 (formally known as Early Careers Framework based training and induction) represents a welcome step change in support for early career teachers. It provides funded entitlement to a structured 2-year package of high-quality professional development, validated by the Education Endowment Foundation (EEF). These reforms are part of the Government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities available to teachers. The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Nationally, approximately 15% of new teachers leave the profession within their first year of teaching.

1.2 Our school's Early Career Teacher (ECT) induction process ensures the appropriate guidance, support, and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards. (See ECTE for coherence between the Teachers' Standards).

1.3 The ECTE is designed to:

- develop their professional skills
- provide them with the knowledge and skills to meet the teachers' standards.

1.4 It includes:

- a training programme for ECTs
- mentor support for ECTs
- a training programme for mentors (if the school uses a Department for Education (DfE) funded lead provider)
- time off timetable for ECTs and mentors
- regular progress reviews and two formal assessments for ECTs against the teachers' standards

2. Policy Scope

2.1 This policy sets out our approach to Early Career Teacher induction.

2.2 The aims are:

- Provide an ECT induction programme that as a minimum meet all of the statutory requirements underpinned by the Early Career Teacher Entitlement (ECTE) from 1 September 2025.
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers.
- Ensure all stakeholders involved in ECT Induction understand their role and responsibilities.

3. Definitions

3.1. **School** means St Peter and St Paul CE Primary School.

3.2. **Headteacher** of St Peter and St Paul Primary School

3.3. The **appropriate body** has the main quality assurance role within the induction process.

3.4. **Early Career Teacher (ECT)** means a teacher ordinarily at the start of their teaching career, about to or undertaking the induction process.

3.5. **Induction Tutor** means the designated individual assigned to ensuring all recordkeeping and processes is accurate, up to date and complete for the ECT induction process.

3.6. **Mentor** means the designated individual who will undertake structured mentoring sessions with the ECT and act as a critical mentor and coach. It is recommended that the Induction Tutor and Mentor are not the same individual.

4. The school's policy on ECT Induction

4.1. Induction for ECTs follows initial teacher training and the award of QTS. Teachers wishing to continue teaching in a local authority-maintained school must pass their induction period.

4.2. Our school will use the DRET Teaching School Hub as the provider for the full induction programme for early career teachers.

4.3. All ECTs must be registered with an Appropriate Body.

4.4. ECT induction is a prescribed process and as such is not reproduced here, but this document lists a series of web links which will fully explain the process.

4.5. The full statutory guidance on Early Career induction can be found at this link.

4.6. The full statutory guidance on Early Careers Teacher Entitlement (ECTE) can be found here

4.7. Information and guidance on the new Early Career Teachers and Professional Standards for Teachers can be accessed here.

4.8. New induction regulations, the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, come into force from September 2021,

4.9. The roles and responsibilities of each party to the ECT induction can be found in section 5 of the guidance here.

4.10. A series of FAQs can be found at this link.

5. Teachers in More than one Academy or School, Peripatetic Teachers, Break in Service

5.1. In relation to an ECT who is undertaking their induction programme in more than one academy and/or school only one principal/headteacher and Appropriate Body can discharge induction responsibilities (including those employed in both England and Wales simultaneously).

5.2. The principals/headteachers involved should all ensure that they are fulfilling their responsibilities to the ECT during their induction, however it should be agreed amongst them that one will act as the 'lead' and report to the appropriate body as appropriate, e.g. informing the appropriate body of their recommendation as to whether the ECT has successfully completed or failed their induction period.

5.3. The lead principal/head should:

- liaise with the other principals/heads of academies/schools where the ECT is employed. This also applies in the case of peripatetic teachers.
- forward copies of any summative assessment reports to the appropriate body.
- retain copies of any records or summative reports and, where an ECT leaves the academy before completing their induction, forward these to the ECT's new academy/school when requested.

5.4. For those ECTs completing their induction through aggregated periods of service in different academies/schools, the principal should keep copies of all reports of observations, review meetings, objectives and assessment forms on file for six years, or until such records are requested by the academy/school in which the ECT continues induction, whichever is the shorter.

5.5. Similarly, where an ECT has undertaken part of their induction in another academy or school(s), the principal must ensure that the academy obtains copies of the relevant paperwork from the ECT's

previous academy(ies)/school(s) and alert their appropriate body to any concerns that have been raised about the ECT's progress. An ECT joining a new academy/school after having completed part of their induction elsewhere may require some additional introductory support, especially where some time has passed between the two periods of service.

5.6. The appropriate body should be contacted as soon as possible when the school is aware that an ECT is due to leave. Each appropriate body will have a system to record interim reviews and assessments (i.e. ECT Manager) and these should be completed in the relevant sections by the Induction Tutor, ECT and principal by the appropriate body deadline.

