ECT Policy

St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who go above and beyond in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others

Policy Name	Early Career Teachers
Brief Description:	Outlines the school's statutory responsibilities in supporting Early Career Teachers through their induction and Early Career Teacher Entitlement.
Status: Statutory/non-statutory	Statutory
Other related policies and procedures:	BFC HR adopted policies, such as: Teacher Appraisal and Capability Data Protection Staff Code of Conduct Staff Handbook
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	19/10/2026
Frequency to be reviewed	Annually
Latest Date for Next Review:	October 2027
Version + Schedule of Amendments:	V4 – Reviewed against June 2026 statutory guidance.
Signed:	Shaun Riordan
Position:	Headteacher
Date of Signature:	15/10/2026

1. Aims

The school aims to:

- Run a statutory induction programme that meets all current requirements and provides Early Career Teachers (ECTs) with their full Early Career Teacher Entitlement (ECTE), including training and support underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), where applicable
- 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. Scope

This policy applies to Early Career Teachers (ECTs) undertaking statutory induction at St Michael's Easthampstead CE Primary School.

ECTs who began statutory induction on or after 1 September 2021 are normally required to complete a two-year induction period, equivalent to six school terms for full-time teachers.

From 1 September 2025, the Early Career Teacher Entitlement (ECTE) replaced the terminology previously used for ECF-based training and induction. ECTs beginning induction from this date receive training and support underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).

ECTs who began their training before September 2025 will normally continue with their existing ECF-based training materials until completion, or until 31 August 2027. Where training remains incomplete after this date, ECTs will move to ITTECF-based training for the remainder of their entitlement.

The statutory induction arrangements also apply, as appropriate, to ECTs who have completed part of their induction elsewhere, those working part-time, and those whose induction has been reduced or extended with the agreement of the appropriate body.

3. Legislation and statutory guidance

This policy is based on the following legislation and statutory guidance:

- The Department for Education's *Induction for Early Career Teachers (England)*, statutory guidance updated in June 2026
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended
- Sections 135A–135C and 141C(1)(b) of the Education Act 2002
- The Department for Education's *Early Career Teacher Entitlement* guidance (2025)
- The Initial Teacher Training and Early Career Framework (ITTECF)
- The Teachers' Standards, which form the basis for assessing ECTs' performance throughout and at the end of statutory induction
- The school will have regard to the latest statutory guidance and any subsequent changes to the requirements governing ECT induction

4. The Early Career Teacher Entitlement (ECTE) and Early Career Training Programme (ECTP)

The Early Career Teacher Entitlement (ECTE) provides a structured two-year programme of professional development, support, mentoring, monitoring and assessment for ECTs.

The programme of training and support is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), which sets out the knowledge and skills that ECTs are expected to understand and apply in their teaching practice.

The ITTECF is a framework for professional development and must not be used as an assessment framework. ECTs will be assessed against the Teachers' Standards, taking account of their working context and what can reasonably be expected of a teacher by the end of their induction period.

Before an ECT begins statutory induction, the headteacher and appropriate body must agree that the teaching post is suitable. The ECT must be registered with an appropriate body before induction can begin.

For a full-time ECT, the induction period will normally last for two school years, equivalent to six terms. Part-time ECTs will normally complete the full-time equivalent of two school years, although the appropriate body may agree to a reduction in certain circumstances.

The minimum period of continuous employment that can count towards statutory induction is one school term. In exceptional circumstances, the appropriate body may agree to reduce the total induction period in accordance with statutory guidance.

The school's appropriate body is TSH Berkshire, which is responsible for independent quality assurance of the statutory induction process and for making the final decision on the satisfactory completion of induction.

The school will provide an appropriate programme of professional training based on the ITTECF, either through a Department for Education-funded provider-led programme or through a school-led programme which meets the framework requirements. Registration for ECT training and registration for statutory induction are separate processes.

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 induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced teaching timetable, ensuring that in the first year of induction they teach no more than 90% of the timetable of the school's existing teachers on the main pay range, and in the second year no more than 95%. This reduction is in addition to the statutory entitlement to Planning, Preparation and Assessment (PPA) time and must be used specifically for induction-related activities, including professional development, training and mentoring
- 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

The school will ensure that the ECT's additional timetable reduction is protected and is not routinely used for

general teaching cover or other duties unrelated to induction. The ECT will receive their normal PPA entitlement separately from their additional induction time.

