Approved by ELA Trust/Committee:	CEO
Publication Date:	September 2025
Owner/Reviewer	Director of Academy Improvement
To be reviewed:	September 2027
Location:	Trust Website
Impact assessed:	

Early Careers Teacher Policy

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

Contents

1. Aims 2
2. Legislation and statutory guidance 2
3. The induction programme 2
4. Roles and responsibilities 4
5. Monitoring arrangements 6
6. Links with other policies 6

---

1. Aims

The Trust aims to:

- run an ECT induction programme that meets all the statutory requirements
- provide ECTs with a supportive environment that nurtures, challenges and develops them, equipping them with the tools to be effective and successful teachers
- ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on:

- the Department for Education's statutory guidance Induction for early career teachers (England) from 22 April 2025
- The Early career teacher entitlement (ECTE) support - GOV.UK The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- The 'relevant standards' referred to below are the Teachers' Standards.
- The Headteachers responsibility for Early career Teacher Entitlement April 2025

This policy complies with our funding agreement and articles of association.

3. The induction programme

For a full-time ECT, the induction programme will typically last for two academic years which will be referred to ECT1 and ECT2. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The induction programme is quality assured by the London District East Teaching School Hub, our 'appropriate body'.

The induction programme will be underpinned by the Initial Teacher Training and Early career Framework (ITTECF), enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF so as to successfully complete their induction period. The Headteacher/Principal will determine how the school will deliver the ITTECF to comply with the requirements set out in the Early Career Framework guidance above.

Prior to the ECT serving their induction, the Headteacher/Principal and Appropriate Body must agree that the post is suitable.

3.1 Posts for induction

Each ECT will:

- ✓ complete both years of the ITTECF programme organised through the Teaching School Hub using the approved ITTECF material of Ambition Institute. Time will be built into the ECT's week to ensure that this is completed and to support the ECT with managing and prioritising workload
- ✓ be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- ✓ have an appointed mentor with whom they will meet regularly and who will have qualified teacher status (Where possible, this mentor will teach the same subject as the ECT to ensure access to a subject specialist. In primary this may be the year group leader of the year the ECT is assigned to
- ✓ have an appointed induction tutor, who will have qualified teacher status (QTS)
- ✓ have a reduced timetable to allow them to undertake activities in their induction programme, with no more, in ECT1, than 90% of the timetable of our existing teachers on the main pay range, and, in ECT2, no more than 95% of the timetable of an existing teacher on the main pay scale.
- ✓ regularly teach the same class or classes
- ✓ take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- ✓ not be given additional non-teaching responsibilities without appropriate preparation and support
- ✓ not have unreasonable demands made upon them
- ✓ not normally teach outside the age range and/or subjects they have been employed to teach. Every effort should be made to ensure that ECTs do not teach across more than two departments
- ✓ be exempt from cover for at least the first term of their ECT year
- ✓ not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- ✓ be exempt from the Empowering Performance Policy as ECTs have a separate induction which meets the same aims and rationale for the appraisal of teachers

3.2 Support for ECTs

Throughout ECT1 and ECT 2, we support ECTs with:

- o a designated induction tutor, who will oversee the ITTECF for each school within the Trust and ensure that this is being completed by all stakeholders effectively
- o a designated subject mentor who will meet weekly with the ECT to provide regular structured mentoring session and targeted feedback in line with the structure of the ITTECF. This may be the Head of Department or delegated to another experienced member of the department. The mentor will support the induction tutor in providing subject specialist support, training and development. At primary, the induction tutor will provide specialist year group support for the primary curriculum.
- o observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback. Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback, in line with the ITTECF schedule. Observations will usually be undertaken by the induction tutor but they may also be undertaken by/with others who hold QTS.
- o regular professional reviews of their progress, to take place at least half termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths. This will be in line with the schedules of the ITTECF over the two years.
- o chances to observe experienced teachers, either within the school or at another school with effective practice
- o access to CPD provided by HES, the department, Trust and its 'teaching school'
- o membership of their subject association so that they can learn from their subject communities on a national level and attend national subject conferences.
- o membership of the Chartered College of Teaching and have access to its CPD and journals.

3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Induction Tutor, although the subject/year mentor will be consulted in reaching a final judgement.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be made clear to the ECT and the appropriate body within the report.

After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards. If the assessment indicates that the ECT is not making satisfactory progress towards the standards, the induction tutor will alert the ECT to this and begin the at-risk procedures.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher/Principal to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to each assessment form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- areas in which improvement is needed are identified
- appropriate objectives are set to guide the ECT towards satisfactory performance
- an effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher/Principal, or the induction tutor in their behalf, will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. At this stage, the appropriate body will be alerted and asked to visit the ECT and induction tutor to quality assure the plan and ensure that appropriate judgements have been made and support is in place. ECTs would also be advised of their right to representation from their union or another appropriate person if preferred.

