EARLY CAREERS TEACHERS (ECT)

September 2026

PASSMORES CO-OPERATIVE LEARNING COMMUNITY

Updates since last edition.

Throughout	Annual review completed. No substantive statutory changes identified.
3.2	Clarification of Department for Education registration requirements for ECTs and mentors.
3.2	Addition regarding notification and recording of changes affecting induction arrangements.
3.4	Addition regarding mentor training and professional development expectations.
4.1	Clarification of school-led programme delivery and Appropriate Body quality assurance requirements.

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

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1. Introduction

Early career teaching is demanding and plays a significant role in a new teacher's professional development. Statutory induction provides the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), with monitoring and assessment against the Teachers' Standards.

Our programme follows the statutory Early Career Teacher Entitlement (ECTE) to support early career teachers and provide the training, monitoring and assessment needed to help them demonstrate satisfactory performance against the Teachers' Standards by the end of the induction period.

2. Purpose

Our school's 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 support through the assignment of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- 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;
- 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 Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

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.

3. Roles and Responsibilities

3.1 The Board

The governing board/trust will:

- ensure compliance with the Statutory Early Career Teacher Entitlement (ECTE) on induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs;
- be satisfied that the school has a suitable post and the capacity to fulfil all its obligations;
- ensure that a suitable Appropriate Body is appointed to provide independent quality assurance for statutory induction;

- investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

3.2 The Headteacher

The headteacher plays a significant and leading role in inducting new colleagues into the profession. The responsibilities of the headteacher are to:

- ensure a teacher is eligible to start an induction period;
- appoint the appropriate body;
- ensure that ECTs and mentors are registered in accordance with Department for Education requirements, and that records relating to induction arrangements are maintained and updated as required;
- ensure, with the appropriate body, that the post is suitable for an ECT to serve statutory induction;
- agree with the ECT and appropriate body, the appropriate length of the Induction period, including any extensions, in line with the regulations;
- where necessary contact the ECT's previous appropriate body and obtain the necessary reports to ensure induction can be continued effectively;
- appoint a suitably qualified induction tutor and induction mentor and ensure that they are provided with adequate time to fulfil their responsibilities;
- provide the ECT with a reduced timetable of no more than 90% of the normal timetable in year one and 95% in year two;
- ensure that an appropriate statutory induction process is operated;
- ensure that the ECT receives an appropriate programme of training based on the ITTECF ;
- ensure that progress reviews are carried out each term and that formal assessment reports are signed at the end of each year prior to submission;
- where unsatisfactory progress is identified, ensure that timely notification, advice and support are provided. An action plan is created in partnership with the Tutor, ECT and Mentor highlighting the necessary support;
- recommend to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.
- ensure appropriate records are maintained and retained;
- ensure that any significant changes affecting an ECT's induction arrangements, including changes to mentor, induction tutor, training route or employment status, are notified to the Appropriate Body and recorded through relevant Department for Education systems where required;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

3.3 Induction Tutor(s)

The induction tutor is responsible for the overall management of the ECT's induction into the teaching profession and into the school's systems and structures. The tutor will:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);

- carry out regular progress reviews, including providing termly progress reports and the two formal assessments;
- inform the ECT of their progress against the Teachers' Standards and share progress review and formal assessment reports with the ECT, headteacher and Appropriate Body;
- 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 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.

3.4 Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will:

- 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 to help ensure the ECT receives a high-quality ITTECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- engage with any training and professional development required to fulfil the mentor role effectively.

3.5 The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- 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 ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.

4. Entitlement

The Early Career Teacher should be proactive in their own professional development. The school's induction programme provides support, training and monitoring to help the ECT fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on the knowledge, skills and achievements gained in relation to the standards for the award of qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows:

- an embedded programme of training that enables the ECT to understand and apply knowledge and skills in each of the ITTECF evidence and practice statements;
- termly structured reviews and annual formal assessments;
- regular one-to-one mentoring sessions from a designated mentor who is expected to hold QTS and have the time and ability to carry out the role effectively. Mentor sessions are normally expected to be timetabled during teaching hours and only exceptionally outside teaching hours but within directed time;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards;
- opportunities for the ECT to observe experienced teachers; and
- a reduced timetable of no more than 90% of the normal timetable in year one and 95% in year two, to enable participation in the school's induction programme. This is in addition to the 10% timetable reduction for PPA time.
- 4.1 An appropriate programme of training.

- The programme provided for ECTs will be in accordance with the ITTECF and will follow one of the routes below:

- A funded provider-led programme – all PCLC schools will work with providers accredited by the Department for Education to design and deliver face-to-face and online training for ECTs and their mentors. This programme is funded by the Department for Education.

5. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction including:

- Scheduled observations will take place at regular intervals. Observers will hold QTS.
- Meetings will be planned in advance between the ECT and observer to review observed teaching. Feedback will be constructive and a brief written record will be made on each occasion, including any development needs identified.
- Review and revision of objectives throughout the induction period. These will relate to the Teachers' Standards and the ECT's personal development needs.
- Formal assessment at the end of the first year of the induction period.
- At the end of the induction period, make a formal recommendation to the appropriate body.
- Reports will be completed after each review and formal assessment. Copies of these reports, and the evidence used to inform them, will be supplied to the ECT and the Appropriate Body.
- The Appropriate Body will be informed, and support will be put in place, if the ECT is not making satisfactory progress.
- The school will participate in the Appropriate Body's quality assurance procedures.
- The school will ensure that the ECT knows how to raise concerns about their induction programme or progress, both within the school and with the Appropriate Body.

- In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post the induction tutor or headteacher will still complete an interim assessment report and provide a copy to the ECT and appropriate body.

5.1 Extensions

- The induction period is automatically extended prior to completion when an ECT's absences per year of induction, or equivalent for part-time teachers, total 30 days or more, with the exception of statutory family leave. The relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

  ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave, carer's leave or neonatal care leave may decide whether their induction period should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments will not be made until the ECT returns to work. If an ECT chooses not to extend (or further extend) their induction period, their performance will still be assessed against the Teachers' Standards.

6. Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.

At the end of the induction period, the headteacher will make a formal recommendation to the Appropriate Body.

- Copies of any records will be passed to the ECT concerned.
- Reviews and formal assessment reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement,
  - targets for coming term (i.e. 'smart' targets)
  - support to be provided by the school

All of the above will be clearly referenced to the Teachers' Standards.

7. At risk procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- Concerns will be raised promptly with the ECT and the Appropriate Body will be notified. Concerns will be recorded in review and assessment reports.

- Monitoring and support measures will be put in place immediately to assist the ECT in getting back on track.
- The exact nature of the concern will be recorded, together with advice on how the concern should be addressed.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.

Where an ECT has continuing difficulties, the consequences of failure to complete the induction period satisfactorily will be discussed fully with them as follows:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

Where necessary, the Head/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation.

In a few particularly serious cases, capability procedures may be instigated alongside the formal induction process. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have passed or failed induction.

8. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring or support programme, these should be raised within the school in the first instance. Where the school does not resolve the concerns, the ECT should raise them with the named Appropriate Body contact.