6. Record keeping

6.1. The school will retain records evidencing compliance with this policy, as set out in the school's Data Protection Policy.

7. Roles and Responsibilities

7.1. Headteacher

7.1.1. The Headteacher holds responsibility for discharging the sound application of the policy.

7.1.2. The Headteacher should inform the governors of all matters relating to serious breaches of this policy including any major incident to be addressed under this policy promptly, preferably prior to action being taken insofar as is reasonably practicable. The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs;
- check that the ECT has been awarded QTS;
- ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction;
- appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability and sufficient time to carry out their respective roles effectively;
- ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year;
- ensure that an appropriate induction programme is in place;
- ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching;
- ensure that assessments are carried out and reports are completed and sent to the appropriate body before the deadline;
- ensure in the first year (terms 1-3, or equivalent for part-time ECTs) of induction, an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6, or equivalent for part-time ECTs) of induction must not teach more than 95%. recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- ensure that all relevant documentation relating to an ECT's induction is retained on file for six years.

7.1.3. There may also be circumstances where the headteacher is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the school.

7.2. Induction Tutor

7.2.1. The induction tutor (or the headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties and report to the headteacher and the appropriate body so that an appropriate ECT support programme can be put into place;
- and ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

7.3. Mentor

7.3.1. The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- and take prompt, appropriate action if an ECT appears to be having difficulties.

7.4. Early Career Teacher (ECT)

7.4.1. The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the school;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

8. Reporting Progress

8.1. The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

8.2. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

8.3. A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

8.4. Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review. It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.

8.5. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. The induction tutor should inform the appropriate body where the induction tutor believes that an ECT is not making satisfactory progress. If the appropriate body is the DRET Teaching School Hub, in these instances the DRET Teaching School Hub appropriate body escalation policy should be followed. This can be found here. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

8.6. ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

8.7. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body. Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

8.8. ECTs should be kept up to date on their progress. There should be nothing unexpected. Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. The final assessment meeting is at the end of the induction period and will form the basis of the principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

8.9. Where the recommendation to the appropriate body in the final formal assessment is to consider an extension or where the ECT's performance against the Teachers' Standards is deemed unsatisfactory, the appropriate body must be informed promptly by the principal and induction tutor (see section 10).

8.10. Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These are to be submitted to the appropriate body.

8.11. Submission of the appropriate documentation at the correct time is required. A progress review should be submitted in term 1, 2, 4 and 5, with formal assessments submitted in term 3 and 6 (or equivalent for part-time ECTs or ECTs with a reduction/extension).

9. Completion of the Induction Programme

9.1. An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience (see paras 3.2– 3.4); or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body) (see para 3.5); or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Teaching Regulation Agency.

10. Unsatisfactory progress by Early Career Teachers

10.1. The headteacher and induction tutor should have due regard to paragraphs 4.1 – 4.10 of the DfE's

statutory guidance for the induction of ECTs.

10.2. The following principles apply:

- The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction;
- It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether or not the ECT is making satisfactory progress;
- Where the induction tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track;
- If it is apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and additional monitoring and support measures should be put in place by the induction tutor immediately;
- If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ETC's objectives and support plan;
- Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards;
- Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor should explain the consequences of failure to complete the induction period satisfactorily and liaise with the appropriate body.
- If the appropriate body is the DRET Teaching School Hub, in these instances where the ECT is judged to be making unsatisfactory progress against the Teachers' Standards, the DRET Teaching School Hub appropriate body escalation policy should be followed.
- If the appropriate body is not the DRET Teaching School Hub, in these instances where the ECT is judged to be making unsatisfactory progress against the Teachers' Standards, the relevant appropriate body escalation procedures should be followed.

10.3. In a minority of particularly serious cases, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. The induction process should continue in parallel with any capability procedures.

11. Attendance

11.1. In line with the statutory guidance on Induction, the ECT induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave).

11.2. In these circumstances the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school, the minimum period of employment of one term or equivalent must be served in a new school.

11.3. All absences with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave will count towards this 30-day threshold.

11.4. Strike action, jury duty or anything that is not referred to in the Statutory Induction Guidance will

count towards the absence total.

11.5. The Induction Tutor will contact the appropriate body to make them aware of any ECTs whose absences are likely to total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). Those absences that are not exceptions will also be recorded in termly progress reviews and assessments. The ECT should have the opportunity to check the absences recorded on reviews and assessments by the Induction Tutor before submission to the appropriate body so that any discrepancies can be raised and investigated.

12. Policy Status

12.1. This policy does not form part of any employee's contract of employment.

12.2. The school may alter or adapt this Policy, and any components of it, at any time provided it notifies the Governing Body.