#

# Early Career Teacher (ECT) Policy

# 2025-2026



Adopted by LGB: September 2025

Review Period: Annual

Review Date: September 2026

Person responsible for policy: Induction Tutor



1. **School aims**
* As a school we aim to give Early Career Teachers (ECTs) the most positive start to their teaching career in line with the Government’s Early Career Teacher Entitlement (ECTE)
* We will provide our ECTs with a structured 2 year package of high-quality professional development.
* We aim to create a supportive environment of professional development that provides ECTs with the resources to become confident and effective classroom practitioners.
* We will ensure all staff understand their role in the ECTE induction programme.
1. **Legislation and statutory guidance**

From September 2025, the Governments ECF will be replaced with the updated ECTE (Early Career Teacher Entitlement). The ECTE is based on the ITTECF which replaces the ITT Core content Framework and Early Career Framework. The ITTECF sets out the entitlement of every trainee and Early Career Teacher (ECT).

All early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ITTECF.

Statutory induction guidance sets out the responsibilities of school leaders, induction tutors and mentors to support ECTs undertaking statutory induction.

Changes included:

* the extension of the induction period to 2 school years;
* ECTs undergoing induction are entitled to a 2-year training and support programme based on the ITTECF.
1. **The Induction Programme**

ECTs will receive an induction programme lasting for 2 academic years. The programme will be led by the Inspire Learning teaching school hub and the school will use the Government approved Appropriate Body – University College London - as the DfE professional development programme for ECTs and Mentors.

**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 (23 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 ITTECF and targeted at ECT development needs (39 hours in year 1; 20 hours in year 2)

**Within the structure of the school, each ECT will:**

* Access 2 years of support from a designated subject mentor and an induction tutor
* Follow a timetable, regularly teaching the same classes
* Take part in planning, teaching and assessment processes similar to other teachers working in similar posts
* Receive a 10% timetable reduction in year 1, and a 5% reduction in year 2
* Not be given additional non-teaching responsibilities without appropriate support and guidance
* Not have unreasonable demands made upon them

**Support for ECTs:**

* A designated induction tutor will provide day-to-day monitoring and support, in line with the ITTECF
* A subject specific mentor will be allocated to ECTs for the duration of the 2 year programme
* Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback in line with the ECF
* Chances to observe experienced teachers within the school, who demonstrate effective practice in that specific subject area
* Access to the whole school CPD package throughout the year

**ECT assessments**

Assessments will be completed against the Teachers’ Standards. Two formal assessments – supported by regular progress reviews. Reports will be written by the Induction tutor and uploaded to ECT management for review from the Appropriate Body.

**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 induction tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

1. **Roles and responsibilities**

**Role of the ECT**

* Provide evidence that they have QTS and are eligible to start induction
* Meet with their induction tutor and mentor regularly in line with the ECF
* Work with their mentor to complete the UCL programme, which will direct the mentor sessions
* Complete the online UCL programme showing evidence of their progress against the relevant standards
* Participate fully in the monitoring and development programme and staff development programme
* Participate in scheduled classroom observations, progress reviews and formal assessment meetings
* Meet with induction tutor to agree reviews and assessment points
* Keep copies of all completed assessments

**When the ECT has any concerns, they will:**

* Raise these with their mentor and/or 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 within the school

**Role of the induction tutor and Subject mentor**

The induction tutor and subject mentor will both:

* Provide guidance and effective support to the ECT, including coaching and mentoring in line with the ECF
* Carry out regular progress reviews throughout the 2 year ECF programme
* Ensure that the ECT’s teaching is observed and feedback is provided
* Ensure 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 and consult with the induction tutor
* The subject mentor will engage with the ECF through the Appropriate Body
* The subject mentor will provide the ECT with regular coaching meetings, setting targets in-line with progress and ECF
* The induction tutor will carry out formal assessments in line with the ECF and communicate this with the ECT and subject mentor
* The induction tutor will ensure that the ECT is observed and that feedback is provided
* Embed the culture, vision and values of the school

**Role of HR**

* Check that the ECT has been awarded QTS and register them for the ECF 2 year programme
* Confirm, in advance of the ECT starting, that the Appropriate Body will be UCL in line with the Inspire Learning teaching school hub
* Notify the Appropriate Body when an ECT is taking up a post and beginning ECF 2 year induction
* Maintain and keep accurate records of employment that will count towards the induction period

**Role of the Headteacher**

* Be satisfied that the school has the capacity to support the ECT and appoint an Appropriate Body
* Investigate concerns raised by the ECT as part of the school’s grievance procedure
* If they wish, seek guidance from the Appropriate Body on the quality of the induction arrangements, and the roles and responsibilities of staff involved in the process
* Make a recommendation to the Appropriate Body on whether the ECT’s performance against the relevant standards is satisfactory
* Make the governing board aware of the support arrangements in place for the ECT

**Role of the Governors**

* Ensure the school complies with statutory guidance
* Receive updates on the progress of the ECT programme
1. **Monitoring arrangements**

This policy will be reviewed annually by the induction mentor. At every review, the policy will be approved by the Local Governing Body.

1. **Links with other policies**

This policy links to the following policies and procedures:

* Performance review
* Grievance
* Pay