

# Early Career Teacher (ECT) Policy



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## Ownership:

Assistant Principal

## Approved by:

LGB

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June 2027

## 1 COLLEGE AIMS

The college aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all the statutory requirements whilst also embodying our values and ethos.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers and engage in our bespoke staff development programme.

## 2 LEGISLATION & STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

Changes include:

The extension of the induction period to 2 school years.

## 3 THE ECF INDUCTION PROGRAMME

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. It is recommended ECT's will have a 10% timetable reduction in the first academic year and a 5% timetable reduction in the second academic year.

The programme is quality assured by the government approved Appropriate Body- Inspire Learning teaching school hub. The college follows the Univeristy College of London as the Dfe professional development programme for ECT's And Mentors.

### 3.1 POSTS FOR INDUCTION

The programme components for ECTs:

- Annual induction and learning conferences for induction leads, mentors and ECTs (Autumn term)
- Half termly online learning –UCL module approach based on the Teachers' Standards.
- Online communities for ECT networking.
- Structured self-study sessions (22 hours in year 1; 5 hours in year 2)
- Half-termly face-to-face training for ECTs, led by expert facilitators.
- Structured ECT mentor meetings focused on the content of the ECF and targeted at ECT development needs (39 hours in year 1; 20 hours in year 2)

#### **WITHIN THE STRUCTURE OF THE COLLEGE, EACH ECT WILL:**

- Have an appointed induction tutor, who will have significant teaching experience.
- 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.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.
- Have a reduced timetable if the curriculum has capacity, to allow them to undertake activities in their induction programme.

## 3.2 SUPPORT FOR ECTs

### We support ECTs with:

- Their designated induction tutor, who will provide ongoing monitoring and support, and co-ordinate their assessments.
- A subject specific mentor that will usually be either the Head of Subject in their curriculum area or a high performing teacher delivering the same subject and specification.
- Mentor meeting to follow the Early Career Framework sessions.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews with the mentor and/or induction tutor to assess their progress on a termly basis.
- Chances to observe experienced teachers.
- Access to the college CPD programme.

## 3.3 ASSESSMENT OF ECT PERFORMANCE

There will be four progress reviews and two formal assessments completed through the ECT manager and quality assessed through the appropriate body over the two year duration of the programme.

## 3.4 AT RISK PROCEDURES

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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 Assistant Principal will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## 4 ROLES & RESPONSIBILITIES

### 4.1 APPROPRIATE BODY: INSPIRE LEARNING TEACHING HUB

- Provision of Full Induction Programme (FIP).
- Learning platform (UCLeXtend) and technical support.
- Strategic governance.
- Quality Assurance processes.
- Reporting to DfE, Ofsted and designated external agencies.
- Provision of Mentor and facilitator professional development and certification.

### 4.2 GOVERNING BODY

- Ensure the College complies with the statutory guidance.
- Review the policy annually.

### COLLEGE

- Registration of ECT.
- Registration of Mentor.
- Allocation of Induction Tutor.
- Implementation of ECF Programme.
- Reporting to Appropriate Body.

This policy links directly to the ECT Procedure.