



Little Way Catholic  
Educational Trust

# Early Career Teacher Policy

**Approved by:** Trust Board

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**Adopted by:** LGC

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N/A

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## 1. Aims

*This policy sets out the trust-wide approach to supporting Early Career Teachers (ECTs) through their statutory induction. Our aims are to:*

- *Run an ECT induction programme that meets all statutory requirements underpinned by the Early Career Framework (ECF)*
- *Provide a supportive environment that develops ECTs and equips them to be effective and confident teachers*
- *Promote high standards of teaching, professional conduct and wellbeing for all ECTs*
- *Ensure consistency in expectations and responsibilities across our trust*
- *Support our Catholic mission by nurturing teaching practice rooted in Gospel values*

## 2. Legislation and Statutory Guidance

*This policy is based on:*

- *DfE Statutory Guidance: Induction for Early Career Teachers (England) (April 2025)*
- *The Early Career Framework*
- *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*
- *Teachers' Standards*

*It also reflects local safeguarding partnership expectations and must be read alongside the Trust Safeguarding & Child Protection Policy, Equal Opportunities Policy, and Staff Code of Conduct.*

## 3. The ECT Induction Program

*The trust will provide a structured two-year induction programme for ECTs that:*

- *Is underpinned by the Early Career Framework (ECF)*
- *Is quality assured by an approved appropriate body (e.g. Teaching School Hub or Local Authority)*
- *Enables ECTs to demonstrate that they meet the Teachers' Standards by the end of induction*

*Full-time ECTs will complete induction over two academic years. Part-time ECTs will complete an equivalent period. In some cases, up to one term of previous continuous employment may count toward induction.* **Definitions**

*You will need to define specific or technical terms that may not be universally understood. This reduces ambiguity and ensures that everyone has the same understanding of the language used. If you are not using technical terms, this section can be omitted from the policy document.*

### **3.1 Posts for Induction**

All ECTs will:

- Be employed in a post that enables them to demonstrate satisfactory performance against the Teachers' Standards
- Be assigned both an induction tutor and an induction mentor (both must hold QTS)
- Have a reduced timetable:
  - Year 1: No more than 90% of the timetable of a main scale teacher
  - Year 2: No more than 95%
- Teach the same class(es) regularly
- Take part in planning, teaching, and assessment alongside colleagues in similar posts
- Not take on additional non-teaching duties without support
- Not face unreasonable demands or inappropriate pupil behaviour without support
- Not teach outside their qualified age phase or subject specialism

### **3.2 Support for ECTs**

*ECTs will be supported through:*

- *Weekly mentor meetings (fortnightly in Year 2)*
- *Termly professional reviews (plus two formal assessment meetings)*
- *Regular observations with prompt, constructive feedback*
- *Opportunities to observe effective teaching, either in their own school or another trust school*
- *A programme that aligns with national ECF materials, facilitated by the induction tutor and mentor*

### **3.3 Assessment of ECT Performance**

ECTs are exempt from the Appraisal Policy during their induction period.

There will be two formal assessment meetings:

- End of Year 1 (Term 3)
- End of Year 2 (Term 6)

Formal assessment reports will be completed by the induction tutor, signed by the ECT, headteacher, and mentor, and submitted to the appropriate body within 10 working days.

Where an ECT leaves before a formal assessment, an interim assessment will be completed to record progress to date.

### **3.3 At-risk Procedures**

*If an ECT is not making sufficient progress, the following steps will be taken:*

- *Identify areas for improvement and set clear, manageable objectives*
- *Develop a tailored support plan*
- *Hold additional review meetings between the ECT, tutor, and mentor*
- *Notify the appropriate body and share the support plan*

*Capability procedures may be initiated if serious concerns persist, though induction will continue alongside this process unless the ECT leaves post.*

## **4. Roles and Responsibilities**

### **4.1 ECTs will:**

- *Provide proof of QTS*
- *Engage fully with the induction programme and professional development*
- *Participate in observations, review meetings, and assessments*
- *Keep copies of assessment reports and documentation*
- *Raise any concerns with their tutor, mentor, or appropriate body contact*

### **4.2 Headteachers will:**

- *Ensure the post is suitable for induction and that QTS is confirmed*
- *Identify the appropriate body and notify them of the ECT's appointment*
- *Appoint a trained induction tutor and mentor with adequate time to fulfil their roles*
- *Monitor and support ECT progress and quality assure observation and feedback processes*
- *Keep records of induction for six years*
- *Inform the governing board of ECT arrangements and progress*

### **4.3 Induction Tutors will:**

- *Meet regularly with the ECT to monitor progress*
- *Provide or coordinate additional support as needed*
- *Carry out formal assessments and coordinate evidence collation*

- *Liaise with mentors and headteachers*
- *Notify the appropriate body of progress at key points*

#### **4.4 Induction Mentors will:**

- *Provide regular structured support, coaching, and subject-specific guidance*
- *Support ECT reflection and confidence building*
- *Act promptly on any signs of difficulty*

#### **4.5 Local Governing Committees and Trust Board will:**

- *Ensure statutory compliance and consistency across the trust*
- *Seek assurance that appropriate support is in place for ECTs*
- *Review reports where relevant*
- *Consider any ECT concerns as part of the trust grievance procedure*

## **5. Monitoring Arrangements**

*This policy will be reviewed and approved annually by the Trust Board to ensure it remains compliant with statutory guidance and reflects best practice across all trust schools.*

## **6. Links with Other Policies**

*This policy should be read alongside the following trust documents:*

- *Appraisal Policy*
- *Capability Policy*
- *Safeguarding & Child Protection Policy*
- *Equal Opportunities Policy*
- *Grievance and Complaints Policy*
- *Code of Conduct*