4.2 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 in line with the programme
- 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

The induction tutor and induction mentor will normally be different individuals, reflecting their distinct responsibilities. The induction tutor is responsible for monitoring and assessing the ECT's progress against the Teachers' Standards, while the mentor focuses on professional development, coaching and support. Where exceptional circumstances require one person to undertake both roles, appropriate arrangements will be made to ensure that mentoring and assessment remain clearly separated.

ECTs and mentors will be provided with sufficient protected time to undertake their respective training and support activities. Mentoring and mentor training will normally be scheduled during teaching hours and, where exceptional circumstances make this impracticable, within contracted working time.

4.3 Assessments of ECT performance

ECTs will participate fully in the school's agreed Early Career Training Programme, including relevant face-to-face training, online learning, independent study and structured mentoring activities.

Where the school uses UCL's Early Careers Training Programme (ECTP), ECTs and mentors will engage with the relevant UCL materials and activities. The induction mentor will support the ECT's engagement with the programme and help them apply their professional learning to classroom practice.

Engagement with the training programme is an important element of the ECT's professional development. However, completion of individual training activities is not itself the basis for determining whether the ECT has satisfactorily completed statutory induction. This judgement must be made against the Teachers' Standards.

The ECT's teaching will be observed at regular intervals throughout the induction period, normally at least once every half term. Observations will be undertaken by the induction tutor or another suitably qualified colleague and may include joint observations with the headteacher. Feedback will be provided promptly, constructively and in writing, identifying relevant strengths and development needs.

Progress reviews will be undertaken in each term where a formal assessment is not scheduled. A written record will be maintained, clearly stating whether the ECT is on track to complete induction satisfactorily, briefly summarising the evidence considered and identifying agreed development targets. This record will be shared with the ECT, headteacher and appropriate body. Progress reviews will draw upon existing evidence and will not require the ECT to produce additional documentation solely for the review.

Formal assessment meetings will take place in the final term of the ECT’s first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT’s induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews 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. Assessment judgements will be based on the ECT's performance against the Teachers' Standards, taking account of the ECT's experience and working context. Evidence will be drawn from existing teaching

practice, observations, progress reviews and other relevant professional activities. The ECT will not be required to create additional evidence specifically for formal assessment.

Following each formal assessment meeting, a report will be completed detailing the ECT's performance against the Teachers' Standards. The final formal assessment report will include the headteacher's recommendation to the appropriate body as to whether the ECT has satisfactorily completed induction, has not met the required standards, or whether an extension to induction should be considered. The appropriate body is responsible for making the final decision.

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.

Where an ECT leaves the school after completing at least one term of induction but before their next formal assessment, an interim assessment will be completed by the induction tutor or headteacher, normally before the ECT leaves. This will record the ECT's progress against the Teachers' Standards, the length of induction completed and any absences since the previous assessment. An interim assessment will also be completed where an ECT leaves during their final term of induction. Copies will be provided to the ECT and appropriate body to support continuity of induction.

4.4 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.

Where an ECT continues to make insufficient progress, the induction tutor will ensure that the ECT is informed clearly of the areas of concern, the support being provided, the improvements required and the possible consequences of failing to complete induction satisfactorily. The ECT will be given appropriate opportunities to respond and contribute to discussions about the support plan.

Where appropriate, the school will arrange additional observations, including by a suitably qualified person not previously involved in the ECT's induction, and will seek advice from the appropriate body. Where serious capability concerns arise, the school's capability procedures may be initiated before the end of induction. In such circumstances, statutory induction arrangements will continue alongside any capability process for as long as the ECT remains employed by the school. The appropriate body will be informed.

4.5 Absence, reductions and extensions

The school will maintain accurate records of any absences occurring during an ECT's induction period and will notify the appropriate body where necessary.

Where absences in a year of induction total 30 days or more, the relevant year of induction will normally be extended by the aggregate number of days absent, in accordance with statutory guidance. This excludes specified periods of statutory leave, including maternity, paternity, adoption, shared parental, parental bereavement, carer's and neonatal care leave.

