

Early Career Teacher (ECT) Policy

A place where everyone belongs

Our vision: Templars - a place where everyone belongs; where everyone is proud to belong; and where everyone is welcomed, feels safe and strives to achieve their full potential.

Our mission: Every child. Every day. Every chance.

Our values: Care, Respect and Honesty.

DOCUMENT CONTROL

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Operational lead	Alice Dunkley
Approved by	Governing Body
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Availability	school office / staff SharePoint

Safeguarding and equality are considered throughout the implementation of this document.

1. Aims

The school aims to:

- Run an induction programme for Early Career Teachers (ECT) that meets all the statutory requirements outlined in Induction for Early Career Teachers and the guidance provided in the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance in Induction for Early Career Teachers and the guidance in the Early Career Framework:

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002____1__1_.pdf)

[Statutory_Induction_Guidance_2021_final_002____1__1_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002____1__1_.pdf))

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an ECT Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school community;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;

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- to help ECTs to develop an overview of a teacher's roles and responsibilities;
 - to provide a foundation for longer-term professional development;
 - to help ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

4. The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs are entitled to the full support of the programme across the proportionate number of terms/years. For example, a part-time ECT working 0.5 would be entitled to a programme of support across four academic years. ECTs may be considered for a reduction in this following consultation with the Headteacher and Appropriate Body.

The programme – which is run externally through the Coventry and Central Warwickshire Teaching School Hub (based at Laurence Sherriff School) - is quality assured by the DfE and Coventry City Council, our 'appropriate body'.

4.1 Posts for induction

Each ECT will:

- 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 an appointed mentor, who will have qualified teacher status (QTS)
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have 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 Year 1 and no more than 95% of the timetable of our existing teachers on the main pay range in Year 2.
- Regularly teach the same class or classes

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- 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

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide regular monitoring and support, and co-ordinate their assessments
- Their designated mentor, who will provide ongoing, day-to-day support, advice, coaching and mentoring
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress at least half termly, at which we will review their 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

4.3 Assessments of ECT performance

Formal progress reviews will take place each term and are carried out by the ECT's Induction Tutor and Mentor.

These meetings will be informed by clear and transparent evidence gathered during the preceding term and drawn from the ECT's work as a teacher and from their induction programme.

After these meetings, actions and targets for the forthcoming term will be agreed and acted upon. These progress reviews and subsequent actions will inform formal assessment reports that will be completed at the end of Year 1 and Year 2.



These will be completed to clearly show how the ECT is performing against the relevant standards.

At the end of each year of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

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

5. Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their mentor and induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their mentor and induction tutor how best to use their reduced timetable allowance
- 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

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- 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 forms

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 tutor or within the school

5.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- 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

5.3 Role of the induction tutor



The induction tutor will:

- Oversee the ECT's entitlement to statutory induction guidance
- Ensure that the ECF is being carried out successfully
- Provide guidance and effective support to the ECT
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Determine the ECT's progress against the Teacher Standards and inform the ECT, Headteacher and Appropriate Body of these judgements
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- 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.
- Inform the appropriate body should the ECT be absent for 10 or more days in any one term.

5.4 Role of the mentor

The induction tutor will:

- Work collaboratively with the ECT to provide guidance and effective support to them, including coaching and mentoring
- Work collaboratively with the induction tutor to ensure the effective delivery of the ECF
- Engage with the programme of support outlined in the ECF
- Attend mentor training and collaborative meetings as organised by the accredited provider of the ECT programme
- Provide ongoing advice for the ECT on a day-to-day basis
- Organise and carry out weekly mentoring conversations that fulfil the ECT's entitlement to one hour of directed mentor support (as detailed in the ECF)
- Take part in regular progress reviews throughout the induction period together with the induction tutor
- Contribute to formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate

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- 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

5.5 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school 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 school'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
- If it wishes, request general reports on the progress of the ECT

6. Monitoring arrangements

This policy will be reviewed annually by the School's Governing Body.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay