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the enquire learning trust

Early Careers Teacher Policy

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Version History

Approved by:	Trustees
Last reviewed:	30 July 2026
Next review due by:	July 2027

Date	Author	Version	Comment
September 2023	Darren Holmes	V1	
September 2024	Darren Holmes	V2	Reviewed
September 2025	Darren Holmes	V3	Reviewed and updated: References to COVID / Coronavirus removed
30 July 2026	Darren Holmes	V4	Reviewed and updated to reflect 2026 DfE guidance, ITTECF / ECTE terminology, mentor entitlements, assessment separation, SEND/adaptive teaching, wellbeing and Trust-wide development.

1. Aims

The Trust aims to:

Run an Early Career Teacher (ECT) induction programme, known by the DfE from September 2025 as the Early Career Teacher Entitlement (ECTE), that meets all statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).

Provide ECTs with a supportive environment that develops them and equips them with the knowledge, skills, confidence and professional habits to be effective and successful teachers.

Make sure all staff understand their role in the ECT induction programme, including the clear distinction between development, mentoring, monitoring and formal assessment.

Support ECT wellbeing, workload management and professional development through high-quality mentoring, appropriate timetable reduction, effective induction tutoring and access to wider Trust professional learning.

2. Scope

This policy applies to all ECTs, including teachers who qualified before September 2021 but have not completed an induction period, who have started, but not completed, their induction period.

3. Legislation and statutory guidance

This policy is based on:

The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England), latest published version

The Initial Teacher Training and Early Career Framework (ITTECF)

The Early Career Teacher Entitlement (ECTE) guidance and role-specific responsibilities published by the DfE

The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

The Teachers' Standards

The 'relevant standards' referred to below are the Teachers' Standards.

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

For clarity, this policy continues to use the statutory term induction where required by legislation. From September 2025, the DfE also refers to the support and training programme for ECTs as the Early Career Teacher Entitlement (ECTE).

4. The ECT induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the framework. The Trust's ECT provider arrangement is unchanged.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. 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 programme is quality assured by The Exchange Teaching School Hub, our appropriate body. The Trust, its academies and the appropriate body will use national DfE systems and reporting arrangements where required.

Posts for induction

Each ECT will:

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 induction tutor, who will have qualified teacher status (QTS).

Have an appointed induction mentor, who will have QTS.

Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.

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.

Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

We support ECTs with:

Their designated induction tutor, who will provide day-to-day monitoring and support, co-ordinate their progress reviews and formal assessments, and ensure that assessment judgements are made against the Teachers' Standards.

Their designated induction mentor, who will provide regular structured mentoring sessions and targeted developmental feedback. The mentor's role is developmental and is separate from formal assessment.

Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.

Regular professional reviews of their progress, to take place termly except in terms where formal assessment is held, at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.

Chances to observe experienced teachers, either within the school or at another school with effective practice.

Access to Trust-wide professional learning, collaborative practice networks and opportunities to observe effective practice across Trust academies where this supports the ECT's development.

Opportunities to develop expertise in adaptive teaching, inclusion and meeting the needs of pupils with SEND, in line with the ITTECF and the Trust's wider commitment to inclusive practice.

Reasonable steps to support wellbeing and workload management so that the induction programme is manageable, purposeful and focused on professional growth.

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 Academy Principal in line with the Scheme of Delegation.

These meetings will be informed by clear and transparent evidence gathered from progress reviews 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.

ECTs will not be asked to create unnecessary additional evidence for assessment. Monitoring, evidence collection and record keeping will be proportionate, streamlined and no more burdensome than necessary.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to 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.

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 against the relevant standards.

An effective support programme is put in place to help the ECT improve their performance.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

All ECTs are subject to the Trust's comprehensive suite of HR policies including those relating to capability and disciplinary procedures.

5. Roles and responsibilities

Role of the ECT

The ECT will:

Provide evidence that they have QTS and are eligible to start induction.

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.

Provide evidence of their progress against the relevant standards, using existing evidence from their work and induction programme wherever possible.

Participate fully in the monitoring and development programme.

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 reports.

If the ECT has any concerns, they will:

Raise these with their induction tutor as soon as they can.

Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

Raise with Trust HR team where this is deemed appropriate.

Role of the Principal

The headteacher 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.

Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.

Make sure the induction mentor is appropriately trained and has sufficient protected time to carry out their role effectively, including time for mentoring activities and any relevant mentor training.

Make sure an appropriate ITTECF-based induction programme is in place.

Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.

Make sure 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 sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.

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.

Role of the induction tutor

The induction tutor will:

Provide guidance and effective support to the ECT, with the appropriate body where necessary.

Carry out regular progress reviews throughout the induction period.

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 does not occur.

Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body.

Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.

Make sure that the ECT's teaching is observed and feedback is provided.

Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.

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.

Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress.

Role of the induction mentor

The induction mentor will:

Regularly meet with the ECT for structured mentor sessions to provide targeted developmental feedback.

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.

Provide, or arrange, effective support, including subject-specific, phase-specific, coaching and/or mentoring.

Support the ECT to relate their training to their specific subject area, phase, school context and the needs of pupils, including pupils with SEND.

Arrange informal classroom drop-in sessions where these support the ECT's development.

Act promptly and appropriately if the ECT appears to be having difficulties.

Receive appropriate training and protected time to undertake mentoring responsibilities. Where eligible, new mentors will access DfE-funded mentor training and relevant provider materials.

Focus on supporting the ECT's professional development. The mentor is not responsible for formal assessment decisions, which remain the responsibility of the headteacher, Principal and induction tutor as set out in this policy.

Role of the Trust board

The governing board – via the Scheme of Delegation - will:

Make sure the Trust complies with statutory guidance on ECT induction.

Be satisfied that the Trust and each academy has the capacity to support the ECT.

Investigate any concerns raised by the ECT as part of the school's grievance procedures.

Seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Board of Trustees.

7. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Grievance

Pay

Induction