ECTs who take one of these specified forms of statutory leave may choose whether to extend their induction

period to reflect the period of absence. Any such request will be granted. The school will ensure that the ECT is able to discuss the implications of their decision with the appropriate body.

In exceptional circumstances, the appropriate body may agree to reduce an ECT's induction period, taking account of previous teaching experience, the ECT's circumstances and the requirements of statutory guidance. Any reduction will require the agreement of the ECT.

The appropriate body may also decide to extend induction at its conclusion where there is insufficient evidence to determine satisfactory completion or where other exceptional circumstances justify an extension.

All decisions concerning reductions or extensions will be made in consultation with the appropriate body and recorded appropriately.

4.6 Completion of induction and appeals

At the end of the induction period, the headteacher will make a recommendation to the appropriate body regarding the ECT's satisfactory completion of induction.

The appropriate body is responsible for making the final decision on whether the ECT has satisfactorily completed induction, requires an extension or has failed to meet the Teachers' Standards.

The appropriate body must make its decision within 20 working days of receiving the headteacher's recommendation and must notify the relevant parties in writing within three working days of making its decision.

Where an ECT is judged to have failed induction, or where an extension is imposed by the appropriate body, the ECT will be informed of their right to appeal to the Teaching Regulation Agency. An appeal must normally be submitted within 20 working days of the appropriate body's decision.

Failure to complete statutory induction satisfactorily does not remove a teacher's Qualified Teacher Status (QTS), but it has implications for their eligibility to teach in maintained schools and other settings where satisfactory completion of induction is a legal requirement.

The school will follow the relevant statutory guidance and employment procedures in any case where an ECT fails to complete induction satisfactorily.

4.7 Confidentiality and record keeping

All records relating to an ECT's induction, including progress reviews, assessment reports and support plans, will be treated confidentially and stored securely in accordance with the school's Data Protection Policy and applicable data protection legislation.

Access to individual induction records will be restricted to those directly involved in the induction and assessment process, or those who have a legitimate reason to access the information.

Formal assessment reports will be retained by the school for a minimum of six years, in line with statutory guidance. Other records will be retained in accordance with the school's retention arrangements and applicable legal requirements.

ECTs will be provided with copies of their assessment reports and will be informed of who has access to their records.

The governing board may request general information about ECT induction arrangements and progress but will not routinely receive individual assessment reports, except where access is necessary for the proper discharge of its responsibilities, such as investigating a formal grievance.

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 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 additional timetable reduction to support their professional development, and engage fully with the relevant ITTECF-based or continuing ECF-based training programme.
- 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

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 4.1 above)
- Make sure the induction tutor is appropriately trained, or undertakes training, and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained, or undertakes training, and has sufficient time to carry out their role effectively
- Ensure that an appropriate programme of training and support, based on the ITTECF or the applicable transitional ECF arrangements, is in place and that the ECT receives their full statutory induction entitlement
- 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
- 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
- Ensure that ECTs are registered with the appropriate body before statutory induction begins and are also registered with the DfE for their training entitlement, as required
- Ensure that ECTs receive the appropriate additional reduced timetable entitlement, separate from their PPA time
- Ensure that mentors are provided with sufficient time and appropriate professional development to carry out their responsibilities effectively
- Notify the appropriate body promptly where an ECT is making insufficient progress or where absences in a year of induction total 30 days or more
- Obtain relevant induction records from previous schools or appropriate bodies where an ECT has already completed part of their induction elsewhere
- Ensure that interim assessments are completed when required, including where an ECT leaves the school before completing induction
- Ensure that induction records are stored securely and information is shared appropriately with the relevant parties
- Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

- 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
- Ensure that written records of progress reviews clearly indicate whether the ECT is making satisfactory progress towards completing induction and that these records are shared with the ECT, headteacher and appropriate body
- 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 induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work collaboratively with the ECT and other colleagues involved in induction to ensure the ECT receives a high-quality programme of training and support based on the applicable ITTECF or transitional ECF arrangements.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or

mentoring

- Focus on the ECT's professional learning and development rather than their formal assessment against the Teachers' Standards, recognising that assessment is the responsibility of the induction tutor and headteacher.
- Act promptly and appropriately if the ECT appears to be having difficulties

Mentors will receive appropriate training and sufficient time to undertake their role effectively. Where the school participates in a DfE-funded provider-led programme, eligible new mentors will access the relevant mentor training, which ordinarily comprises up to 20 hours over one year under the arrangements introduced in September 2025.

