

Early Career Teacher Policy

Date Reviewed:	September 2026
Next Review:	September 2027
Review Cycle:	Annually
Reviewing committee:	Governing Body
Lead Governor Responsible:	Bruce Anderson (Chair of Governors)
Reviewers:	Headteacher and SLT
Linked Policies:	All statutory and school-based policies, practice and operational guidance.
Policy is based upon:	ECT policy for the Induction of Early Career Teachers
Ratification Date:	March 2024
Signed by Headteacher:	
Signed by Chair of Governors:	

1. Vision

Our school recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

2. Aims

Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career Teacher Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Statutory guidance for induction for Early Career Teachers (England)

- The Initial Teacher Training and Early Career Framework (ITTECF)
- Early career framework reforms
- Appropriate Bodies Guidance: Induction and Early Career Framework
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Teacher recruitment and retention strategy
- The Teachers' Standards
- The Children's Wellbeing and Schools Act 2026

Legislative Update: The Children's Wellbeing and Schools Act 2026 became law on 29 April 2026. This Act makes changes to academies' requirements around ECT induction, requiring primary and secondary academies to ensure that all ECTs complete a statutory induction period (with exemptions for teachers who gained QTS before the implementation date, expected to be 1 September 2026). As a maintained school, we are already required to provide statutory induction, but this policy reflects the updated legislative framework.

Our school may continue to employ Newly Qualified Teachers (NQTs) who are those teachers who started induction prior to September 2021 when the new ITTECF-based induction arrangements were introduced. References to ECTs throughout this policy should be read as also referring to NQTs.

All teachers employed as an:

- Early Career Teacher (ECT)
- Newly Qualified Teacher (NQT)

4. The Early Career Induction (ECI) Period

4.1 Duration

The ECI period is a 2-year induction programme, set out in statutory guidance and underpinned by the Initial Teacher Training and Early Career Framework (ITTECF). As a maintained school, the ECI period is statutory and all teachers must have completed (or be working towards) an ECI period.

4.2 Extension of the Induction Period

The period may be extended by the appropriate body for reasons including:

- Personal crises
- Illness
- Disability
- Issues around the support during induction
- Where there's not enough documentation to make a decision about the ECT's performance

4.3 Timetable Reduction for ECTs

During induction, ECTs have timetable reductions from the rest of the teaching staff. These are:

- 10% reduction in the first year (or part-time equivalent)
- 5% reduction in the second year (or part-time equivalent)

ECTs' time 'off timetable' should be used to undertake activities in their induction programme, including training and mentoring.

4.4 Funding

We use our core funding to cover the cost of timetable reduction for ECTs in their first year of induction.

As a maintained school, we are eligible for funding in the second year to cover:

- Timetable reductions
- 20 hours of mentoring

Mentor Training Funding: From September 2025, we receive funding to support each new mentor to undertake up to 20 hours of training over 1 year. For mentors who started their training before September 2025 and are completing the second year of their training programme during 2025/26, we receive additional funding for 36 hours of backfill time over the 2 years, for the time mentors spend on provider-led mentor training off timetable.

5. The Initial Teacher Training and Early Career Framework (ITTECF)

5.1 What is the ITTECF?

The ITTECF is the framework that sets out what teachers should learn about and learn how to do across both the training and induction periods at the start of their careers. This replaces the separate frameworks for initial teacher training (the ITT core content framework) and the early career induction (the ECF).

It's designed to support development in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours
-

The framework is presented in 8 sections, to align with the Teachers' Standards. Within each one, there are:

- Key evidence statements (starting with 'Learn that ...')
- Practice statements (starting with 'Learn how to ...')

5.2 Our Approach to ITTECF-Based Training

Headteachers are expected to make sure ECTs receive a programme of training that enables them to understand and apply the evidence and practice statements set out in the ITTECF. ITTECF-based training should be a central aspect of induction, and not an additional training programme.

We deliver our induction programme through a funded, provider-led programme. We work with South Farnham Teaching School Hub as our accredited provider to design and deliver training for ECTs and their mentors, funded by the DfE.

6. ECT Induction Programme

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

Specifically, we will:

- Use an Appropriate Body (South Farnham Teaching School Hub) and work with them to provide high quality support to our ECTs
- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- Provide individualised support through high quality mentoring and coaching
- Provide ECTs with examples of good classroom practice
- Help ECTs form productive relationships with all members of the school community and stakeholders
- Support ECTs to become reflective practitioners
- Provide opportunities to recognise and celebrate success
- Act quickly to help ECTs address any areas of concern
- Provide a foundation for longer-term professional development
- Ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards

All staff will be kept informed of the school's ECT 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.

7. Roles and Responsibilities

Our school carries out its responsibilities in line with the Statutory Guidance on Induction for Early Career Teachers and the Initial Teacher Training and Early Career Framework (ITTECF), as well as the roles set out by our Appropriate Body Service with South Farnham Teaching School Hub.

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training. The ECT Handbook will be provided to the ECT at the start of induction, and headteachers and tutors will be familiar with its contents.

7.1 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 appointed, in advance of them starting
- **Register with the DfE's online service to provide details of: the ECT(s), the induction mentor, the appointed appropriate body, the induction tutor, and which training option has been chosen**
- Make sure the ECT's post is suitable according to statutory guidance
- Identify 2 separate staff members to act as the ECT's tutor and mentor. Both should hold qualified teacher status (QTS)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ITTECF-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
- 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

- Notify the appropriate body if an ECT leaves the school during their induction period
- When an ECT has completed part of their induction in a different school, contact their previous appropriate body and obtain the necessary reports to continue induction effectively
- **Use the DfE's online service to report any changes to the ECT's circumstances, training approach, induction tutor, or mentor**
- Keep all relevant documentation, evidence and forms on file for 6 years

Note: In exceptional circumstances, the headteacher may need to ask 1 person to carry out both the tutor and mentor roles (which may be the headteacher themselves). In these cases, it's important that the individual understands the distinction between their role as induction tutor and their role as induction mentor.

