EARLY CAREER TEACHER ENTITLEMENT (ECTE) POLICY

Review Due:	**July 2026**
Last Review:	June 2025
Applicable to:	All Trust Schools
Reviewed By:	SS
Approved By:	Trust Board

Comments:
This policy has been produced in line with government requirements. It sets out the procedures Trust schools will follow in the event that they engage an Early Career Teacher i.e. a teacher who is in the first or second year of their career. The policy adheres to government guidelines and is based on a solicitor-approved template.

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1. Aims

The school aims to:

- Provide an Early Career Teacher Entitlement programme that meets all the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)
- 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 Entitlement programme

2. Scope

This policy applies to all ECTs who are starting or have started, but not completed, their two-year induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) (updated April 2025)
- The Early career teacher entitlement (ECTE) support (updated April 2025)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Eligibility and funding for the ECTE

The 'relevant standards' referred to below are the Teachers' Standards.

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

4. The ECT induction process

- Statutory induction is 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 ITTECF, with monitoring and an assessment of performance against the Teachers' Standards.
- Training based on the Initial Teacher Training and Early Career Framework (ITTECF) is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- Before the ECT takes up post the headteacher/principal must undertake pre- employment checks, which must be verified by the appropriate body upon registration. Both must agree that the post is suitable for the ECT.
- An ECT cannot undertake statutory induction unless they have been awarded QTS. Appropriate bodies must check the 'record inductions as an appropriate body' service that the individual holds QTS.
- Headteachers/principals must check the check-a-teachers-record service that the individual holds QTS.
- The ECT must be registered with an appropriate body before the start of the induction. The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher/principal and ECT. The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.
- 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 two terms (6 term year) of continuous employment may count towards completion of the induction period.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ITTECF.
- Five Counties Teaching School Hub Alliance (FCTSHA) acts as our 'appropriate body'.
- ECTs should receive support and regular, termly reviews of their progress against the Teachers' Standards throughout induction, with formal assessment points at the end of each year. ECTs should be kept up to date on their progress. There should be nothing unexpected.

4.1 Entitlement Expectations

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 timetable to allow them to undertake activities in their induction entitlement; 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;
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts (PPA);
- 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.

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;
- 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.

4.3 Assessment of ECT performance

- ECTs are exempt from normal appraisal procedures during their induction period.
- Formal assessment meetings will take place in the final term of the ECT's first year (or part-time equivalent) and the final term of their second year. They will be carried out by the ECT's induction tutor or the headteacher.
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, 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.
- All reviews, assessments and reports will be shared using ECT Manager https://www.ectmanager.com/
- 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 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.
- In the event that the ECT leaves this post after completing two terms (6 term year) or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

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:

- Continue to deliver process reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body
- An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

4.5 Capability procedures

- In the event of serious capability concerns, the headteacher can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.
- The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

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 reduced timetable allowance and guarantee engagement with their ITTECF-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 forms.

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 and the CEO of The Partnership Trust (through the CEO's PA office@thepartnershiptrust.com) at an early stage if there are difficulties in resolving issues with their 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 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 for the induction programmes;
- Keep all relevant documentation, evidence, and forms on file for 6 years post completion of the induction period.

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 every other term (6 term year) 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 appropriate 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;
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress.

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 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;
- Attend mentor training offered through Five Counties if new to the role.

5.5 Role of the local governing body

The local governing body will:

- If it has any concerns or questions, seek guidance from the CEO or Trust Executive Team 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.

5.6 Role of the CEO

The CEO will be responsible for the following (the CEO may delegate the operational aspects of this responsibility as appropriate) ensuring:

- Compliance with statutory guidance and induction recommendations through the monitoring of the work of the ECT mentor;
- Be satisfied that the school has the capacity to support the ECT;
- Ensure that 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 Trust's grievance procedures.

6. Monitoring arrangements

This policy template will be reviewed annually by the Trust Board and shared with the school's local governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Capability
- Disciplinary
- Employee Mental Health and Wellbeing
- Sickness Absence Policy
- Stress & Mental Wellbeing Policy