



Early Career Teacher Entitlement (ECTE) Programme (Statutory Induction) Policy

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1. Introduction

- 1.1 The Trust is committed to ensuring the development and advancement of its ECTs by providing a supportive environment and equipping them with the tools to flourish as successful teachers, both through their statutory induction period and beyond.
- 2.1 The ECTE Programme bridges the gap between initial teacher training and a career in teaching. It is a structured programme, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF). The aim of the programme is to support the ECT and provide the necessary training to ensure they can demonstrate satisfactory performance against the [Teachers' Standards](#) at the end of the Induction period.
- 3.1 To this end the Trust will run an ECTE programme that meets all statutory requirements underpinned by the ITTECF with additional professional development support as deemed appropriate.
- 4.1 This policy has been written drawing directly from the key guidance found within, *Induction for Early Career Teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies.* DFE, (April 2025). Along with reflecting the requirements of the Trust to ensure monitoring of the programme and equality of support is provided to all ECTs across the Organisation.
- 5.1 It clearly sets out the responsibilities, including those of the ECT, and identifies the key channels of communication for all those involved in ensuring the success of the Programme.

2. Diversity, Inclusion and Belonging Statement

- 2.1 At Reach South Academy Trust, we are committed to creating a vibrant and inclusive environment that celebrates diversity and fosters a sense of belonging for all. This commitment extends to every aspect of our work; from the education we deliver to the staff we employ. We believe in fairness, equity, and promoting social mobility for all.
- 2.2 We actively promote inclusivity through our People policies and practices. We value and respect every individual, regardless of background, and strive to build a diverse staff and student body that reflects the richness of the communities we serve.
- 2.3 We dismantle barriers to opportunity by ensuring equal access to resources and development opportunities for all staff members. Our People policies are designed to be fair and unbiased, promoting a level playing field for career progression regardless of social or economic background.
- 2.4 Serving Our Local Communities: We actively engage with local communities to understand their needs and perspectives. Our recruitment practices prioritise attracting talent from diverse backgrounds within our local area, further strengthening the connection between the Trust and the communities it serves.

- 2.5 Our People policies are developed and implemented in accordance with the Equality Act 2010. We are committed to eliminating all forms of discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, and sexual orientation. This ensures an environment characterised by dignity and respect, free from harassment, bullying, and victimisation.

3. Legislation and Statutory Guidance

This policy is drawn from:

- a. The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#).
- b. The 'relevant standards' referred to below are the [Teachers' Standards](#).

4. The Early Career Teacher Entitlement Programme

- 4.1 Prior to the ECT serving their induction, the Headteacher (HT), in conjunction with the People Team through the Head of Professional Development (HoPD) and Appropriate Body (AB) must agree that the post is suitable for an ECT.
- 4.2 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 the induction period.
- 4.3 All Reach South, ECTs will engage in the ECTE through the organisations determined by the Secretary of State as being able to act as appropriate bodies. The choice of AB and provider for each school will be made in conjunction with the HoPD.

5. Posts for the ECTE Programme

Each ECT will:

- a. 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.
- b. Have an appointed Induction Tutor (IT), who will have Qualified Teacher Status (QTS).
- c. Have an appointed Induction Mentor (IM), who will have QTS.
- d. Have a reduced timetable to allow them to undertake activities in their induction programme.
- e. In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction. This reduction is in addition to Planning, Preparation and Assessment (PPA) time, but can include ECT mentoring time.
- f. Have their ECT and mentor sessions scheduled during teaching hours. In exceptional circumstances however, where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but

- should always be scheduled within contracted time.
- g. Regularly teach the same class or classes.
 - h. Take part in similar planning, teaching and assessment processes for other teachers working in similar posts.
 - i. Not be given additional non-teaching responsibilities without appropriate preparation and support.
 - j. Not normally teach outside of the age range and/or subjects they have been employed to teach.
 - k. Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

6. Support for ECTs

Reach South Academy Trust will support ECTs through:

- a. Their designated IT, who will oversee the assessment of the ECTs. They will provide regular monitoring and support. They will also liaise with the AB and IM regarding assessments.
- b. Their designated IM, who will provide daily support and regular structured mentoring sessions with targeted feedback.
- c. The IT or another suitable person (holding QTS) from inside or outside the institution conducting observation of their teaching, at least once per half-term, accompanied by follow-up discussion, constructive feedback and any written record indicating where any development needs have been identified.
- d. Regular reviews of their progress will occur once per full term (except in terms where formal assessment is held), at which their IT will review objectives and revise them in relation to the relevant standards and their current needs and strengths. They will be conducted with sufficient detail that there is nothing unexpected for the ECT when it comes to their formal assessment.
- e. HoPD will liaise with ITs to support the management of the ECTE programme in each individual school.
- f. The school encouraging the ECT to observe suitably experienced teachers at least once a half-term.
- g. The school providing one day of cover per year of induction to enable ECTs to visit and learn from another Reach South school.
- h. The school providing one day of cover each year to attend the Reach South Academy Trust ECT one day conference.
- i. ECTs will be invited to join the Reach South Academy Trust ECT Peer Support and Best Practice Network supported by the HoPD.

