



Townlands C of E Primary Academy

Early Careers Teacher (ECT) Policy

Approved by: Rachael Johnson (Chair of Governors)

Date: September 2026

Next review due by: September 2027

1. Introduction and Aims

At Townlands, our vision 'A journey of learning in the light of God's love', is at the heart of our approach to the development of our Early Career teachers and is underpinned by our Christian values of Faith, Love, Respect, Friendship, Honesty, Hope and Forgiveness; these values shape all that we do.

Townlands Primary Academy aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 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. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

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

This policy complies with our funding agreement and articles of association.

3. The ECT Induction Programme

The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Leicester and Leicestershire Teaching School Hub with Teach First.

3.1 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 Lead, who will have qualified teacher status (QTS)
- Have an appointed Mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Have access to CPD
- Attend and contribute to staff meetings

- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Appropriate preparation and support will be given for any additional non-teaching responsibilities

3.2 Support for ECTs

We support ECTs:

- The designated Induction Lead will provide monitoring and support, and co-ordinate ECT assessments
- The designated Mentor will organise regular structured mentoring sessions and targeted feedback with the ECT
- The designated Mentor will organise observations of ECT 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 Lead will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Provide opportunities to observe experienced teachers to develop effective practice

3.3 Assessments of ECT Performance

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 either the Headteacher and/or the ECT's Induction Lead.

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.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, Induction Lead and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the Induction Lead and/or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 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 Lead and/or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4. Roles and Responsibilities

4.1 Role of the ECT

Key roles and responsibilities associated with being an ECT include learning and practising aspects of the Early Career Framework (ECF) throughout the programme. Engaging with weekly self-study and attending clinics and conferences.

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Induction Lead and Mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their Induction Lead and Mentor 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 the Headteacher any pre-arranged dates of any absence from work
- Keep copies of all assessment reports
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled. ECT's are expected to engage with this process.

When the ECT has any concerns, they will:

- Raise these with their Mentor initially, then the Induction Lead and/or Headteacher if these cannot be resolved with the Mentor. If a matter cannot be concluded internally, then this should be raised with the appropriate body.

4.2 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
- With the Induction Lead, 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
- Ensure that the Induction Lead is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that the Mentor is appropriately trained and has sufficient time to carry out their role effectively

- Ensure that an appropriate ECF-based induction programme is in place
- Ensure that 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
- Ensure 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
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the Induction Lead

The Induction lead will provide regular monitoring and support, and coordination of assessment. The Induction Lead will be able to assess the ECT's progress against the Teachers' Standards and through this process the Induction Lead will be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. An Induction Lead will be a senior leader in school and it is the role of the Induction Lead to:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Contribute to programme monitoring and evaluation by undertaking 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
- Observe and assess the trainee, detailing clear and appropriate evidence of progress against the Teachers' Standards and setting appropriately challenging targets. The induction Lead will review the ECT's progress against the Teachers' Standards throughout the induction period through formal conversations with mentors, observations, learning walks and book scrutiny.
- Provide timely oral and written feedback on progress against the standards. Every ECT has a named school-based Mentor whose role involves understanding and fully supporting the process of professional growth in the trainee teacher.
- 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
- Ensure that the ECT is aware of how they can raise concerns about their induction programme or their personal progress
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Ensure that all monitoring and record keeping is done in the least burdensome way
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Ensure that the trainee receives non-contact time as specified in the training programme requirements
- Direct Mentor(s) to provide relevant and suitably challenging training experiences for the trainee
- Participate in training
- Adhere to procedures and requirements of the training programme and be the first contact between Leicester and Leicestershire Teaching School Hub/Teach First.

4.4 Role of the Mentor

Mentoring is a very important element of the induction process in supporting the needs of the ECT. This includes attending regular mentoring sessions, coaching the ECT and attending mentor training where appropriate. The Mentor and the Induction Lead are two discrete roles with differing responsibilities. The Mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives 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
- Liaise regularly with the Induction Lead
- Complete a weekly targeted observation with the ECT (approximately 15 minutes per week), reducing to an observation every two weeks in the second year
- Based upon the observation, the mentor will use the appropriate portal to record notes and set an action step for the ECT
- Attend mentor clinics and coaching to continue to develop instructional coaching
- Provide the trainee with a model of effective practice
- Be able to reflect on own practice and articulate and discuss subject knowledge and pedagogy
- Provide the trainee with relevant information about the school and the class; e.g. school policies, planning information, information regarding the cultural and linguistic diversity and attainment range of the class
- Participate in training
- Adhere to procedures and requirements of the training programme
- Support the trainee in reviewing progress towards targets set, setting targets for future development and identifying appropriate training activities to enable the Trainee Teacher to address the targets set
- Enable the trainee to meet both the requirements of the school and the ECF
- Share information regarding the progress of the trainee with the trainee and the Induction Lead and inform both parties immediately of any concerns

4.5 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

5. Monitoring Arrangements

This policy will be reviewed annually by the Induction Lead. At every review, it will be approved by the full governing board.