Hartismere Family of Schools

Early Career Teachers (ECTs) Induction Policy

Policy led by: RP Reviewed: November 2026 Next review: November 2027

Hartismere School

Policy for the statutory induction of Early Career Teachers (ECTs)

Context

This policy updates and replaces the previous guidance on the induction of Newly Qualified Teachers (NQTs). 'ECT' is the new term that will replace 'NQT'. ECTs who started (but did not complete) their induction before 1 September 2021 should continue to refer to the existing NQT guidance[1]. **This policy is based on statutory guidance that came into force on 1 September 2023.**[2].

Purpose

Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.9 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements: trained induction tutor and dedicated ECTE mentor with QTS; a reduced timetable for professional development (in addition to PPA time), observation of experienced teachers; have no unreasonable demands made of them; a pre-planned induction programme; a support plan when necessary; an ECTE-based induction programme; formal observation of teaching at least each half-term with verbal and written feedback; regular meetings with the induction tutor and half-termly reviews of progress; fair and rigorous assessment against all of the Teachers' Standards; two formal assessment meetings and reports, and a named contact at the Appropriate Body for Unity Appropriate Body this is Tyler Cook: Tcooke@unitysp.co.uk
- ensure each ECT accesses an ECTE based induction programme with dedicated support from their mentor
- provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs

[1] Induction for Newly Qualified Teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies April 2018

[2] Induction for early career teachers (England) - Statutory guidance for appropriate bodies, headteachers, school staff and govern

- support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECTE resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECTE if required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole Trust commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

Roles and responsibilities

Governing Body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an ECT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

The governor with responsibility for ECTs at this school is Mr Stephen Taylor.

Headteachers and Senior Leadership

The Headteachers and members of Senior Leadership have significant roles in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECTE-based induction programme is in place
- appoint an induction tutor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- appoint a dedicated ECTE mentor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT
- ensure the ECT is provided with all statutory entitlements
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.18 of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period

- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed ‘not on track’ to meet all the Teachers’ Standards by the end of the statutory induction period
- ensure a support plan is put in place for any ECT deemed ‘not on track’ in order to bring them back on track
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track
- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers’ Standards, ‘consistently over a sustained period’ statutory guidance paragraph 1.9, and should pass their induction period
- keep the governors informed about induction arrangements for ECTs in the school.

Induction tutor

Many tasks associated with the Headteachers and members of Senior Leadership may be delegated to the induction tutor or other suitably experienced colleagues.

The induction tutor will:

- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the day-to-day oversight of the pre-planned induction programme
- meet regularly with the ECT, retaining signed and dated meeting notes that are uploaded to ECT Manager to provide transparency and access for ECT, induction tutor, Headteachers/Senior Leadership/induction lead/professional tutor and Unity Appropriate Body
- undertake, and/or, arrange lesson observations as necessary, at least each half-term
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development
- have oversight of the ECT’s use of the timetable reduction for professional development
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports
- liaise with the dedicated ECTE mentor to ensure pertinent information is considered
- inform the Headteachers/Senior Leadership and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not ‘on track’ to meet all the Teachers’ Standards, ‘consistently over a sustained period’ by the end of the statutory induction period’
- write a support plan and work with the ECT to bring the ECT back ‘on track’
- share the support plan with the ECT, Headteachers/Senior Leadership and Appropriate Body
- seek support, advice, and guidance from the Appropriate Body as necessary
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

Dedicated ECTE induction mentor

The mentor has the main responsibility for working with the ECT and the ECTE throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a high-quality ECTE-based induction programme
- meet regularly with the ECT for structured mentor sessions based on the ECTE
- provide targeted feedback and instructional coaching based on ECTE training programme and take prompt action if ECT appears to be having difficulties
- provide, or broker, effective support when required, which may be phase or subject specific
- ensure Headteachers/Senior Leadership and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period
- work with the school and ECT if a support plan is required

ECT

The ECT is expected to participate fully in the induction process, including all ECTE activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.9.

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to write a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be used
- provide evidence of how the Teachers' Standards are being met throughout the induction period
- participate fully in the monitoring and development programme
- work closely with the ECTE dedicated mentor to access all aspects of the ECTE to develop skills, pedagogy and practice to impact positively on outcomes for students
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact: Tyler Cook Tcooke@unitysp.co.uk These contact details are also provided in the Unity Induction Handbook. ECTs will be reminded that their professional association is another source of advice and support.

The Early Career Framework

From 1 September 2021 Headteachers/Senior Leadership are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school. The term 'early career teacher entitlement (ECTE)' replaces 'ECF-based training and induction' from September 2025.

The school will follow a provider-led Full Induction Programme. The Full Induction Programme provider is Ambition Institute with Unity Teaching School Hub. The training provider uses materials accredited by the DfE and validated by the Education Endowment Fund to ensure all ECTs receive a high-quality programme of training and development.

Monitoring, assessment, and reporting

The induction tutor and ECT will undertake a professional review of practice by half-term in October 2026, February 2027 and June 2027. These will support ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports. These will be uploaded to ECT Manager.

Progress reviews will be completed via ECT Manager during December and April each induction year for all ECTs. This is based on ECTs who begin their statutory induction period at the beginning of an academic year.

Formal assessment reports will be completed in July each year for full time ECTs. Assessment report 1 will be towards the end of statutory induction Year 1 with the final report at the end of Year 2.

Appropriate Body

The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

The Appropriate Body is available to the school throughout induction and can be contacted via email, telephone and ECT Manager Helpdesk Tickets.
Office phone number 01440 333400 x 5564
3 Appletree Barns, Folly Lane, Copdock, Ipswich, Suffolk, IP8 3JQ
Email: ab@unitysp.co.uk

Policy approved by governors on 19 November 2025

Policy reviewed on November 2026

Next review due on November 2027