

EARLY CAREER TEACHER POLICY

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1. Policy Statement

[School Name] is committed to providing Early Career Teachers (ECTs) with a high-quality induction programme that supports their professional development, wellbeing and successful transition into the teaching profession.

The school recognises that the first years of teaching are an important period of professional development. We will provide ECTs with appropriate support, mentoring, professional development, reduced administrative burdens where possible, and opportunities to develop their knowledge, skills and confidence.

The school will ensure that its ECT induction arrangements comply with the **Department for Education's statutory induction arrangements for early career teachers** and the requirements of the relevant Appropriate Body.

2. Aims

The aims of this policy are to:

- provide ECTs with a structured and supportive induction programme;
- enable ECTs to meet the Teachers' Standards consistently;
- support the development of effective teaching practice;
- provide regular opportunities for professional discussion, reflection and feedback;
- ensure that ECTs receive appropriate mentoring and professional development;
- support ECT wellbeing and workload management;
- identify areas requiring additional support at an early stage;
- provide fair and consistent assessment of progress;
- ensure appropriate records are maintained throughout induction; and
- ensure that the school meets its statutory responsibilities regarding ECT induction.

3. Scope

This policy applies to all Early Career Teachers undertaking statutory induction at [School Name].

An ECT is a qualified teacher undertaking the statutory induction period required to successfully complete the early career teaching process.

Where appropriate, the policy will also apply to teachers who are undertaking induction on a part-time basis or who have previously completed part of their induction elsewhere.

4. Statutory Induction

The school will ensure that ECT induction is undertaken in accordance with the current statutory requirements issued by the Department for Education.

The induction period will normally provide ECTs with a structured programme of professional development based on the **Early Career Framework (ECF)**.

The school will work with its appointed **Appropriate Body** to ensure that:

- the ECT is registered appropriately for induction;
- the induction programme meets statutory requirements;
- the ECT receives appropriate support and mentoring;
- progress is monitored throughout the induction period;
- required assessments are completed and submitted;
- concerns about progress are identified and addressed promptly; and
- the Appropriate Body is informed of relevant developments.

5. ECT Induction Tutor

The Headteacher will appoint an **ECT Induction Tutor** who will have responsibility for overseeing the school's ECT induction arrangements.

The ECT Induction Tutor will:

- coordinate the ECT's induction programme;
- ensure that the ECT receives appropriate support;
- liaise with the ECT mentor and senior leaders;
- monitor the ECT's progress against the Teachers' Standards;
- ensure appropriate assessment points are completed;
- maintain appropriate induction records;
- liaise with the Appropriate Body where necessary;
- identify any concerns about progress at an early stage;
- coordinate additional support where required; and
- ensure that the ECT's entitlement to professional development and appropriate release time is protected.

The Headteacher retains overall responsibility for ensuring that statutory induction requirements are met.

6. ECT Mentor

Each ECT will be allocated a suitably experienced teacher as their mentor.

The mentor will provide regular support and professional guidance and will act as a trusted source of advice and encouragement.

The mentor will:

- meet regularly with the ECT;
- provide constructive feedback;
- support the ECT in applying the ECF to their classroom practice;
- help the ECT identify professional development priorities;
- support lesson planning, assessment and classroom management;
- provide opportunities for observation and professional discussion;
- help the ECT reflect on their practice;
- monitor workload and wellbeing;
- identify concerns at an early stage; and
- contribute to formal assessment of the ECT's progress.

The mentor should have sufficient time and appropriate expertise to undertake the role effectively.

Where practicable, the mentor should not have responsibility for the formal assessment of the ECT, in order to maintain a clear distinction between mentoring and assessment.

7. Early Career Framework

The school will provide an induction programme based on the principles and content of the **Early Career Framework**.

The programme will support the ECT in developing their knowledge and practice across areas including:

- high expectations;
- classroom management;
- pedagogy;
- subject and curriculum knowledge;
- adaptive teaching;
- assessment;
- professional behaviours;
- supporting pupils with additional needs;
- effective use of evidence-informed teaching approaches; and
- professional development.

The ECT will be given opportunities to apply learning from the ECF in their own classroom and to discuss its application with their mentor.

8. Reduced Teaching Timetable

The school will ensure that ECTs receive their statutory entitlement to a reduced teaching timetable during induction.

The reduction is intended to provide protected time for professional development, mentoring, planning, assessment and other activities associated with successful induction.

ECTs should not routinely be expected to undertake additional duties that undermine the purpose of their reduced timetable.

The school will seek to ensure that protected ECT time is used effectively and is not routinely absorbed by general administrative tasks or cover.

9. Professional Development

ECTs will have access to appropriate professional development opportunities.

