



# **Barnett Wood Infant School**

## **Early Career Teacher Entitlement (ECT)**

### **Induction Policy**

# Barnett Wood Infant School

## Policy Impact Statement and Updates

<b>Policy:</b>	Early Career Teacher Entitlement (ECTE) induction Policy
<b>Date of review:</b>	September 2025
<b>Governor/s responsible:</b>	Beth Warren / Laura Bailey
<b>Status / date of next review:</b>	May 2026
<b>How well has the policy achieved its purpose and outcomes?</b>	
<p>An Early Career Teacher Entitlement (ECTE) induction policy is crucial for ensuring that new teachers receive the structured support, training, and guidance necessary to develop their skills and become effective educators. It ensures that ECTs are assessed fairly against the Teachers' Standards, now under the revised framework of the Initial Teacher Training &amp; Early Career Framework (ITTECF) and the new Early Career Teacher Entitlement (ECTE) promoting high-quality teaching and establishes a framework for consistent evaluation and feedback throughout the induction period.</p> <p>The policy complies with the DfE statutory guidance: <a href="#">Induction for early career teachers (England)</a></p>	
<b>Updates and/ or changes to policy:</b>	
May 2025	Policy written following recruitment of ECT for September 2025
September 2025	<p>Policy updated in line with changes to DfE guidance - new ECTE / ITTECF policy from 1 September 2025.</p> <p>Key changes: Early Career Framework → Early Career Teacher Entitlement (ECTE)</p> <p>ITTECF replaces ECF – combines ITT and ECF content</p> <p>School to choose whether to deliver provider-led or school-led programme (DfE-accredited)</p> <p>Induction can be reduced to 1 year (where appropriate)</p> <p>Legacy ECF trainees continue until Aug 2027, then move to ITTECF if needed</p>

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

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## Early Career Teacher Entitlement (ECTE) Induction Policy

### Contents

1. Aims .....	3
2. Scope .....	3
3. Legislation and statutory guidance .....	3
4. The ECTE induction programme .....	4
5. Roles and responsibilities .....	6
6. Monitoring arrangements .....	8
7. Links with other policies .....	7

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### 1. Aims

At Barnett Wood, we aim to:

- fulfil statutory ECTE requirements from September 2025
- underpin the induction programme with the ITTECF
- develop and support ECTs to become effective and successful teachers
- ensure that all staff understand and support the ECT induction programme
- provide a safe and supportive work environment which promotes the health and wellbeing of early career teachers.

### 2. Scope

This policy applies all ECTs who have started, but not completed, their induction period under the ECTE model.

### 3. Legislation and statutory guidance

This policy reflects:

- The Department for Education's (DfE's) statutory guidance on [Early career teacher entitlement \(England\)](#)
- The [Initial teacher training and early career framework](#) (effective from September 2025)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012 \(amended\)](#).
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

## 4. The ECTE induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECTE.

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 complete the full-time equivalent of two years; pro-rata timetable adjustment will apply. Up to 1 term of continuous employment may count towards completion of the induction period for experienced teachers, subject to agreement with the appropriate body.

The programme is quality assured by The Xavier Teaching School Hub, our 'appropriate body'.

### 4.1 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, 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 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
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- 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 coordinate 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 Assessments of ECT performance**

ECTs are exempt from normal appraisal procedures during their induction period however regular progress reviews should be held every term when a formal assessment is not scheduled.

Two 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) against the Teachers' Standards. The assessments will be carried out by the headteacher.

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 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 1 term 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

## 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 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

**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 at an early stage if there are difficulties in resolving issues with their induction 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
- Appoint the appropriate body and register the ECT(s) and mentor(s)
- Choose the training delivery model
- 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 ECF-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
- Keep all relevant documentation, evidence and forms on file for 6 years

### **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 each term 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 timely 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
- Is distinct from the induction mentor except in exceptional circumstances, with safeguards.

### **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

## **5.5 Role of the governing board**

The governing board will:

- Make sure the school complies with statutory guidance on ECTE 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 external guidance and/or advice 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, can request general reports on the progress of the ECT on a termly basis

## **6. Monitoring arrangements**

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

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Appraisal Policy
- Staff Grievance Policy
- Pay Policy