

St Paul's Way

Early Career Teacher (ECT) Policy

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Title: Early Career Teacher (ECT) Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2026	2	Policy update
2026	3.3	Clarified 'mentor' meeting

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1. Policy Aims and Ethos

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial teacher training and early career framework (ITTECF) from 1 September 2025
- 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

2. Legislation and Statutory Guidance

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- DfE (2025) 'Induction for early career teachers (England)'
- DfE (2024) 'Initial Teacher Training and Early Career Framework'
- DfE (2023) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2022) 'School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions'
- This policy complies with our funding agreement and articles of association.

3. 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 ITTECF
- For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs may serve a full-time equivalent but this can be agreed with the appropriate body on a case-by-case basis
- The programme is quality assured by our appropriate body, East London TSH.

3.1 Eligibility

In order to determine eligibility, the headteacher will undertake pre-employment checks on the ECT before the ECT takes up the post - these will be verified by the appropriate body. These pre-employment checks will include determining that the ECT holds QTS. The headteacher and the appropriate body will check with the TRA that the ECT holds QTS prior to the induction beginning. If an ECT holds QTS but has already completed a period of induction which resulted in a judgement of failing to meet the 'Teachers' Standards', they will not be eligible to undertake statutory induction at the school. The headteacher will confirm whether this is the case by consulting the TRA.

The school will not refuse an induction post to an ECT whose QTS was obtained several years ago; although ECTs are encouraged to undertake induction as soon as possible after gaining QTS, there are no barriers to them undertaking induction later.

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Teachers who completed their ITT between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) are also required to pass the QTS numeracy skills test before completing an induction.

3.2 Suitable posts for induction

The headteacher and appropriate body will first agree on the suitability of a post for induction, guided by the following considerations. The post will:

- Have a headteacher who can make a recommendation about whether the ECT's performance against the 'Teachers' Standards' is satisfactory.
- Have an agreement with an appropriate body to quality-assure the process.
- Provide the ECT with an ITTECF-based induction programme.
- Provide the ECT with the tasks, experience of teaching whole classes, and support needed to enable them to demonstrate satisfactory performance against the 'Teachers' Standards'.
- Ensure the appointment of an induction tutor who holds QTS, and has relevant knowledge and experience.
- Ensure the appointment of a mentor, who will have qualified teacher status (QTS)
- Provide a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in the first year and 95% in the second year
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the phase or subject(s) for which the ECT has been employed to teach.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same classes.
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The governing board will be satisfied that the school has the capacity to support the ECT in the role and that the headteacher is fulfilling their responsibilities.

The school will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECTs, unless it is given specific permission to do so from an Ofsted inspector. The appropriate body will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

3.3 Support for ECTs

We support ECTs with:

- An induction tutor who will co-ordinate the ITTECF course in conjunction with the Induction Lead; the completion of progress reviews and assessments; as well as formal observations

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- A designated mentor who will provide day-to-day monitoring and support including weekly mentor meetings (ECT1) or bi-weekly mentor meetings (ECT2) and short regular formative observations
- Regular professional reviews of their progress, to take place weekly for ECT1s and bi-weekly for ECT2s, at which mentors will review their action steps 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
- 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.

3.4 Assessments of ECT Performance

- Progress review meetings will take place at the end of the Term one and Term two, carried out by the induction tutor and submitted to the appropriate body
- These meetings will be informed by clear and transparent existing evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme
- The reviews will be conducted in sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment
- At the end of each year (terms 3 and 6), ECTs will take part in a formal assessment meeting. The outcomes of this meeting will be used by the Director of Learning (Secondary)/Deputy Headteacher (Primary) and the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a formal assessment form which is submitted to the appropriate body
- The ECT will add their own comments to this final form
- 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.

3.5 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 progress review, so long as it is not the final formal assessment, the Director of Learning/Deputy Headteacher (Primary) and/or

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the Headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The Appropriate Body will be notified at each stage.

If there are considerable standards concerns after the first support plan review, ECTs can move to informal capability and the support plan will remain active. If sufficient progress has been made, the Induction tutor can decide whether to continue with the support plan depending on the needs of the ECT.

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

4. Other Statutory Requirements

4.1 Record keeping

All records regarding ECTs will be kept in accordance with the school's Records Management Policy. Assessment forms will be signed by the headteacher and submitted to the appropriate body in a timely manner. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences. Assessment reports will be retained for six years, as recommended by the DfE. ECTs will be advised by the school to retain their original copies of assessment reports.

The TRA keeps records of all submitted appeals and will be contacted as needed. The school will consult the [Employer Access Online service](#) for records of individuals who have passed or failed their induction.

Where an ECT has already completed part of their period of induction in another school, the headteacher will contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The headteacher will therefore establish how much required induction time remains for the ECT. The headteacher will also alert the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

4.2 Confidentiality

The school will work with the appropriate body and the TRA to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT inductions.

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments. The governing board can request termly general reports on the progress of an ECT but cannot automatically

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have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

4.3 Special circumstances

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the headteacher, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the 'Teachers' Standards'.

If an ECT is absent for a total of 30 days or more (annually), or equivalent for part-time teachers, (with the exception of statutory maternity, paternity, shared parental, statutory adoption or parental bereavement leave) the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

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For ECTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

5. Links with other Policies

This policy links to the following policies and procedures:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy.

6. Roles and Responsibilities

6.1 Role of the ECT

The ECT will be responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ITTECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

When the ECT has any concerns, they will:

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

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

6.2 Role of the Headteacher

The headteacher will be responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Checking that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ITTECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.

Ensuring that, under certain circumstances, the following steps are undertaken:

- Obtaining interim assessments from the ECT's previous post
- Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
- Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party

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- Notifying the appropriate body if an ECT is absent for a total of 30 days or more, within each year of the induction
- Regularly informing the governing board about the school's induction procedures
- Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed, including in relation to part-time ECTs
- Providing interim assessment reports for staff moving in between formal assessment periods
- Informing the appropriate body when an ECT serving induction leaves the school
- Ensuring the ECT's post and responsibilities comply with the school's specific requirements for ECT induction.

6.3 Role of the Induction Tutor

Induction tutors will be responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties including support plans where necessary.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

6.4 Role of the Mentor

Mentors will be responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ITTECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

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6.5 Role of the Appropriate Body

Appropriate bodies have a quality assurance role and will be responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- When working with partners to support or facilitate the delivery of their responsibilities:
 - Maintaining full responsibility for their regulatory duties, and not delegating these.
 - Making direct decisions in every case concerning the suitability of posts and institutions, and taking appropriate action where the school is not complying with requirements or actions to support the progress of ECTs.
 - Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DfE's statutory induction guidance.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme which is clearly based on the ITTECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Where an ECT has completed part of their induction at another school, ensuring the headteacher has obtained, or been provided with, interim assessments and any formal assessment and progress reviews from the ECT's previous school.
- Ensuring the school submits progress reviews and assessment reports, including any interim assessments, on time.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate, including in relation to part-time ECTs.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.

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- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Retaining all relevant documentation, evidence and forms for six years.

6.6 Role of the Governing Body

The governing board will be responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

7. Monitoring Arrangements

This policy will be reviewed **annually** by the Director of Learning (Teaching and Learning) for Secondary and Deputy Headteacher (Teaching and Learning) for Primary. At every review, it will be approved by the full governing board.

8. Approval Signature

Signature of Executive Headteacher



Print name

Cath Smith

Date

April 2026

Signature of Chair of Governors



Print name

Dr Joe Hall

Date

April 2026

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