

Early Career Teacher (ECT) Policy



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Next review due by		September 2026

Rationale

As outlined in the Department for Education (DfE) document "Induction for early career teachers (England)" published in March 2021 on GOV.UK:

- All qualified teachers employed in relevant schools in England must, by law, complete a satisfactory induction period, subject to specific exemptions.
- Early Career Framework (ECF) based training is expected to be a core element of teacher induction, not an additional program.
- An appropriate body is responsible for overseeing the quality of the induction process. This body ensures that headteachers have implemented an ECF-based induction program for Early Career Teachers (ECTs) and that this program provides the necessary support.
- Throughout the induction period, monitoring and support should be sufficient to avoid any unexpected challenges when an ECT reaches a formal assessment point.

Aims of Induction at Earley Springs

Safeguarding and child protection are central to every ECT's induction at Earley Springs. All ECTs must follow the Earley Springs Child Protection and Safeguarding Policy and are required to understand their responsibilities under Keeping Children Safe in Education (KCSIE). ECTs must act immediately on any safeguarding concern, follow whistleblowing procedures where appropriate, and know how to contact the Designated Safeguarding Lead (DSL) and Deputy DSLs.

At Earley Springs, we are committed to supporting our Early Career Teachers (ECTs) throughout their induction journey. Our goal is to equip them with the necessary skills to become successful and well-rounded educators.

We strive to provide all our ECTs with a rigorous, well-structured, and sustainable program of support, training, and guidance that meets all statutory requirements set forth by the DfE. Additionally, we aim for the induction period to foster confident practitioners within our ECTs. We will equip them with the skills required to excel in the classroom and provide them with a wealth of experience across all aspects of school life, preparing them for the next stage in their careers, regardless of their chosen path.

Purpose of Induction

- The induction period bridges the gap between initial teacher training (ITT) and a full-time teaching career. It provides an opportunity for ECTs to practice and refine the skills learned during ITT, while also tackling real-world teaching responsibilities that can only be experienced in a school setting.
- Induction offers ECTs a structured program of professional development alongside ongoing support, professional dialogue, and guidance based on the requirements of the Early Career Framework (ECF). This program also includes regular monitoring and assessment of an ECT's performance against the Teachers' Standards guidance.

- Training provided during the induction period should ensure that ECTs can demonstrate satisfactory performance against the Teachers' Standards by the end of the program.
- By the conclusion of their induction, ECTs should be equipped with all the necessary tools and skills to become effective and successful teachers.
- As part of induction, all ECTs will receive safeguarding training that includes child protection procedures, responding to disclosures, online safety, safer working practices, and low-level concerns. This ensures compliance with KCSIE and prepares ECTs to safeguard pupils effectively.

Roles and Responsibilities

This policy must be read alongside the Earley Springs Child Protection and Safeguarding Policy, the Staff Code of Conduct, the Behaviour Policy, and all other safeguarding documentation. This section is based on the roles and responsibilities outlined by the DfE in the statutory guidance document "Induction for early career teachers (England)" available on [GOV.UK](https://www.gov.uk/government/publications/induction-for-early-career-teachers-england).

ECT Responsibilities:

- Demonstrate possession of Qualified Teacher Status (QTS) and eligibility to begin their induction program.
- Read and understand Part 1 (or Annex A where appropriate) of Keeping Children Safe in Education, as required by statutory guidance, and confirm this in writing as part of induction.
- Attend a meeting with their induction tutor to discuss and agree upon their personalized induction program, including its priorities, with the flexibility to review and adjust as needed.
- Collaborate with their induction tutor to plan for the most effective use of their reduced timetable allowance, ensuring engagement with their ECF-focused induction program.
- Maintain and share evidence of their progress against the Teachers' Standards guidance.
- Fully participate in the agreed-upon monitoring and development program.
- Promptly raise any concerns with their induction tutor.
- Consult with the headteacher at the earliest instance if there are, or may be, issues that are difficult to resolve within the school or with their induction tutor.
- Agree upon dates for classroom observations, progress reviews, and formal assessment meetings, keep track of these dates, and participate actively in them.
- Collaborate with their induction tutor to determine the start and end dates of the induction period and inform them of any absences during this time.
- Maintain copies of all completed assessment records.