5.5 Role of the governing board

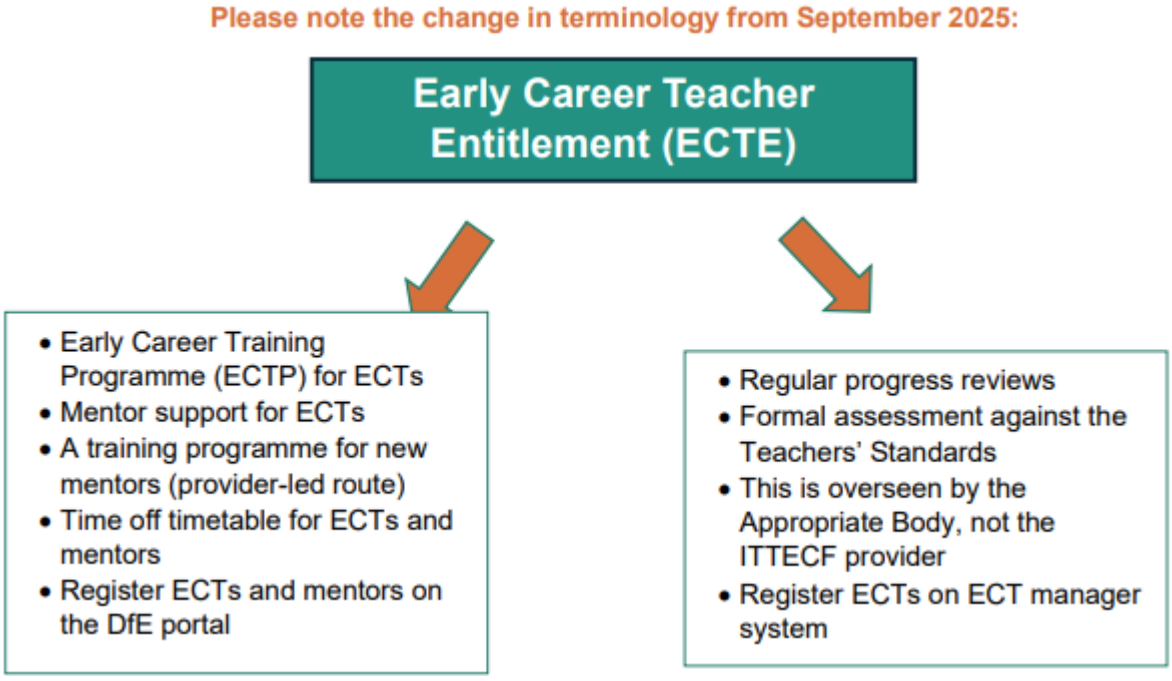
The governing board will:

- 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
- Maintain oversight of the school's capacity to provide high-quality induction, including appropriate staffing, mentoring, protected timetable reductions and compliance with statutory requirements, while respecting the confidentiality of individual ECT assessments

6. Monitoring arrangements

This policy will be reviewed annually by the induction tutor, in consultation with the headteacher, to ensure that it remains consistent with current legislation, statutory guidance and the school's induction arrangements. Following each review, the policy will be presented to the full governing board for approval.

7. Appendix 1 – Understanding the Early Career Teacher Entitlement (ECTE)



The Early Career Teacher Entitlement comprises two complementary elements: the professional development and training programme, and statutory induction, monitoring and assessment. The school is responsible for ensuring that both elements are delivered effectively. The training provider supports ECTs and mentors with their professional learning, while the appropriate body independently quality assures statutory induction and makes the final decision on satisfactory completion.

8. Appendix 2 - Previous, current and updated terminology

Some terminology relates to previous cohorts and has been updated for current or new ECTs, but can be used interchangeably in this policy:

- ECF-based induction: Also known as ECTE or ITTECF-based training when referring to new cohorts
- ECF-based programme: ITTECF-based programme, allowing for transitional arrangements
- Relevant standards: Also known as Teachers' Standards
- Relevant body: Appropriate body when referring to the induction quality assurance organisation