



EMMAUS

CATHOLIC MAC

Early Career Teachers (ECT) Policy

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Post Holder Responsible for Review:	School Improvement Lead



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Early Career Teachers (ECT) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 24th July 2026 and will be reviewed again in July 2028 or sooner in line with DfE amendments.

Signed by Director of Emmaus MAC: *J Griffin*

Signed by CEO for Central Team: *S Horan*

This policy relates to all Emmaus schools and settings.

Mission:

Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

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Page 4, 2.0	Para 1
Page 6, 2.3	Final paragraph
Page 7, 3.1	'When the ECT has any concerns'... Final bullet point

Aims

Emmaus Catholic Multi Academy Company (MAC) aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

1. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from June 2026
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

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

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

2. The ECT induction programme

The induction programme will be underpinned by the Early Career Teacher Entitlement (ECTE), which from September 2025 will be based on the combined Initial Teacher Training and Early Career Framework (ITT/ECF). This updated framework integrates the previous ECF, the Core Content Framework (CCF) and Initial Teacher Training (ITT), with strengthened emphasis on supporting pupils with special educational needs and disabilities (SEND), high-quality oral language (oracy), early cognitive development and evidence literacy.

Prior to the ECT serving their induction, the Principal/Executive Principal 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.

All schools will engage with the full induction programme offered by the Haybridge Teaching School (TS) Hub. The Appropriate Body for our ECTs (determined by the Haybridge TS hub according to school and training provider) will quality assure our full induction programme.

Each school within Emmaus Catholic MAC should have a designated ECT lead who will coordinate the ECT Induction Programme for any ECTs within their schools and oversee their progress.

2.1 Posts for induction

Each ECT will:

- Undertake the relevant statutory training, including statutory Safeguarding training.

- 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.

2.2 Support for ECTs

ECTs are supported through:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback.
- 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.
- From September 2025, mentors will use diagnostic tools provided by the training provider to tailor support and materials to each ECT's needs, with examples drawn from different phases, settings and subjects, and a particular focus on adaptive teaching and supporting pupils with SEND.
- Close contact with the Appropriate Body, in consultation with whom reasonable adjustments may be made to support any ECT teacher with additional needs.

2.3 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 in-school induction tutor or Principal/Executive Principal.

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 made available to the Appropriate Body if requested.

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 Principal/Executive Principal 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 Principal/Executive Principal, 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 Principal/Executive Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

In the event of an absence-related extension to the induction period, formal assessments will be adjusted accordingly. Additional absences cannot be added on top of an existing extension, in line with DfE statutory guidance.

2.4 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 against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.
- Support programmes from September 2025 will also draw on the updated framework's emphasis on SEND, oracy and adaptive teaching, using diagnostic information provided by training providers to ensure interventions are appropriately tailored.

The support plan, the progress review record or formal assessment report will be shared with the Appropriate Body.

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 Principal/Executive Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

3. Roles and responsibilities

3.1 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 ensure full engagement with their Early Career Teacher Entitlement (ECTE), which is underpinned by the combined Initial Teacher Training and Early Career Framework (ITT/ECF).
- Provide evidence of their progress against the relevant standards.
- 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.

When 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 where issues have unable to be resolved within school.
- Access the Haybridge TS Hub's official complaints procedure regarding disputed progress reviews, as mandated for Appropriate Bodies.

3.2 Role of the Principal/Executive Principal

The Principal/Executive Principal will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Following consultation with the Appropriate Body Lead for Haybridge TS Hub, agree 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 4.1 above).
- 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 time to carry out their role effectively.
- Ensure registration for the full induction programme delivered though Haybridge TS hub takes 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 in line with their requirements.
- 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 LGB 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.

3.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT.
- Engage with the Appropriate Body.
- 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 doesn't occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Principal/Executive Principal and relevant 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.

3.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- Engage in a joint observation of the ECT as appropriate.
- 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 ECF-based programme.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.
- From September 2025, mentor training will be delivered over one year, with the possibility of reduced hours for mentors who have previously undertaken accredited ITT mentor training, in line with revised DfE statutory guidance.

3.5 Role of the LGB

The LGB will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the Principal/Executive Principal is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures.

- If it has any concerns or questions, 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 on a termly basis.

4.6 Transitional Arrangements

- ECTs and mentors who commenced their induction prior to September 2025 will continue on the existing ECF-based programme until August 2027, in line with Department for Education statutory transition guidance. During this period, all existing entitlements, assessments and support structures will remain in place as set out under the original Early Career Framework.

4. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Staff Code of Conduct