7. Assessments of ECT Performance

- 7.1 ECTs undertaking induction are exempt from appraisal.
- 7.2 Formal assessment meetings will take place in the final term of the ECT's first year and the final term of their second year of induction. For the majority of ECTs this will be the summer term. The formal assessment meeting will be carried out by IT and should be

attended by both the ECT and the IM.

- 7.3 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. This could include lesson observations, minutes from mentor meetings, planning documents or evidence of pupil assessment or feedback. Copies of the evidence relied on will be provided to the ECT and the AB if requested.
- 7.4 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 HT will also recommend to the AB in the final assessment report as to whether the ECT's performance is satisfactory against the relevant standards. Any concerns regarding the progress of ECTs should be shared immediately with the HoPD.
- 7.5 The ECT will add their own comments, and the formal assessment report will be signed by the HT, IT and the ECT.
- 7.6 A copy of the formal assessment report will then be sent to the AB. The final assessment report will be sent within 10 working days of the meeting, for the AB to make the final decision as to whether the ECT has passed their induction period.
- 7.7 If the ECT leaves their post after completing one or more terms but before the next formal assessment takes place, the IT or HT should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.
- 7.8 In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher is still expected to complete an interim assessment report and provide a copy to the ECT and appropriate body.
- 7.9 Alongside formal assessment conducted by ABs, ECTs are also expected to fully engage with the ECTE programme. This means following the weekly self-study set out by the provider and attending all meetings, including mentor meetings. ECTs and IMs are expected to complete the 'End of Module Completion Form' at the end of each unit. The HoPD may request copies of these documents to monitor ECT engagement and progress.

8. At-Risk Procedures

- 8.1 If it becomes clear during a progress review, or at the first formal assessment point, that the ECT is not making sufficient progress, the AB and the HoPD must be informed immediately to ensure that additional monitoring and support measures are put in place without delay, meaning:

- a. Areas in which improvement is needed are identified.
- b. Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- c. An effective support programme has been put in place to help the ECT improve their performance.
- d. The progress review record, or formal assessment report, will be shared with the AB, alongside the support plan.
- e. If there are concerns about the ECT's progress during their subsequent progress review or formal assessment, if it is not the final formal assessment, the IT and/or HT will discuss this with the ECT. The objectives and support plan are then updated and revised to cover the next assessment period.

9. Roles and Responsibilities

9.1 The Role of the ECT

The ECT will:

- a. Provide evidence that they have QTS and are eligible to start Induction.
- b. Meet with the IT at the start of the programme to discuss and agree priorities and keep these under review.
- c. Agree with their IT and/or IM on how best to use their reduced timetable allowance to guarantee engagement with their ECTE programme.
- d. Provide evidence of their progress against the relevant standards.
- e. Participate fully in the monitoring and development programme.
- f. Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- g. Attend the Trust wide annual ECT conference.
- h. Agree with their IT the start and end dates of the induction period, and the dates of any planned absences from work during the period.
- i. Keep copies of all assessment reports.

9.2 Concerns of the ECT

The ECT will:

- a. Raise any concerns they have with their IT in the first instance and as soon as they can. If necessary, referral to the HoPD.
- b. Consult with their named contact at their AB at an early stage if there are difficulties in resolving issues with their IT and HoPD.

9.3 Role of Headteacher

The HT will:

- f. Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- g. Make sure the ECT's post is suitable according to statutory guidance.

- h. Notify the HoPD of any new ECTs appointed to the school, as soon as they are appointed.
- i. Ensure that the IT is appropriately trained and has sufficient time to carry out their role effectively and notify the HoPD if there is to be a change of IT in advance of that change happening.
- j. Ensure the IM holds QTS and has the necessary skills and knowledge to work successfully in the role. Where possible, having the skills and experience to provide mentoring for the specific subject and/or phase of their ECT/s. They must be appropriately trained, including attending regular mentoring sessions and mentor training where appropriate and have sufficient time to carry out their role effectively.
- k. Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- l. Ensure formal assessments are carried out and reports completed and sent to the AB on time.
- m. Maintain and keep accurate records of employment that will count towards the induction period.
- n. Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined manner.
- o. Make a recommendation to the AB on whether the ECT's performance against the relevant standards is satisfactory.
- p. Participate in AB's quality assurance procedures of the Induction Programme.
- q. Ensure all relevant documentation, evidence and forms are kept on file for **6** years.
- r. The IT is a separate role to that of IM with differing responsibilities and it is expected that these roles will be held by different individuals. In exceptional circumstances it may be necessary for the HT to designate a single teacher to fulfill both roles, which may be the HT themselves.

