



## **ECT Policy**

### **Roles, Responsibilities and Implementation**

The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Professional Learning and the Primary Executive.

Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

### **Aims**

To run a programme for all new entrants to the teaching profession that meets all the statutory requirements, alongside additional guidance, support and training provided through the Early Career Teacher (ECT) framework.

To provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.

To ensure all staff understand their role in the induction programme.

### **Legislation and statutory guidance**

This policy is based on the DfE's statutory guidance:

- *Inductions for early careers teachers (England) from September 2021 and;*
- *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.*

The 'relevant standards' referred to throughout this policy are the *Teachers' Standards*.

### **The Induction Programme**

For a full-time ECT, the induction programme will typically last for two academic years. Part time ECTs will usually serve a full-time equivalent, although a truncated period can be applied for in the case of individuals teaching more than 60%.

The programme is quality assured by our appropriate body. The LEAD Teaching School Hub supports the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career. The LEAD Teaching School Hub has two key roles:

- Monitoring of support – appropriate bodies will check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance. They will provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.
- Monitoring of assessment – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

Each ECT will:

- have an appointed Induction Tutor, who will have qualified teacher status (QTS);
- have an appointed Mentor, who will provide regular mentoring;
- 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 a reduced timetable to allow them to undertake activities in their induction programme. In their first year ECTs will have no more than 90% of the timetable of our existing teachers on the main pay range. In their second year, ECTs will have 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; and
- not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

### **Assessments of ECT performance**

Progress Review Forms will be completed for Term 1 and 2 of both induction years.

Formal assessment meetings will take place in the final term of the first year (term three) and in the final term of the second year of induction. These will be carried out by the Induction Tutor and quality-assured by the appropriate body.

After these meetings, Formal Assessment Reports will be completed that clearly show how the ECT is performing against the relevant standards.

These meetings will be informed by clear and transparent evidence gathered 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 the appropriate body.

At the end of the programme, the ECT's final formal assessment will form the basis of the Headteacher's recommendation to the appropriate body. The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body within 10 working days of the meeting. The appropriate body will determine whether the ECT performance is

satisfactory, unsatisfactory, or whether or not an extension should be considered and will make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves their position 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.

### **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 are identified in which improvement is needed.
- 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.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to be reviewed.

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.

### **Responsibilities**

The ECT will:

- provide evidence that they have QTS and are eligible to start induction; □ share with their induction tutor any "targets" which were set by the initial teacher training provider
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their Early Careers Frameworkbased induction programme;
- provide evidence of their progress against the Teachers' Standards (see para 1.8 of the TS);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their mentor/ induction tutor as soon as practicable;
- if the concern involves the mentor and/or induction tutor these should be raised with the Headteacher or the Early Careers Lead within the Professional Learning Team;
- consult their appropriate body's named contact if there are, or may be, difficulties in resolving issues within the Trust;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;

- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

The Headteacher, or nominated person, will:

- check that the ECT has been awarded QTS;
- check with the Primary Executive or the Director of Professional Learning which appropriate body the Trust is working with and 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 and undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure that the mentor is appropriately trained, has the ability and sufficient time to carry out their role effectively;
- check with the Primary Executive or the Director of Professional Learning to ensure that an appropriate ECF-based induction programme has been chosen by the Trust
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that 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 Local Governing Body aware of the support arrangements 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; and
- retain all relevant documentation/evidence/forms on file for six years.

The Induction Tutor will:

- 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 (usually in the final term of the first year (term three) and in the final term of the second year of induction, or pro rata for part-time staff);
- 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 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 if an ECT appears to be having difficulties; and

- 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.

The Mentor (or the Induction Tutor if carrying out this role) 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 ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The role of the Trust Professional Learning Team:

- Hold a relationship with the appropriate body and have a role in delivering training
- Identify a suitable training provider for ECTs and maintain a relationship with that provider
- ensure the academy complies with statutory guidance;
- be satisfied that the academy has the capacity to support the ECT;

- ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post;
- investigate concerns raised by the ECT as part of the academy's grievance procedure;
- if it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process; and
- if it wishes, request general reports on the progress of all ECTs.

Reviewed: September 2025

To be reviewed: September 2028