These may include:

- staff training;
- phase or subject development meetings;
- lesson observations;
- joint planning;
- moderation activities;
- professional reading;
- coaching;
- mentoring;
- training provided through the Appropriate Body or ECF provider; and
- opportunities to observe experienced teachers.

Professional development will take account of the individual ECT's experience, strengths and areas for development.

10. Observation and Feedback

ECTs will receive regular opportunities to observe experienced colleagues and to have their own teaching observed.

The purpose of observation during induction is primarily to support professional development rather than to create unnecessary pressure.

Feedback should be:

- timely;
- specific;
- constructive;
- evidence-informed; and

- focused on achievable improvements.

ECTs should have opportunities to discuss feedback with their mentor and identify appropriate next steps.

11. Assessment of Progress

The school will assess the ECT's progress against the **Teachers' Standards** in accordance with statutory induction requirements.

Assessment will draw on a range of evidence, including:

- classroom practice;
- professional discussions;
- lesson observations;
- planning and assessment;
- contributions to the wider life of the school;
- engagement with professional development; and
- progress against identified development priorities.

Assessment should provide a fair and accurate picture of the ECT's professional development.

ECTs will receive regular feedback on their progress and will be given clear information about any areas requiring further development.

12. Formal Assessment Points

Formal assessment reports will be completed in accordance with the statutory induction arrangements and the requirements of the school's Appropriate Body.

The ECT will have the opportunity to contribute to formal assessment reports and to discuss the evidence and judgements made.

Where there are concerns about an ECT's progress, these will be communicated clearly and promptly. The school will provide appropriate support and agree clear targets for improvement.

13. Supporting an ECT Who Is Not Making Expected Progress

The school recognises the importance of identifying concerns as early as possible.

Where an ECT is not making expected progress, the ECT Induction Tutor and mentor will:

1. identify the specific areas of concern;
2. discuss the concerns with the ECT;
3. review the evidence supporting the concerns;
4. identify appropriate support and professional development;
5. establish clear and achievable targets;

6. agree timescales for review;
7. monitor progress regularly; and
8. liaise with the Appropriate Body where appropriate.

The ECT will be given a reasonable opportunity to respond to concerns and to demonstrate improvement.

The school will not wait until a formal assessment point before raising significant concerns.

14. Support for ECT Wellbeing

The school recognises that the transition into teaching can be demanding.

The school will seek to support ECT wellbeing by:

- monitoring workload;
- providing effective mentoring;
- ensuring access to appropriate professional support;
- encouraging a healthy work-life balance;
- avoiding unnecessary administrative demands;
- providing clear expectations and routines; and
- creating a culture in which ECTs feel able to ask for help.

ECTs are encouraged to raise concerns about workload, wellbeing or professional development with their mentor, ECT Induction Tutor or Headteacher.

15. Role of the ECT

ECTs are expected to:

- engage positively with their induction programme;
- attend and participate in mentoring meetings;
- engage with ECF-based professional development;
- reflect honestly on their practice;
- respond positively to feedback;
- meet professional responsibilities;
- seek support when required;
- contribute to the wider life of the school; and
- work towards meeting the Teachers' Standards.

ECTs should feel able to ask questions and seek advice. Asking for support is recognised as an important part of professional development.

16. Role of the Governing Body

The governing body will ensure that appropriate arrangements are in place to support ECT induction.

The governing body will receive appropriate assurance that:

- ECT induction requirements are being met;
- ECTs are receiving appropriate support;
- the school is working effectively with its Appropriate Body; and
- any significant concerns are being appropriately addressed.

Individual ECT assessment information will be handled confidentially and in accordance with data protection requirements.

17. Record Keeping and Confidentiality

The school will maintain appropriate records relating to ECT induction.

Records will be stored securely and handled in accordance with the school's **Data Protection Policy**, UK GDPR and the Data Protection Act 2018.

ECTs will have appropriate access to records relating to their own induction and assessment.

Information about an ECT's performance or support needs will only be shared with those who have a legitimate professional need to know.

18. Equality and Inclusion

St Joseph's Catholic Primary School is committed to ensuring that ECTs are treated fairly and are not disadvantaged because of any protected characteristic under the Equality Act 2010.

Reasonable adjustments will be considered where appropriate, including for ECTs with disabilities or other individual needs.

The school will seek to ensure that its induction arrangements are inclusive and accessible to all ECTs.

19. Complaints and Concerns

An ECT who has concerns about their induction programme should initially raise these with their mentor or ECT Induction Tutor.

If the concern cannot be resolved, the ECT may raise the matter with the Headteacher.

Where appropriate, concerns may also be raised with the school's Appropriate Body in accordance with its procedures.

Nothing within this policy prevents an ECT from accessing the school's normal grievance or complaints procedures where appropriate.