

Early Career Teacher (ECT) Policy

Policy Code:	TL16
Policy Start Date:	September 2026
Policy Review Date:	September 2027

Please read this policy in conjunction with the policies listed below:

- HR1 Capability Policy for Teaching Staff, CEO and Trust Executive Management Staff
- HR2 Appraisal Policy for Teaching Staff, CEO and Directors
- HR6 Data Protection Policy
- HR11 Teachers' Pay Policy
- HR13 Annual and Special Leave and Absence Reporting Policy
- HR19 Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy
- HR20 Neonatal Care Leave Policy
- HR32 Recruitment and Selection Policy

1 Policy Statement

- 1.1 The policy outlines the Trust's approach to, and delivery of, the Initial Teacher Training and Early Career Teacher Framework (ITTECF).
- 1.2 This policy applies to ECTs who start their induction **on or after 1 September 2021**.
- 1.3 References to the Trust or Academy within this policy specifically include all nursery, primary, secondary and special academies within the Trust, as well as Priory Apprenticeships and Lincolnshire ITT.
- 1.4 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Professional Learning.
- 2.2 This policy is approved by the Education & Standards Committee before being ratified at the next available Trust Board meeting. Approval and ratification is minuted, with records kept by the Clerk to Trustees.
- 2.3 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

3 Aims

- 3.1 To run a programme for all new entrants to the teaching profession that meets all the statutory requirements, alongside additional guidance, support and training provided through the Initial Teacher Training and Early Career Teacher (ITTECT) framework.
- 3.2 To provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- 3.3 To ensure all staff understand their role in the induction programme.

4 Legislation and statutory guidance

- 4.1 This policy is based on the DfE's statutory guidance, *Induction for early career teachers (England)*.
- 4.2 The 'relevant standards' referred to throughout this policy are the *Teachers' Standards*.

5 Recruitment

- 5.1 When recruiting an ECT, the Trust will adhere to HR32 Recruitment and Selection Policy. The ECT will be expected to provide evidence that they have achieved Qualified Teacher Status (QTS) and are eligible to start induction.

6 The Induction Programme (Early Career Teacher Entitlement)

- 6.1 For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will usually serve a full-time equivalent, although a truncated period can be applied for in the case of individuals teaching more than 60%. The Trust will adhere to *Induction for early career teachers (England)* in relation to any special circumstances which may apply to reduce or extend the induction period.
- 6.2 Where an ECT applies for a post that is fixed-term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.
- 6.3 Where an ECT is eligible to carry out short-term supply work, and is undertaking short-term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.
- 6.4 The programme is quality assured by our appropriate body. The L.E.A.D Teaching School Hub supports the schools and teachers they work with in a variety of ways. Their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career. The L.E.A.D Teaching School Hub has two key roles:
- monitoring of support – appropriate bodies will check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance. They will provide ITTECF fidelity checks, ensuring schools are supported to provide ECTs with an ITTECF-based induction; and

-
- monitoring of assessment – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.
- 6.5 The Trust will ensure that the post in which the ECT undertakes their induction is appropriate, enabling a fair and effective assessment against the Teachers' Standards. This will include ensuring that the post:
- provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
 - will provide the ECT with an ITTECF based induction programme;
 - will not make unreasonable demands upon the ECT;
 - will involve the ECT regularly teaching the same classes, normally within the agreed range and/or subject of the post that they have been employed to teach; involve similar planning, preparation and assessment processes to other Teachers in the Trust;
 - will not present unreasonably demanding discipline problems on a day-to-day basis; and
 - will not involve additional non-teaching responsibilities without appropriate preparation and support.
- 6.6 Each ECT will:
- have an appointed Induction Tutor, who will have qualified teacher status (QTS);
 - have an appointed Mentor, who will provide regular mentoring; and
 - have a reduced timetable to allow them to undertake activities in their induction programme. In their first year ECTs will have no more than 90% of the timetable of our existing teachers on the main pay range. In their second year, ECTs will have no more than 95% of the timetable of our existing teachers on the main pay range;
- 6.7 The setting will support ECTs with:
- their designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
 - their designated mentor, who will provide regular mentoring;
 - observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
 - regular professional reviews of their progress, at which their objectives will be reviewed and revised in relation to the relevant standards and their current needs and strengths; and
 - chances to observe experienced teachers, either within the academy or at another school with effective practice.