4. Roles and responsibilities

4.1 Role of the ECT

Throughout ECT 1 and ECT 2, the ECT will:

- ✓ provide evidence that they have QTS and are eligible to start induction. This will include ensuring Human Resources have all the necessary documents in good time to verify this and ensure that safeguarding procedures are in place prior to their start date.
- ✓ 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
- ✓ Participate fully in the ITTECF programme, as well as additional development offered by the Trust
- ✓ Keep up to date with the programme, informing the Induction Tutor if there are issues or obstacles preventing this
- ✓ take initiative in seeking advice and help from the subject mentor / year group lead and induction tutor with any matters relating to their teaching and professional welfare, and act on this advice
- ✓ at secondary level, agree with their induction tutor how best to use their reduced timetable allowance
- ✓ provide evidence of their progress against the relevant standards
- ✓ participate in scheduled classroom observations, progress reviews and formal assessment meetings

- ✓ agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- ✓ keep copies of all assessment forms
- ✓ be well-prepared for teaching and be familiar, and comply with, the policies of the Trust

When the ECT has any concerns, they will:

- ✓ raise these with their induction tutor / year group lead as soon as they can or, in their absence, the Headteacher/Principal
- ✓ consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the Trust

4.2 Role of the Headteacher/Principal

The Headteacher/Principal will:

- ✓ check that the ECT has been awarded QTS and whether they need to serve an induction period
- ✓ agree, in advance of the ECT starting, who will act as the appropriate body
- ✓ notify the appropriate body when an ECT is taking up a post and undertaking induction
- ✓ make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- ✓ ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ✓ ensure that that the mentor is appropriately trained and has sufficient time across both ECT1 and ECT 2 to carry out their role effectively in line with the expectations of the ITTECF
- ✓ ensure that the school is delivering the ITTECF in line with government policy, deciding on the appropriate route for each academy
- ✓ ensure the ECTs progress is reviewed regularly, including through observations and feedback of their teaching
- ✓ ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- ✓ maintain and keep accurate records of employment that will count towards the induction period
- ✓ make the governing board aware of the support arrangements in place for the ECT
- ✓ make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- ✓ participate in the appropriate body's quality assurance procedures of the induction programmes
- ✓ keep all relevant documentation, evidence and forms on file for 6 years

The Headteacher/Principal may delegate any of the above to school staff deemed appropriate to carry out these tasks.

4.3 Role of the induction tutor

The induction tutor will:

- ✓ support the ECT and the school on onboarding to the Early Career Framework programme, and inform the Appropriate Body of the ECTs' details and the ITTECF pathway being followed by the Academy
- ✓ provide guidance and effective support to the ECT, including coaching and mentoring, and the signposting of opportunities to support the development of the ECT
- ✓ provide guidance and effective support to the mentor, supporting them in the delivery of the ITTECF and with the appropriate training needed to deliver the programme and support the ITTECF effectively
- ✓ Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- ✓ Carry out progress reviews in terms where a formal assessment doesn't occur
- ✓ undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate and share records with the ECT, headteacher and relevant body
- ✓ inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- ✓ ensure that the ECT's teaching is observed and feedback is provided
- ✓ ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the Trust
- ✓ raise concerns with the headteacher and, where the ECT is at risk of not completing induction successfully, the Appropriate Body to ensure action is taken swiftly to support remedial action with the ECT.

- ✓ liaise with the Head of Department/year group lead, Headteacher/Principal and SLT member i/c timetabling to ensure that the ECT's timetable is appropriate as set out in section 3.1 above and that the additional time given to mentors is in place
- ✓ take prompt, appropriate action if the ECT appears to be having difficulties
- ✓ Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- ✓ Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- ✓ Ensure that the ITTECF programme is completed in a timely fashion and that the school complies with the expectations of the ITTECF and the appropriate national policies listed above.

4.4 Role of the Head of Department, Year Group Lead and/or mentor

The Head of Department and/or mentor:

- ✓ in line with the ITTECF programme, the mentor will regularly meet with the ECT for structured mentor sessions and observations to provide targeted feedback, ensuring that the ECT follows the ITTECF programme
- ✓ the mentor will work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ITTECF-based programme
- ✓ ensure that the ECT's subject knowledge and pedagogy is developed through appropriate training, observation and support
- ✓ the HoD/Year Group Lead, through allocation of groups, will aim to avoid excessive demands on the ECT through careful allocation of groups. This might involve avoiding classes or individuals that might unreasonably challenge an ECT new to the profession
- ✓ helping to reduce workload by supporting the ECT with planning through well-resourced schemes of work
- ✓ providing a clear base for the ECT to avoid the pressures of teaching in rooms across the department or school
- ✓ the mentor will liaise closely with the induction tutor to ensure appropriate objectives are put in place and that the report best reflects the experience of the ECT across the department/ year group
- ✓ all will be mindful of the policy for ECTs when making decisions, especially section 3.1
- ✓ alert the Induction Tutor if there are concerns about the ECT's progress towards successful completion of induction

4.5 Role of the Trust Board

The Trust Board will:

- ✓ ensure the Trust complies with statutory guidance
- ✓ be satisfied that the Trust has the capacity to support the ECT
- ✓ ensure the Headteacher/Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- ✓ investigate concerns raised by the ECT as part of the Trust's grievance procedure
- ✓ if it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- ✓ if it wishes, request general reports on the progress of the ECT

5. Monitoring arrangements

This policy will be reviewed every two years by the Director of Academy Improvement. At every review, it will be approved by the CEO.

6. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Capability

Grievance

Pay

Code of Conduct

Curriculum, Learning and Teaching

Whistleblowing