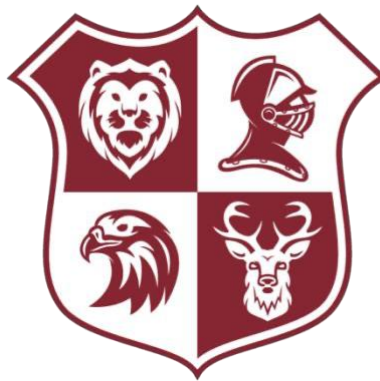


# ECT



<b>STATUTORY / NON-STATUTORY</b>	<b>STATUTORY</b>
MEMBER OF STAFF RESPONSIBLE	<b>AHT (ERo)</b>
DATE APPROVED BY HEAD/SLT	<b>October 2025</b>
GOVERNING BODY OR COMMITTEE RESPONSIBLE	<b>SIC</b>
DATE OF FULL GOVERNING BODY APPROVAL	<b>23 October 2025</b>
REVISION DUE DATE	<b>October 2027</b>

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## Aims

We are committed to providing consistently high-quality teaching and learning environment and we are committed to providing the culture and level of support to ensure that Early Career Teachers (ECT1 and ECT2, previously NQTs and RQTs) meet the needs of their students and have the best start to their teaching career. The support given to ECTs will ensure that they have the knowledge and skills that they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn improve outcomes for our young people. Support to teachers early in their career is vital in providing highest standards of education.

## 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 1 September 2021
- 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.

## The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Prior to the ECT serving their induction, the headteacher and Appropriate Body (AB) 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.

### 3.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate good 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. In the first year (terms 1-3, or equivalent for part-time ECTs) of induction an ECT must not teach more than 90% of the timetable of the

school's existing teachers on the main pay range and in the second year (terms 4-6, or equivalent for part-time ECTs) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme, including their ITTECF.

- 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.

### **3.2 Support for ECTs**

We support ECTs with:

- 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.

### **3.3 Assessments of ECT performance**

- ECT and Induction mentors will provide observations to support ECTs in conjunction with induction tutors.
- Induction tutors will observe ECTs at least once per term with written feedback that will contribute to the ECT assessment against the teacher standards.
- The period of employment that can contribute to the assessment of an ECT against the teacher standards can be reduced in exceptional circumstances at the discretion of the Appropriate Body (AB) and on recommendation from the headteacher. The minimum period for assessment is one term. Early assessment must be made by the agreement of the ECT and if they wish to serve the full induction period, this must be permitted. Early assessment should be wholly justified by the headteacher as access to the ECF programme, its associated funding and accompanying reduction in timetable is a two-year entitlement for all ECTs. The induction period for part-time ECTs will be the equivalent of two full-time academic years, although acceleration is also possible as above.
- Concerns about an ECT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension

of the formal induction period in conjunction with the AB. In these instances, clear targets and support will be identified and reviewed as soon as concerns arise. The ECT should be made aware of the required improvements, support program and timeline mentor observations, and assessment judgements will be quality assured by induction tutors.

- Where concerns about the programme of an ECT against teacher standards remain, an additional support plan should be implemented with reference to the AB.
- The ECT induction period can be extended for special circumstances such as maternity or extended absence.
- Induction tutors will ensure that AB assessment and reporting deadlines are met.
- Weekly / fortnightly targets set by the ECT mentor will form the focus for professional learning during the induction period. ECT's are not part of our school wide performance development schedule due to their own rigorous standards and interim reporting framework.
- The two-year induction period has no adverse impact on pay or career progression. The ECTs are able to progress before the end of their induction.
- If an ECT leaves Noadswood having started but before completing their assessment, including an extension, the induction tutor should complete an interim assessment report and notify the AB.
- The induction mentor and ECT will meet and complete a termly review statement. 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 headteacher 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 headteacher, 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.

### **3.4 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.

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

this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## Roles and Responsibilities

### 4.1 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 guarantee engagement with their ECF-based induction.
- 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 at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

### 4.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- 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.
- 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 governing board 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

### **4.3 Role of the Induction Tutor**

The induction tutor will:

- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in 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.
- Make the governing board 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.
- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- 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, headteacher 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

### **5.4 Role of the Induction Mentor**

The mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 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.

### **5.5 Role of the governing board**

The governing board 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 headteacher 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.

## Monitoring arrangements

This policy will be reviewed **every two years** by the AHT responsible for EHT. At every review, it will be approved by the SIC.