Headteacher Responsibilities:

- **Verify QTS:** Confirm that the ECT has been awarded Qualified Teacher Status (QTS).
- **Determine Induction Eligibility:** Determine if the ECT is required to complete an induction period or is eligible for an exemption.

- **Appoint The Kent Teaching School Hub:** Appoint The Kent Teaching School Hub as the appropriate body to oversee the induction process before any ECT commences their induction.
- **Notify The Kent Teaching School Hub:** Notify The Kent Teaching School Hub when an ECT commences employment at Earley Springs and requires induction.
- **Ensure Suitability of Role:** Ensure that the ECT's role meets the suitability criteria for an induction post.
- **Select Suitable Mentors and Tutors:** Select and appoint induction tutors and mentors who possess the necessary skills and time to effectively fulfill their roles.
- **Implement ECF-Based Induction:** Ensure the implementation of an ECF-based induction program for all ECTs.
- **Conduct Regular Reviews:** Conduct regular reviews of each ECT's progress through observation, feedback, and other appropriate methods.
- **Complete Assessments:** Ensure all necessary reports and assessments are completed and submitted to The Kent Teaching School Hub.
- **Maintain Accurate Records:** Maintain accurate records of all employment that counts towards the induction period.
- **Streamline Processes:** Ensure that all record-keeping and monitoring activities for ECTs, their induction tutors, and mentors are streamlined and efficient, minimizing unnecessary administrative burdens.
- **Share Induction Plans:** Share the arrangements for ECT induction with the school's Executive Board.
- **Make Recommendations:** At the end of each assessment period, make recommendations to The Kent Teaching School Hub regarding the ECT's performance against the Teachers' Standards, whether it is deemed satisfactory or if an extension is required.
- **Participate in Quality Assurance:** Actively engage and participate in the quality assurance procedures conducted by The Kent Teaching School Hub.
- **Maintain Records:** Retain all relevant documents, evidence, and forms related to ECT induction for a period of six years.

Ensure that safeguarding, child protection, online safety, and safer working practice training are embedded within the ECT's induction, in accordance with KCSIE, and ensure that ECTs understand their responsibilities for reporting concerns and following the safeguarding procedures.

Induction Tutor Responsibilities:

- **Collaborate with The Kent Teaching School Hub:** Work closely with The Kent Teaching School Hub to coordinate and provide guidance for the ECT's professional development.
- **Conduct Regular Reviews:** Conduct regular progress reviews throughout the induction period, including during terms without formal assessments.
- **Lead Formal Assessments:** Lead formal assessment meetings at the end of the first and second years of induction (or pro-rata for part-time ECTs).

- **Provide Feedback and Guidance:** Provide regular, constructive feedback to ECTs following progress review meetings and share these records with the Headteacher and The Kent Teaching School Hub.
- **Communicate Assessment Outcomes:** Clearly communicate the outcomes of the assessment to the ECT, including any judgments recorded in the formal assessment record, and invite the ECT to provide their own comments.
- **Conduct Teaching Observations:** Conduct regular observations of the ECT's teaching and provide constructive feedback.
- **Address ECT Concerns:** Ensure that ECTs are aware of how to raise any concerns about the induction program or their professional development, both within and outside the school.
- **Take Prompt Action:** Take prompt and appropriate action if an ECT is experiencing difficulties.
- **Streamline Record-Keeping:** Streamline record-keeping and monitoring processes to minimize administrative burdens on ECTs.

