



School's ECT Policy

(Early Career Teacher support)

Reviewed October 2026
Review date: October 2029

Dobcroft Junior School

Policy for Early Career Teachers

The staff and Governors at Dobcroft Junior School aim to support Early Career Teachers (ECTs) through a planned induction programme in their first two years of teaching. We aim to provide full and comprehensive support to make their first teaching post a successful one.

During the induction period ECTs will be entitled to –

- a timetable of 80% average teaching time (pro-rata for part time staff) 10% deduction for ECT time and 10% reduction for PPA time.
- support from a designated mentor (typically a senior teacher)
- support from an induction tutor (this may be a different person to the mentor wherever possible)
- lesson observations, support and feedback
- weekly meetings to review progress and development, fortnightly in year 2
- regularly progress reviews to discuss progress and feedback
- two formal assessments

The training programme–

During the two year induction, teachers receive a package of training and support based on the early career framework (ECF). This is designed build the skills and knowledge needed to feel confident and empowered in the classroom. ECF-based training provides a bridge between initial teacher training (ITT) and a teaching career. The ITT helps a student to qualify as a teacher, and the ECF-based training further develops teaching practice and working habits.

Training includes

- A Department for Education (DfE) funded training provider with DfE accredited materials and resources.
- Observations of experienced teachers to help develop good practice.

People involved with the induction programme –

- Headteacher
- ECT mentor (typically a senior teacher)
- Induction tutor who'll assess against the teacher standards (this may be a different person to the mentor wherever possible)
- Support teacher/mentor (an experienced teacher within the same year group)
- All staff in school will be happy to offer help

The Early Career Teacher should –

- make their Career Entry and Development Profile (CEDP) available to school and work with the mentor / induction tutor to set objectives
- take part in planning their induction programme with the Induction Tutor
- engage fully in the programme of monitoring, support and assessment that is agreed, taking increasing responsibility for their professional development as the induction period progresses

- show how they are meeting the teacher standards mid-way through and at the end of the induction period
- be familiar with the QTS Standards.
- take part in any professional development organised by school
- raise any concerns they have about their induction programme with the Induction Tutor

The mentor will –

- meet with the ECT to provide one-to-one support and feedback
- Observe and feedback regularly / co-ordinate or carry out observations and provide feedback regularly
- meet the ECT weekly to review progress (informal) and emerging needs
- Act promptly where support is needed
- keep copies of all reports or observations

The Induction Tutor will –

- report to the LA at the end of each term about progress in meeting the Induction Programme
- keep the Governing Body informed about progress
- inform the LA when an ECT either joins or leaves the school
- provide relevant documentation before he or she begins the term
- set objectives for induction
- discuss the timetable of the programme with each ECT
- make arrangements for any additional experience the ECT may need
- meet the ECT half termly to review progress and objectives
- keep copies of all reports or observations
- meet the mentor and the ECT once per term to review progress
- formal assessment meetings at the end of the induction year 1 and 2 to set targets for future professional development

The Support Teacher will -

- provide support with planning
- provide support with routines in school
- provide support regarding day to day class management and lesson planning
- meet with the NQT weekly to reflect on the week's teaching (informal)
- meet with the Induction Tutor and NQT termly to review progress

Additional Induction

In addition to the above all ECTs will receive the same induction briefing and information as all other new members of staff and will have an induction meeting with the Deputy Head Teacher on or as close as possible to their 1st day of work.