9.3.1 If the roles of the IT and IM are carried out by a single teacher, the HT must ensure that the role holder understands that they are fulfilling two discrete roles and that adequate safeguards are in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

9.4 **Role of Induction Tutor**

The IT will:

- a. Register all new ECTs onto ECT Manager.
- b. Provide guidance and support to the ECT.
- c. Carry out regular progress reviews throughout the induction period.
- d. Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- e. Carry out progress reviews in a full term where a formal assessment does not occur.
- f. Inform the ECT, following progress reviews, of their progress against the

relevant standards, clearly stating whether the ECT is on track to successfully complete induction. A brief summary of evidence collected by the IT and stating the agreed development targets be included. Records shared with the ECT, HT and AB.

- g. 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.
- h. Ensure the ECT's teaching is observed at least once per half-term and feedback is provided.
- i. Ensure the ECT is aware of how they raise concerns about their induction programme or their personal progress, both within and outside of the school.
- j. Take prompt, appropriate action if the ECT appears to be having difficulties.
- k. Maintain regular contact with the AB throughout induction, keeping them apprised of the ECT's progress and providing them with copies of progress reviews.
- l. 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.
- m. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher/principal is still expected to complete an interim assessment report and provide a copy to the ECT and appropriate body
- n. The IT is a separate role to that of IM with differing responsibilities and it is expected that these roles will be held by different individuals. In exceptional circumstances it may be necessary for the HT to designate a single teacher to fulfill both roles, which may be the HT themselves.
- o. Provide details to the HoPD of all ECTs to allow registration on the DfE Portal to be carried out in a timely manner.
- p. Notify the HoPD of change of IT, prior to change taking place.
- q. Notify the HoPD of change to mentor/s, prior to change/s taking place.

9.5 Role of IM

The IM will:

- a. Meet with the ECT weekly for their designated, structured mentor session, providing targeted feedback.
- b. 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 ECTE programme.
- c. Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- d. Notify the IT immediately if the ECT appears to be having difficulties.
- e. The IM is a separate role to that of IT with differing responsibilities and it is expected that these roles will be held by different individuals. In

exceptional circumstances it may be necessary for the HT to designate a single teacher to fulfill both roles, which may be the HT themselves.

9.6 Role of the People Team

The People Team through the HoPD will:

- a. Liaise with HTs to choose a suitable AB and provider for each school.
- b. Liaise with ITs to support registration and ongoing support of the ECT.
- c. Notify relevant ABs when ECTs are taking up a post and undertaking induction.
- d. Enroll all ECTs with an AB and Lead Provider and register ECTs and Mentors on the DfE Portal
- e. Make sure the school adheres to the statutory guidance on ECT induction.
- f. Be satisfied the school has the capacity to support the ECT.
- g. Ensure that the HT is fulfilling their responsibility to meet the requirements of a suitable induction post.
- h. Investigate concerns if raised by the ECT.
- i. If they have any concerns or questions, will seek guidance from the relevant AB on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- j. If they wish, request copies of ECT progress reports and mentoring records.
- k. Support the dismissal of an ECT working in a relevant school who has failed induction within 10 working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the ECT will be dismissed within ten working days of being told of the outcome of the hearing.

10. References

10.1 DfE, (April 2025). *Induction for Early Career Teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies* [Online]. Available at: [Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-england-statutory-guidance/induction-for-early-career-teachers-england-statutory-guidance) (Accessed 29.9.2025)

10.2 Complementary Reading

- [Guidance – Early Career Teacher Entitlement – published 22 April 2025](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Early Career Framework \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework/early-career-framework)
- [FINAL ECF - A Guide for School Leaders and Induction Leads v2.pdf \(ucl.ac.uk\)](#)

11. Review of Policy

11.1 This policy will be reviewed by the HoPD.

11.2 We will regularly review and monitor the application and outcomes of this policy to ensure it is working effectively.

Policy History

Policy Date	Summary of change	Contact	Implementation Date	Review Date
February 2022	New Policy	CPD Lead	September 2022	September 2024
September 2024	Review and update of policy by HoPD	HoPD	October 2024	September 2025
September 2025	Review and update of policy by HoPD	HoPD	October 2025	September 2026