Ensure that ECTs understand and consistently follow safeguarding expectations, including how to report concerns, how to access the DSL, and how to apply safer working practice in line with the Staff Code of Conduct

Induction Mentor Responsibilities:

- **Provide Regular Support:** Meet regularly with the ECT to provide effective, targeted feedback through structured mentoring sessions.
- **Collaborate with Stakeholders:** Collaborate with the ECT, induction tutor, Headteacher, and The Kent Teaching School Hub to ensure the delivery of a high-quality, ECF-based induction program.
- **Provide Subject-Specific Support:** Offer subject-specific or phase-specific mentoring and coaching as needed.
- **Address ECT Concerns:** Take prompt and appropriate action if an ECT is experiencing difficulties.

The Kent Teaching School Hub Responsibilities

The Kent Teaching School Hub will act as the appropriate body, overseeing the quality of the Early Career Teacher (ECT) induction process at Earley Springs. Their responsibilities include:

- **Verifying ECF-Based Induction:** Ensuring that the Headteacher has implemented an ECF-based induction program for all ECTs, with their support program also aligned with the ECF framework.
- **Validating Suitability of Induction Post:** Confirming that the post assigned to the ECT meets the established criteria for a suitable induction role.
- **Ensuring Fair and Appropriate Procedures:** Verifying that all procedures in place for monitoring, support, assessment, and guidance are fair and appropriate for all ECTs.

- **Supporting Underperforming ECTs:** Guaranteeing that appropriate action is taken to address any areas where an ECT requires further development or support.
- **Addressing School Concerns:** Contacting Earley Springs to address any concerns if the school appears to be failing to fulfill its obligations regarding ECT induction.
- **Ensuring Qualified Mentors and Tutors:** Confirming that both induction tutors and mentors possess the necessary skills and time to effectively perform their roles.
- **Collaboration on Quality Assurance:** Consulting with the Headteacher regarding any quality assurance procedures currently implemented or planned for the induction program.
- **Verifying QTS Award:** Verifying that the Headteacher has certified that the ECT has been awarded Qualified Teacher Status (QTS).
- **Reduced Timetable Allowance:** Confirming that Earley Springs is providing a reduced timetable for the ECT (10% in the first year and 5% in the second year) in addition to their allocated PPA time.
- **ECT Contact at The Kent Teaching School Hub:** Providing the ECT with a designated contact person(s) at The Kent Teaching School Hub to whom they can raise any concerns.
- **Maintaining Records:** Ensuring that appropriate records and assessment reports documenting the ECT's progress are maintained.
- **Streamlined Monitoring:** Guaranteeing that all monitoring and record-keeping activities are streamlined and minimise burdens on ECTs. Any requests for evidence should utilize existing documents and not necessitate creating new ones.
- **Reduced Induction Period Agreements:** Facilitating agreements between the ECT and the Headteacher regarding any reductions in the length of the induction period.
- **Performance Outcomes and Extensions:** Notifying relevant parties of an ECT's successful performance against the Teachers' Standards and making final decisions on any required extensions to the induction period.
- **Reporting to the Teaching Regulation Agency:** Providing the Teaching Regulation Agency with relevant details concerning all ECTs.
- **Guidance and Support:** Responding to requests from Earley Springs (including the Headteacher, induction tutor, or mentor) for guidance, support, and assistance with ECT induction programs.
- **Induction Information:** Providing the Headteacher with information on the various types of induction programs available.

Earley Springs Executive Board Responsibilities

The Earley Springs Executive Board is responsible for ensuring that the school's ECT induction program adheres to the guidance outlined in "Induction for early career teachers (England)" available on

https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_career_teachers_England_statutory_guidance_.pdf.

