



Early Careers Teacher Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	March 2025
Review Date:	March 2028

Additional School Procedure – N/A	
Committee:	
Procedure Adopted:	
Review Date:	

Aims

The Partnership will engage with an approved provider of the Early Career Framework (ECF). This engagement ensures that our local offer meets all statutory requirements and equips early career teachers (ECTs) with the necessary skills to be effective and successful in the classroom. It also provides clarity regarding the expectations of school-specific roles designed to support ECTs.

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance for the induction of early career teachers.

Roles and Responsibilities

The Trust Board

- Ensure that a policy is in place reflecting the latest government legislation.
- Maintain awareness of the impact of the Partnership's selected provider through the trust board sub-committees.
- Ensure that ECTs have access to a strong central Partnership training offer that supplements the provider programme.

The Local Governing Body

- Receive information on the number of ECTs employed by the school.
- Request general reports on the progress of the ECT, if desired.

The Headteacher

- Verify that the ECT has been awarded Qualified Teacher Status (QTS) and determine if 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.
- Ensure the ECT's post is suitable according to statutory guidance.
- Appoint an induction tutor and mentor, both appropriately trained and with sufficient time to carry out their roles effectively.
- Implement an appropriate ECF-based induction programme.
- Regularly review the ECT's progress, including through observations and feedback of their teaching.
- Conduct formal assessments and complete reports to be sent to the appropriate body.
- Maintain accurate records of employment that will count towards the induction period.
- Ensure all monitoring and record-keeping are streamlined and not burdensome.
- Inform the governing board of the support arrangements in place for the ECT.
- Recommend to the appropriate body whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Comply with statutory guidance on ECT induction.
- Retain all relevant documentation, evidence, and forms on file for six years.

The Induction Mentor

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- Collaborate with the ECT and colleagues involved in the ECT's induction to ensure 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.

The Induction Tutor

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Conduct regular progress reviews throughout the induction period.
- Undertake two 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.
- Ensure that all monitoring and record-keeping is done in the least burdensome way, avoiding unnecessary workload for the ECT.

Role of the ECT

- 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.
- Raise concerns with their induction tutor as soon as possible.
- Consult their contact at the appropriate body early if difficulties in resolving issues arise.

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 the induction period.
- The ECT will have a designated induction tutor and mentor, both holding QTS.
- ECTs will have a reduced timetable, with no more than 90% of the timetable of other teachers on the main pay range in their first year, and no more than 95% in their second year.
- ECTs will regularly teach the same class or classes.
- ECTs will take part in similar planning, teaching, and assessment processes to other teachers working in similar posts.

- ECTs will not be given additional non-teaching responsibilities without appropriate preparation and support.
- ECTs will not be presented with unreasonably demanding pupil discipline problems daily.

Support for ECTs

- ECTs will have a designated induction tutor for monitoring and support and a designated induction mentor for structured mentoring sessions and targeted feedback.
- Observations of their teaching will be conducted regularly, with constructive feedback provided promptly.
- Regular professional progress reviews will take place termly, except in formal assessment terms.
- ECTs will have opportunities to observe experienced teachers within their school or another school with effective practice.

Assessments of ECT Performance

- Formal assessment meetings will take place in the final term of the ECT's first and second year (term 3 and term 6).
- These meetings will be informed by evidence from progress reviews and the ECT's induction programme.
- A formal assessment report will be completed after each meeting, showing how the ECT is performing against the relevant standards.
- The headteacher will make a final recommendation to the appropriate body regarding the ECT's satisfactory performance.
- If an ECT leaves the post after completing one term but before the next formal assessment, an interim assessment will be completed.

At-Risk Procedures

- If an ECT is not making sufficient progress, additional monitoring and support will be implemented immediately.
- Improvement areas will be identified, and appropriate objectives and a structured support programme will be established.
- Progress will be reviewed with the appropriate body, and the support plan will be updated accordingly.
- If concerns persist, additional guidance will be sought from the Partnership's HR department.

Monitoring Arrangements

- This policy will be reviewed in March 2025 and on a triennial basis thereafter.
- At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Recruitment