7 Assessments of ECT performance

- 7.1 The Induction Tutor (or another suitable internal or external person with QTS) will regularly observe the ECT's teaching against the Teachers' Standards, at least three times per year. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.
- 7.2 Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction. Formal assessment meetings should be informed by evidence gathering during progress reviews and assessment periods leading up to the formal assessment, through the use of existing documents.
- 7.3 Progress Review Forms will be completed and shared with the Appropriate Body for Term 1 and 2 of both induction years on a full-time equivalent (FTE) contract.
- 7.4 Formal assessment meetings will take place in the final term of the first year (term three) and in the final term of the second year of induction on an FTE contract. These will be carried out by the Induction Tutor and quality-assured by the appropriate body.
- 7.5 After these meetings, Formal Assessment Reports will be completed that clearly show how the ECT is performing against the relevant standards.
- 7.6 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 provided to the ECT and the appropriate body.
- 7.7 At the end of the programme, the ECT's final formal assessment will form the basis of the Headteacher's recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory or whether an extension should be considered. The ECT can add their own comments to this final form.
- 7.8 The form will then be sent to the appropriate body within 10 working days of the meeting. The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 working days of receiving the final assessment report from the setting,

drawing on the recommendation of the Headteacher made in the formal assessment report and all available evidence. The awarding body will then notify the ECT and the Trust of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:

- has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

7.9 If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the Teaching Regulation Agency (TRA) within three working days.

7.10 In the event that the ECT leaves their position 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. The appropriate body will be notified of this.

7.11 If an ECT joining the Trust is part way through their induction period and has carried out part of their induction at another institution, the Headteacher will contact the ECT's previous appropriate body to:

- obtain copies of any progress review records or assessment reports; and
- establish how much induction time remains to be served.

7.12 If, as a result of the action taken in 7.10, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Headteacher will alert the Trust's appropriate body.

8 Absences during the induction period

8.1 If an ECT is absent for a period of 30 x days or more per year of induction (or equivalent for a part-time Teacher), the Headteacher will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served in the same setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

8.2 Paragraph 8.1 does not apply to statutory maternity leave, shared parental leave, statutory adoption leave, neonatal care leave or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction

period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted and their performance will be assessed against the Teachers' Standards. Please see HR19 Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy and HR20 Neonatal Care Leave Policy for further information.

- 8.3 For information about the Trust's absence procedures, please see HR13 Annual and Special Leave and Absence Reporting Policy.

9 At-risk procedures

- 9.1 If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:
- areas are identified in which improvement is needed;
 - give the ECT the opportunity to comment on and discuss the concerns;
 - appropriate objectives are set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
 - an effective support programme is put in place to help the ECT improve their performance.
- 9.2 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to be reviewed.
- 9.3 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 Induction Tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.
- 9.4 If the concerns about the ECT's progress are very serious, the Trust may instigate formal capability proceedings, in line with HR1 Capability Policy for Teaching Staff, CEO and Trust Executive Management Staff. The induction process set out in this policy will continue alongside the capability procedure and the appropriate body will be informed.

10 Responsibilities

- 10.1 The ECT will:
- provide evidence that they have QTS and are eligible to start induction;
 - share with their induction tutor any "targets" which were set by the initial teacher training provider
 - 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 Early Careers Framework-based induction programme;
- provide evidence of their progress against the Teachers' Standards (see para 1.8 of the TS);
- participate fully in the agreed statutory monitoring and development programme;
- raise any concerns with their mentor/ induction tutor as soon as practicable;
- if the concern involves the mentor and/or induction tutor these should be raised with the Headteacher or the Early Careers Lead within the Professional Learning Team;
- consult their appropriate body's named contact if there are, or may be, difficulties in resolving issues within the Trust;
- 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.

10.2 The Headteacher, or nominated person, will:

- check that the ECT has been awarded QTS;
- check with the Education Team which appropriate body the Trust is working with and agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post and undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure that the mentor is appropriately trained, has the ability and sufficient time to carry out their role effectively;
- check with the Education Team to ensure that an appropriate ITTECF-based induction programme has been chosen by the Trust
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- provide regular updates, through internal assurance visits, to the Primary and/or Secondary Executive on the progress of the respective ECT;
- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;

- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the Local Governing Body aware of the support arrangements in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

10.3 The Induction Tutor will:

- 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 (usually in the final term of the first year (term three) and in the final term of the second year of induction, or pro rata for part-time staff);
- 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 ECTs are aware of how, both within and outside the institution, 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, informing the Primary Executive and/or Director of Professional Learning at the earliest opportunity; 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.

10.4 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 effective targeted feedback, ensuring they are fully prepared for any meeting;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ITTECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;

- take prompt, appropriate action if an ECT appears to be having difficulties; and
- participate in the training necessary to fulfil the role of ECT Mentor.

10.5 The role of the Trust Professional Learning Team is to:

- hold a relationship with the appropriate body and have a role in delivering training;
- identify a suitable training provider for ECTs and maintain a relationship with that provider;
- ensure the academy complies with statutory guidance;
- be satisfied that the academy has the capacity to support the ECT;
- ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post;
- investigate concerns raised by the ECT as part of the academy'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; and
- if it wishes, request general reports on the progress of all ECTs.

11 Right of Appeal to the Appeals Body

11.1 If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision. The appeal must be made within 20 working days of the decision to the Appeals Body, which is the TRA. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.

12 Appraisal

12.1 ECT's will move onto the Trust Teacher Appraisal, following successful completion of their 2-year early careers teacher induction, as per the HR2 Appraisal Policy for Teaching Staff, CEO and Directors.

13 Policy Change

13.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.