



Early Career Teachers (ECT) Policy

Approved / Adopted by :

Longfield Academy SLT

Date Policy Reviewed:

October 2025

Date of Next Review:

October 2026

Guidance

Please read this policy in conjunction with the Department for Education document Statutory Guidance on Early Career Framework: [Induction for early career teachers \(England\)](#)

Aim

The aim of this policy is to ensure that Early Career Teachers (ECTs) have the following opportunities during their first 2 years of teaching:

- a) To succeed in their role as a class teacher under acceptable working conditions
- b) To be able to seek help and guidance from an identified, nominated member of staff who should act as mentor
- c) To benefit from ongoing, day-to-day support from all their colleagues
- d) To be able to observe teaching given by experienced colleagues, and/or work alongside colleagues
- e) To visit other schools as and when appropriate
- f) To have their teaching observed and assessed by the induction and departmental tutor at least twice per term and, where appropriate, a representative of the awarding body. To ensure quality assurance some joint observations may be carried out where deemed appropriate. Where this is the case the ECT will be informed prior to the observation
- g) To be given a copy of any written records of teaching observations and assessments made by the induction and departmental tutor and the representative of the awarding body
- h) To have opportunities to meet with other ECTs within their area
- i) To attend professional development activities for ECTs and to be released by the school as and when these occur during school time as far as is practicable.

Support

Initial Teacher Training and Early Career Framework (ITTECF)

- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
- Longfield deliver's an induction period that is underpinned by the ITTECF. Appropriate bodies will have a role in checking that an ITTECF-based induction is in place
- The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

Training A funded provider led programme – UCL accredited by the Department for Education will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

Appropriate Body (John Hardy: Tees Valley Teaching School)

An appropriate body has the main quality assurance role within the induction process, Tees Valley Teaching School Hub. The appropriate body is responsible for checking that the headteacher has put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ITTECF. The appropriate body provides opportunities of networking of both Induction Tutors, Mentors and ECTs.

Role of Head Teacher

Adhere to the statutory guidelines provided by the Department for Education (DfE):

- Check that the ECT has been awarded QTS
- Clarify whether the teacher needs to serve an induction period or is exempt
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- Ensure that the requirements for a suitable post for induction are met
- Ensure the induction tutor has the ability, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively
- Ensure that the mentor has the ability, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively
- Ensure an appropriate programme of training and support based on the ITTECF is in place
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body
- Ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body
- Maintain and retain accurate records of employment that will count towards the induction period
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- Participate appropriately in the appropriate body's quality assurance procedures
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected to:

- Obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post
- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- Notify the appropriate body as soon as absences, within each year of induction, total 30 days or more
- Periodically inform the governing body about the institution's induction arrangements
- Advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed

- Consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period
- Provide interim assessment reports for staff moving school in between formal assessment periods
- Notify the appropriate body when an ECT serving induction leaves the institution.

Role of Induction Tutor

The induction tutor is expected to:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- Carry out progress reviews in terms where a formal assessment does not occur
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- Ensure that the ECT's teaching is observed and feedback provided
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- Take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Role of Mentor

The mentor is expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high- quality programme of training and support based on the ITTECF
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching
- Take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties.

Induction Programme - Overview of programme Year 1

Term	Focus	Details
Autumn 1	Module 1: Enabling pupil learning (Teachers' Standards 1 and 7)	Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning. A structured programme of observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.
Autumn 2	Module 2: Engaging pupils in learning (Teachers' Standards 2 and 3)	Developing a rich conceptual understanding of pupil learning, memory and subject/specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT's practice.
Spring 1 and 2	Module 3: Developing quality pedagogy (Teachers' Standards 4 and 5)	Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.
Summer 1	Module 4: Making productive use of assessment (Teachers' Standard 6)	Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.
Summer 2	Module 5: Fulfilling professional responsibilities (I)	Building skills in working with others within and beyond the school to
	(Teachers' Standard 8)	improve teaching and manage professional development across a career in education.

Induction Programme - Overview of programme Year 2

Term	Focus	Details
Autumn term 1	Module 6: Inquiry into enabling pupil learning	Revisiting learning from Module 1. Investigating one area of practice, from Standards 1 and 7, and conducting a rapid exploratory inquiry into the impact of the ECT's existing practice.
Autumn term 2	Module 7: Inquiry into engaging pupils in learning	Revisiting learning from Module 2. Using the audit to identify one area of practice, drawn from Standards 2 and 3, to focus a second exploratory inquiry into the impact of the ECT's existing practice, and to identify useful changes to practice.
Spring term and summer term 1	Module 8: Inquiry into developing quality pedagogy and making productive use of assessment	Revisiting learning from Module 3. From an audit of Standards 4, 5 and 6, conducting a more extended inquiry, evaluating the impact on pupils of an alteration to the ECT's practice. Sharing the findings of this inquiry with colleagues

Summer term 2	Module 9: Fulfilling professional responsibilities (II)	Revisiting Module 5 content, reflecting on progress across the programme, exploring and preparing for how the ECT's professional role may evolve as their career develops.
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Assessment

Professional Progress Reviews

- The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor
- A written record of each progress review is expected to be retained and provided to the ECT after each meeting
- The headteacher and appropriate body will be update on the ECT's progress after each progress review

Formal Assessments

- ECTs will have formal assessments carried out by either the headteacher/principal or the induction tutor.
- Mentors should not carry out formal assessments unless they are also acting as the induction tutor ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction.
- It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.
- Evidence for assessments must be drawn from the ECT's work as a teacher during their induction.
- The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

As soon as possible after the ECT takes up the appointment he/she will be advised:

- Who specifically will be involved in the observations of lessons. There will normally be at least two per term by the induction tutor and/or departmental mentor
- That the criteria for such formal assessments are based on the Teacher Standards 2012
- The ECT will be made fully aware of these standards at the beginning of the year
- That ECTs should contribute to their own evaluation
- That written records of teaching observations will be kept and signed by the ECT
- This process will be overseen by the Tutor and quality assured by the Headteacher.

ECTS experiencing difficulties

- An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance.
- The school's appropriate body advisor will be informed, consulted for advice and support.
- The appropriate body advisor or a representative from the nominated body may observe at least one teaching session by the ECT. In addition, the appropriate bodies' advisor will monitor the quality and the range of assistance from the school and the matching of the appointment with the ECT's training. The appropriate bodies' advisor will also ensure that a nominated member of the school staff has oversight of each ECT and that this member of staff is known to them.
- The appropriate body will consult with the school on the decision of the completion of the induction period and inform the DfE as to whether the ECT has successfully completed the induction year.
- Recommendations from the DfE guidance in respect of ECTs experiencing difficulties, ECTs will be informed by their Head Teacher at an early stage when any problems emerge which might lead to an adverse assessment, be warned of the consequences and be given appropriate support to implement advice.
- Reports by the Induction Tutor and appropriate body advisor on ECTs experiencing difficulties will be discussed with the Head Teacher. Appropriate action should be taken by the school.