Castle Phoenix Trust

Early Career Teacher (ECT) Induction Policy

Trust Level Policy

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Review Cycle	Annually
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Committee approved by	Trust Board
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Date	Notes

Early Career Teacher (ECT) Induction Policy

1. Aims

1.2 The Trust aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career teacher entitlement (ECTE) under the Initial Teacher Training and Early Careers Framework (ITTECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme

2 The term Early Career Teacher (ECT) applies to a teacher in their first or second year of teaching.

2.2 This policy applies to ECTs who start their induction **on or after 1 September 2025**.

2.3 ECTs who started training:

a) before 1 September 2025 should continue to use the same course and materials until August 2027
b) from 1 September 2025 begin training based on the ECTE programme

3 Legislation and statutory guidance

3.2 This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021 (updated 2025)
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

3.3 The 'relevant standards' referred to below are the Teachers' Standards.

3.4 This policy complies with our funding agreement and articles of association.

3.5 Absences during the Induction period.

a. If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Headteacher will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.
b. Paragraph 3.5a above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be considered and their performance will be assessed against the Teachers' Standards.

4 The ECT induction programme

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

4.3 Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

4.4 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 completion of the induction period. Where ECT performance is exceptional and ECTs are consistently meeting teacher standards early, there is flexibility to reduce the Induction period through mutual agreement between the headteacher, ECT, Appropriate Body and Trust Induction lead.

4.5 The programme is quality assured by the appropriate body; Coventry and Central Warwickshire Teaching School Hub based at Lawrence Sheriff School.

4.6 Posts for induction

4.6.1 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.
- Be supported by the school in facilitating attendance at ITTECF training.
- Be supported by the school to fulfil the mandatory element of observing colleagues.

4.6.2 For ECT1s (those in the first year of teaching) where appropriate the contract of employment will commence from the last three weeks of term and prior to September, familiarisation and induction should take place in the suggested ways:

- A personal induction programme in addition to our Trust and school induction programme
- A buddy and separate mentor to help them embed into the school and the role
- Meeting the school new staff link before the end of term
- Completion of any school and statutory training
- Ensuring all of their IT equipment, log on details, lanyards are all in working order and full access to the organisations systems and files.
- Completion of paperwork and familiarisation with electronic IT Packages, filing systems and resources used by the school
- ECT1s will be expected to support the school and provide any cover requirements/interventions as necessary
- Schools should follow the CPT principles for New Staff Induction document.

4.7 Support for ECTs

4.7.1 We support ECTs with:

- Their designated induction tutor, who will provide oversight of day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide day to day monitoring and support including 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
- Facilitated observations of experienced teachers, either within the school or at another school with effective practice
- Access to high quality school and Trust level CPD to support and improve Learning and Teaching.

4.8 Assessments of ECT performance

4.8.1 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), and will be carried out by the Induction tutor or Headteacher.

4.8.2 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.

4.8.3 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.

4.8.4 The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT

4.8.5 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

4.8.6 In the event that the ECT leaves this post after completing one 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.

4.9 At-risk procedures

4.9.1 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 by the school, 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

4.9.2 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. Support from the AB will be sought where there are concerns.

4.9.3 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 discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4.9.4 If an Early Career Teacher continues to fall short of the required standards despite receiving targeted support from both the school and the Appropriate Body, the Trust's Capability Policy must be consulted and implemented where necessary.

4.9.5 The Headteacher / Trust Induction Tutor should notify HR and the Trust Director of Education about any concerns and whether additional support from central team colleagues is required.

4.9.6 The school and ECT must be aware that an ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. (Please refer to Induction for ECT guidance April 2025) Should an ECT be at risk of failure, all options should be explored through discussion with Headteacher/Trust Induction Lead/HR/Trust Director of Education.

5 Roles and responsibilities

5.2 Role of the ECT

5.2.1 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 ITTECF-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
- Meet teacher standards

The ITTECF is not – and must not be used as – a means of assessing trainees and ECTs. Instead, it is an entitlement to training and professional development. Trainees and ECTs will continue to be assessed against the Teachers' Standards at the end of ITT and induction respectively. Relating to Part Two of the Standards, providers should continue to ensure that trainees and ECTs have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession. Ofsted and Appropriate Bodies will continue to ensure all trainees and ECTs receive their entitlement to training and professional development

5.2.2 ***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

5.3 Role of the Headteacher

5.3.1 The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- 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 an appropriate ITTECF-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. Notify the Appropriate Body if an ECT's absences total 30 days or more (see 3.5).
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- 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
- Keep HR and the Trust Lead for Quality of Education updated with any causes of concern to allow for additional resources to be deployed from central team.

5.4 Role of the induction tutor

5.4.1 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 in terms 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 relevant 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 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 Trust Lead for ECTs of any concerns and discuss appropriate additional support if necessary.
- Notify the appropriate body when an ECT is taking up a post and undertaking induction

5.5 Role of the induction mentor

5.5.1 The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions following ECTE guidance 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 ITTECF-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, discuss these concerns with the ECT and inform the Induction Tutor.

5.6 Role of the Trust Board

5.6.1 The Trust Board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that schools in the Trust have 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 Trust's grievance procedures
- If it has any concerns or questions, seek guidance 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, request general reports on the progress of the ECT on a termly basis

5.7 Role of Castle Phoenix Trust

The Trust will:

- Ensure that Castle Phoenix Trust schools follow statutory guidance on ECT induction.
- Quality Assure the provision within our schools to ensure that ECTs receive high quality induction.
- Where necessary, support the recruitment process for ECTs and provide an additional level of support for colleagues where concerns arise.
- If it has any concerns or questions, seek guidance 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, request general reports on the progress of the ECT on a termly basis
- Provide opportunities for networking across other CPT schools where appropriate.
- Provide additional support if identified as necessary and appropriate.

6. Monitoring Arrangements

6.1 This policy will be reviewed **annually.** At every review, it will be approved by the Trust Board

7. Links with other policies

7.1 This Policy links to the following policies and procedures:

- Grievance
- Pay
- Trust Capability Policy
- DFE Induction for Early Career Teacher statutory guidance (April 2025)
- Trust Probation Policy