7.2 Role of the Induction Tutor

The tutor is expected to:

- Assess the ECT's progress against the Teachers' Standards through regular progress reviews, making rigorous and fair judgements
- Recognise when early action needs to be taken when an ECT is having difficulties
- Provide or coordinate guidance for the ECT's professional development
- Undertake 2 formal assessment meetings during the induction period
- Make sure the ECT's teaching is observed, and that feedback is provided – there should be nothing unexpected about their progress
- Make sure the ECT knows how to raise concerns about their induction programme or personal progress, both internally and externally
- Make sure record keeping and monitoring is done in the least burdensome way
- Inform the appropriate body after each progress review, as to whether the ECT is making satisfactory progress
-

The induction tutor will also:

- **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 (South Farnham Teaching School Hub)
- **Provide the appropriate body with copies of all progress reviews**
- 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
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that ECTs are not asked for any evidence that requires the creation of new work

7.3 Role of the Induction Mentor

The mentor is expected to:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback
- Work with the ECT and colleagues to make sure the ECT receives a high-quality ITTECF-based induction programme
- Provide, or broker, effective support, including subject- or phase-specific coaching
- Take prompt action if the ECT is having difficulties

Important: Mentors should not be part of the formal assessment process. The mentor's role is to provide support and guidance, while the induction tutor is responsible for assessment.

Timing of mentoring sessions:

Mentors should be given sufficient time to carry out their role effectively, including holding meetings during teaching hours. In exceptional circumstances – e.g. timetabling constraints – mentoring can take place outside of teaching hours. However, it should always be scheduled during contracted time. Meetings should take place during designated ECT/Mentor time allocated on the timetable.

7.4 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

7.5 Role of the Appropriate Body

Our appropriate body makes sure that we are providing high-quality induction. We work with South Farnham Teaching School Hub as our appropriate body. **South Farnham Teaching School Hub is an approved teaching school hub.**

Only teaching school hubs and organisations determined by the Secretary of State can act as appropriate bodies; local authorities are not appropriate bodies.

We keep in regular contact with our appropriate body throughout the induction period.

Our school:

- Keeps our appropriate body apprised of the ECT's progress
- Provides our appropriate body with copies of all progress reviews

8. Key Aspects of the Induction Programme

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

- Access to a high quality and personalised induction programme based on the ITTECF
- At an early stage, time with the ECT's induction tutor to discuss developments needed and how they will be assisted in making these
- Help and guidance from an induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme
- Meetings should take place during designated ECT/Tutor time allocated on the timetable
- As required, meetings and support from subject or team leaders, mentors, tutor etc.
- A programme of observations of experienced colleagues' teaching
- Regular observation of ECT's teaching by experienced colleagues
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards
- In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association

ECTs will also receive:

- Support from an ITTECF mentor, including regular meetings and guidance through the Initial Teacher Training and Early Career Framework programme
- Meetings should take place during designated ECT/Mentor time allocated on the timetable
- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participating in the school's induction programme, other professional development activities and meetings with the mentor

South Farnham Teaching School Hub provides an in-depth training programme based on the ITTECF materials.

9. Assessment and Quality Assurance

The assessment of ECTs will be rigorous and objective.

9.1 Formal Assessments

Headteachers or induction tutors should formally assess ECTs. **Mentors should not be part of this process.**

Assessment should:

- Take place in the final term of the first year and the final term of the second year. The exact assessment dates can be agreed between our school and the ECT
- Be informed by evidence gathered during progress reviews, including existing documents and working documents
- Relate directly to the Teachers' Standards and assess ECTs' progress against them

ECTs shouldn't:

- **Be asked to create anything new for assessment.** They should be kept up to date on their progress before assessment
- **Be assessed against the ITTECF – the ITTECF is not an assessment tool. The ITTECF is a training framework that informs the induction programme, but assessment must be against the Teachers' Standards only.**

9.2 Assessment Principles

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used
- Assessment will draw on views from all staff who have a part in the ECTs' development in order to gain a reliable overall view
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching
- **ECTs will not be asked to create any new evidence or documentation specifically for assessment purposes. Assessment will be based on existing documents and working documents that form part of their regular teaching practice**
- The Deputy Headteacher will ensure that assessment procedures are consistently applied and validated by the headteacher
- Copies of any records will be passed to the ECT concerned

9.3 Professional Review Meetings

The induction tutor will carry out progress reviews in terms where a formal assessment doesn't occur.

Professional review meetings will cover:

- Areas of strength
- Areas requiring development
- Evidence used to inform judgement
- Targets for coming term
- Support to be provided by the school

Following each progress review, the induction tutor will inform the appropriate body as to whether the ECT is making satisfactory progress.

10. At Risk Procedures

If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The tutor will use the 'Unsatisfactory Progress or Concerns' guidance from South Farnham Teaching School Hub to structure the support available to the ECT, put in place a formal Action Plan and to formally write to the ECT to outline the concerns when appropriate
- An expectation is established that the support provided will enable any weaknesses to be addressed
- A record of the exact nature of the problem and advice given on how to address this and the support to be provided
- Agreed, attainable targets for action within an agreed timescale, 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
- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the ECT
- The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards

11. Addressing ECT Concerns

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

ECTs are also encouraged to contact their professional association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.