Their specific responsibilities include:

- **Compliance with Induction Guidance:** Ensuring that the induction program and all involved parties comply with the statutory guidance.
- **Suitable Induction Role:** Verifying that the Headteacher is fulfilling the requirements for providing a suitable role for the ECT's induction.
- **ECT Grievances:** Investigating any concerns raised by an ECT, following the established grievance policy of Earley Springs.
- **Quality Assurance Guidance:** Seeking guidance from The Kent Teaching School Hub on the quality of the school's induction arrangements and the roles and responsibilities of all parties involved in the induction process.
- **ECT Progress Reports:** Requesting general reports on an ECT's progress if desired.

Ensure safeguarding and KCSIE requirements are fully embedded in the ECT induction programme, including training, monitoring, and compliance with safer recruitment and safer working practice expectations.

ECT Entitlements

All Early Career Teachers (ECTs) at Earley Springs are entitled to the following support during their induction period:

- **Pre-Induction Visit:** The opportunity to visit Earley Springs prior to their induction start date, which may include meeting their class, engaging in planning sessions, and attending relevant staff meetings or training.
- **Induction Welcome:** A meeting with their induction tutor and mentor on or before their first day of induction.
- **Headteacher Meeting:** A meeting with the Headteacher within the first week of their induction.
- **ECF-Based Support:** An induction program underpinned by the Early Career Framework (ECF), including 10% dedicated professional development time in the first three terms and 5% in the subsequent three terms, in addition to their 10% PPA entitlement.
- **Personalised Development Plan:** A personalised development plan designed to effectively utilize their allocated professional development time.
- **Subject-Specific Support:** Access to key stage, phase, year group, and/or subject-specific support and development opportunities as needed.
- **Regular Monitoring and Support:** Regular monitoring and support from a designated induction tutor within Earley Springs.
- **Mentorship:** Guidance and support from a designated ECT mentor within Earley Springs.
- **Peer Support:** Regular opportunities to meet with other ECTs within the school.
- **Observation Opportunities:** Opportunities to observe other teachers within Earley Springs and, where possible, in other schools within the local cluster/federation.
- **Regular Observations:** Regular observations of their teaching by their induction tutor (or another suitably qualified professional with QTS) to provide fair and accurate feedback on their progress towards the Teachers' Standards.

- **Progress Reviews:** Regular progress reviews that provide constructive feedback, celebrate successes, and identify areas for development.
- **Transparent Progress Updates:** Regular updates on their progress to ensure there are no surprises during formal assessments.
- **Formal Assessments:** Two formal assessments, one at the end of the first year and one at the end of the second year of induction.
- **Designated Contact at The Kent Teaching School Hub:** A designated contact at The Kent Teaching School Hub to whom they can raise any concerns about their induction provision.

The Earley Springs Induction Program

Earley Springs is committed to providing a high-quality and effective induction program for all ECTs, underpinned by the principles of the ECF. This program will equip ECTs with the knowledge and skills necessary to become successful and confident educators.

ECF Delivery:

The ECF training and support will be delivered by [Name of Funded Provider], a DfE-accredited provider specializing in ECF-based training for ECTs and their mentors. This program will include a combination of face-to-face and online training.

The Eight Teachers' Standards:

The induction program will focus on all eight strands of the Teachers' Standards:

1. High expectations
2. How pupils learn
3. Subject and curriculum
4. Classroom practice
5. Adaptive teaching
6. Assessment
7. Managing behaviour
8. Professional behaviours

Each strand is further divided into "learn that" knowledge statements and "learn how to" practice statements. The program will provide opportunities for ECTs to develop their knowledge and skills in all areas of the ECF.

