

GREENBANK PRIMARY SCHOOL

Early Career Teacher Policy (ECT)



Author: Senior Leadership Team

Date: September 2026

Review Date: September 2027

Approved by: Governing Board

1. Aims

At Greenbank Primary School we are committed to supporting Early Career Teachers (ECTs) to become highly effective practitioners through a high-quality induction programme.

The aims of this policy are to:

- Ensure all statutory requirements for ECT induction are met.
- Provide ECTs with a supportive, developmental and challenging professional environment.
- Enable ECTs to successfully apply the knowledge, skills and behaviours outlined in the Early Career Framework (ECF).
- Promote professional growth through mentoring, coaching, reflection and professional dialogue.
- Ensure all staff understand their responsibilities in supporting ECTs throughout their induction period.

2. Legislation and statutory guidance

This policy is based on current Department for Education (DfE) statutory guidance for the induction of Early Career Teachers in England and the Early Career Framework (ECF).

It is also informed by:

- The Teachers' Standards.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- Current guidance issued by the Appropriate Body.
- Relevant employment and safeguarding legislation.

This policy should be read alongside the school's:

- Appraisal Policy
- Capability Policy
- Grievance Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

3. The ECT induction programme

The induction programme is designed to support ECTs in developing the knowledge and skills necessary to meet the Teachers' Standards consistently and confidently.

The programme will:

- Be underpinned by the Early Career Framework.
- Provide a comprehensive programme of professional development.
- Include regular mentoring and instructional coaching.

- Be quality assured by the Appropriate Body.
- Allow ECTs sufficient time to engage fully in the induction programme.

The Headteacher will ensure that all ECT appointments meet statutory requirements and are registered with the Appropriate Body before induction begins.

For a full-time ECT, induction normally lasts two years. Part-time teachers will complete the equivalent period on a pro-rata basis.

4. Entitlement of Early Career Teachers

Each ECT will:

- Have an identified induction tutor.
- Have an identified mentor.
- Receive a personalised induction programme.
- Receive regular mentoring sessions.
- Participate in ECF training through the school's chosen delivery partner.
- Have opportunities to observe excellent practice.
- Receive regular developmental feedback.
- Be supported in meeting the Teachers' Standards.

ECTs will receive a reduced timetable in accordance with statutory guidance:

- Year 1: 10% reduction in addition to PPA entitlement.
- Year 2: 5% reduction in addition to PPA entitlement.

ECTs will not:

- Be expected to undertake unreasonable additional responsibilities.
- Be routinely required to teach outside their phase or subject expertise without appropriate support.
- Be placed under unreasonable pressure that may compromise the effectiveness of their induction.

5. Monitoring, Support and Assessment

5.1 Professional Reviews

Regular professional reviews will take place throughout the induction period.

These reviews will:

- Monitor progress against the Teachers' Standards.
- Identify strengths and areas for development.
- Inform future support and professional development.
- Ensure any concerns are identified at the earliest opportunity.

5.2 Teaching Observations

ECTs will receive regular lesson observations and learning walks.

Feedback will:

- Be timely and constructive.
- Focus on professional development.
- Support continuous improvement.
- Celebrate strengths and effective practice.

5.3 Formal Assessments

Formal assessment reports will be completed at the points required by statutory guidance.

Assessments will draw upon a range of evidence including:

- Professional reviews.
- Lesson observations.
- Pupil outcomes.
- Professional conduct.
- Engagement with the induction programme.

The Headteacher will recommend whether the ECT has satisfactorily met the Teachers' Standards to the Appropriate Body.

Copies of all assessment reports will be shared with:

- The ECT.
- The induction tutor.
- The Appropriate Body.

6. Support for ECTs Experiencing Difficulties

Where concerns arise regarding an ECT's progress, the school will act promptly to provide appropriate support.

Support may include:

- Additional coaching and mentoring.
- Increased observation and feedback.
- Focused professional development opportunities.
- Clear targets and success criteria.
- Additional monitoring meetings.

Any support plan will be shared with the ECT and Appropriate Body.

The purpose of all support arrangements will be to enable the ECT to make the required progress and successfully complete induction.

7. Roles and Responsibilities

7.1 The Early Career Teacher

The ECT will:

- Engage fully with the induction programme.
- Participate in all training opportunities.
- Attend mentoring meetings and professional reviews.
- Maintain professional standards.
- Reflect on feedback and act upon agreed targets.
- Raise concerns promptly if support is required.

7.2 The Headteacher

The Headteacher will:

- Ensure the induction programme meets statutory requirements.
- Register ECTs with the Appropriate Body.
- Appoint appropriately trained induction tutors and mentors.
- Ensure ECTs receive their statutory timetable reductions.
- Monitor the quality of induction provision.
- Complete required assessment documentation.
- Maintain induction records.
- Ensure appropriate support is provided where concerns arise.

7.3 The Induction Tutor

The induction tutor will:

- Oversee the ECT's induction programme.
- Carry out progress reviews and assessments.
- Coordinate evidence collection.
- Monitor progress against the Teachers' Standards.
- Liaise with the Appropriate Body when necessary.
- Ensure records are maintained appropriately.

7.4 The Mentor

The mentor will:

- Provide regular mentoring sessions.
- Offer instructional coaching and professional guidance.
- Support implementation of ECF learning.
- Provide developmental feedback.
- Maintain a positive and supportive professional relationship with the ECT.

7.5 Governing Board

The Governing Board will:

- Ensure the school complies with statutory induction requirements.
- Monitor the effectiveness of induction arrangements.
- Ensure sufficient resources are available to support ECTs.
- Seek assurance that ECTs receive an appropriate induction experience.

8. Confidentiality and Record Keeping

The school will maintain accurate records relating to the induction process.

Records will be stored securely and managed in accordance with:

- Data Protection legislation.
- The school's Data Protection Policy.
- Appropriate Body requirements.

9. Equality and Inclusion

Greenbank Primary School is committed to ensuring equality of opportunity for all staff.

Reasonable adjustments will be made where appropriate to ensure ECTs can access support, training and professional development on an equitable basis.

The school will promote an inclusive culture where all staff are valued and supported to achieve their full potential.

10. Monitoring and Review

This policy will be reviewed annually by the Headteacher and Senior Leadership Team.

The Governing Board will approve any significant amendments.