Access to the Full Framework:

The full Early Career Framework document is available for reference:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

Length of Induction Period

- **Standard Induction Period:** The minimum standard induction period for an ECT is six terms (or two academic years). This period is divided into two shorter periods of three terms each.
- **Start Date:** The start date for an ECT's induction period will be determined by The Kent Teaching School Hub in consultation with the Headteacher. The start date may not necessarily coincide with the ECT's official contract start date.
- **Part-Time ECTs:** ECTs employed on a part-time basis will complete a pro-rata induction period equivalent to a full-time teacher. For example, an ECT employed on a 0.5 contract would typically complete induction over four academic years. However, if a part-time ECT demonstrates that they have met the Teachers' Standards within two academic years, they may request a shortened induction period. This request will be considered by The Kent Teaching School Hub on a case-by-case basis.
- **Shortened Induction Periods:** ECTs with significant prior teaching experience may apply to The Kent Teaching School Hub for a shortened induction period.
- **Leave of Absence:** ECTs on statutory maternity, paternity, adoption, shared parental, or parental bereavement leave may choose to extend their induction period. This decision should be made in consultation with the Headteacher upon their return to work.
- **Other Reasons for Extension:** An extension to the induction period may be considered in other circumstances, such as personal crises, illness, disability, significant challenges with induction support, or insufficient evidence to determine the ECT's progress against the Teachers' Standards.
- **Transferring Schools:** If an ECT transfers to a different school during their induction period, an interim assessment will be conducted by the Headteacher at their current school before their departure. This interim assessment will document their progress and inform the induction process at the new school.

Formal Assessments

- **Assessment Conductors:** Formal assessments of ECTs will be conducted jointly by the Headteacher and the induction tutor.
- **Assessment Timing:** Formal assessments will take place at the end of the first year (Term 3) and at the end of the second year (Term 6) of the induction period.
- **Assessment Dates:** The dates for these assessments will be agreed upon in advance by the ECT, the Headteacher, and the induction tutor.
- **Assessment Evidence:** All evidence used to inform these formal assessments will be clear, transparent, and shared with the ECT and The Kent Teaching School Hub. Evidence will be drawn from existing working documents, such as pupil assessments, feedback to pupils, lesson plans, and other relevant records.
- **No New Documentation:** ECTs will not be required to produce any additional paperwork specifically for the purposes of formal assessments.
- **Transparent Progress Updates:** ECTs will be kept informed of their progress throughout the induction period to ensure there are no surprises during formal assessments.

- **Formal Assessment Reports:** Formal assessment reports will be completed for both assessments. These reports will document the ECT's progress against the Teachers' Standards and will be signed by the ECT, the Headteacher, and the induction tutor.
- **Recommendation and Reporting:** The final assessment report at the end of the second year will include the Headteacher's recommendation to The Kent Teaching School Hub regarding whether the ECT has successfully met the Teachers' Standards. This report will be submitted to The Kent Teaching School Hub within ten days of the assessment meeting.
- **ECT Input:** ECTs will have the opportunity to add their own comments to the final assessment report.

Interim Assessments:

If an ECT transfers to another school during their induction period, an interim assessment will be conducted by the Headteacher at their current school before their departure. This interim assessment will document the ECT's progress and inform the induction process at the new school. An interim assessment will also be conducted if an ECT leaves during the final term of their induction period.

At Risk, Unsatisfactory Progress, and Appeals

Progress Reviews and Concerns:

- **Identifying Concerns:** If an induction tutor has any concerns about an ECT's progress during a progress review, these concerns must be clearly communicated to the ECT during the review and documented in the meeting record. The induction tutor will also outline the specific support measures that will be put in place to address these concerns.
- **Informing The Kent Teaching School Hub:** The induction tutor will inform The Kent Teaching School Hub of any concerns regarding an ECT's progress and share a copy of the progress review and support plan for their evaluation.

First Formal Assessment:

- **Unsatisfactory Progress:** If an ECT is deemed to be making unsatisfactory progress during their first formal assessment, The Kent Teaching School Hub will be informed immediately.
- **Support and Development:** The Headteacher will ensure that additional monitoring and support measures are implemented promptly. The ECT will be clearly informed of the areas requiring improvement and provided with opportunities to enhance their performance.
- **Joint Responsibility:** The Headteacher and The Kent Teaching School Hub will work together to ensure:
 - The accurate identification of areas for improvement.
 - The development of appropriate objectives to help the ECT achieve satisfactory performance against the Teachers' Standards.

- The implementation of an effective support program to assist the ECT in improving their performance.

Following the first formal assessment, the induction tutor will continue to conduct regular progress reviews. If concerns regarding the ECT's progress persist, the induction tutor will:

- **Communicate Concerns:** Clearly communicate any ongoing concerns to the ECT.
- **Review Objectives and Support:** Review and revise the ECT's objectives and support plan as needed, ensuring alignment with the Teachers' Standards.
- **Document and Share Progress:** Document all concerns and share these with the Headteacher and The Kent Teaching School Hub.
- **Inform The Kent Teaching School Hub:** Keep The Kent Teaching School Hub informed of any ongoing concerns and the support measures being implemented.

All progress review records will clearly document any instances of unsatisfactory performance against the Teachers' Standards and will be shared with The Kent Teaching School Hub.

Serious Capability Issues:

If serious capability concerns arise that may necessitate disciplinary action before the completion of the induction period, the induction process will continue in parallel with any capability or disciplinary procedures. The Kent Teaching School Hub will be informed of these circumstances.

ECT Right to Appeal:

If an ECT fails their induction or their induction period is extended, they have the right to appeal this decision. The Kent Teaching School Hub will advise the ECT of their right to appeal and provide information on the appeals process. In England, the appeals body is the Teaching Regulation Agency.

Raising Concerns:

As outlined in the Roles and Responsibilities section, ECTs are encouraged to raise any concerns they may have about their induction program with their induction tutor in the first instance.

If these concerns are not resolved through discussions with their induction tutor, ECTs may contact their designated contact person at The Kent Teaching School Hub.

Alternatively, ECTs may also utilize the Earley Springs grievance procedure to raise concerns, which will be investigated by the Executive Board.

Confidentiality and Data Protection

All parties involved in the ECT induction process, including the Headteacher, induction tutor, induction mentor, and The Kent Teaching School Hub, are responsible for ensuring the effective protection and secure transfer of all related data.

Confidentiality:

- All aspects of the ECT induction process, including assessments and associated paperwork, will be treated with the utmost confidentiality.
- Access to ECT induction records will be restricted to authorized personnel only.
- If any individual is granted access to ECT induction documents, they will be informed of the confidential nature of this information.
- ECTs will be informed whenever anyone outside of the immediate induction team is granted access to their assessments.

Data Access:

- **Executive Board Access:** The Executive Board may request general reports on the progress of ECTs within the school. However, they will not have automatic access to individual ECT assessment reports unless specifically requested for the purposes of investigating a formal grievance raised by the ECT.
- **Grievance Procedure:** If an ECT raises a formal grievance regarding their induction or assessment, the Executive Board may access relevant documentation to investigate the matter thoroughly.

Guidance from The Kent Teaching School Hub:

The Executive Board may seek guidance from The Kent Teaching School Hub on any questions or concerns regarding the quality of Earley Springs induction arrangements, the roles and responsibilities of staff involved in the induction process, and the implementation of the ECF.

Record Retention:

The Headteacher will retain all forms, paperwork, and assessments related to the ECT's induction period for a period of six years from the end of the induction period.

Data Protection:

All data handling and storage procedures will comply with the General Data Protection Regulation (GDPR) and all relevant data protection legislation.

Guide to abbreviations in this policy:

Abbreviation	Term	Definition
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ECT	Early Career Teachers	A teacher in the first years of their career. Formally known as a newly qualified teacher or NQT.
ECF	Early Career Framework	The statutory framework that underpins the induction period for an early career teacher.
ITT	Initial Teacher Training	Training receiver by a prospective teacher. This can be university or school-based training.
QTS	Qualified Teacher Status	Awarded upon successful completion of the induction process.
DfE	Department for Education	The government department responsible for the provision of education.