



Early Career Teacher (ECT) Policy

Date: Summer 2026

Review date: Autumn 2027



Little Bears @ Brierley

ECT POLICY

Nurture, Aspire, Believe, Achieve.

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Brierley Primary School's ECT induction process ensures that the appropriate guidance, support and training is provided through a carefully structured and detailed programme; one that is rooted in a culture of continuous learning. Our induction programme enables our ECTs to form a secure foundation upon which a successful teaching career can be built.

Our ECT induction programme aims to:

- provide ECTs with a programme tailored to suit their individual needs and relevant to the needs of our children
- ensure ECTs receive the training and experiences necessary in order to become the best teachers they can be
- provide ECTs with continual support in terms of well-being and professional development from their mentor, induction tutor and colleagues
- ensure ECTs receive feedback and targets in a supportive way which help them to develop and improve upon their own practice
- ensure a culture of enquiry and to encourage research-informed practice and reflection
- help ECTs to perform successfully against the Teachers' Standards

Implementation:

The Early Career Framework (Appendix 1) sets out what all early career teachers will learn about and learn how to do as part of their two-year induction. It is based on guidance and research evidence and has been independently reviewed by the Education Endowment Foundation. The school follows a structured training programme aligned with the Early Career Framework, supported by an external provider. [UCL Institute of Education \(IOE\)](#) is a designated Department for Education (DfE) lead provider for the Early Career Framework (ECF), offering a fully-funded two-year training programme. The UCL ECT Programme provides a blended approach of expert-led webinars, in-person local learning communities, and mentor coaching, focusing on evidence-based practices.

This is supplemented by bespoke in-school training tailored to the needs of our ECTs and pupils.

Our induction programme ensures that new teachers are provided with the necessary support and monitoring to help them fulfil their professional duties and meet the requirements for successful completion of induction. The programme builds upon their knowledge, skills and achievements in relation to the Teachers' Standards for the award of qualified teacher status (QTS). At Brierley, we expect our ECTs to be proactive in their own career development and see themselves as continuous learners who are not afraid to make mistakes.

The key aspects of the induction programme for ECTs at Brierley are as follows:

- access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis
- upon appointment, be made aware of who their tutor and mentor will be and of the school procedures and policies, including Fire, Health and Safety and Safeguarding
- help and guidance from a tutor and mentor who are experienced teachers
- regular meetings with the Induction tutor and mentor
- opportunities to observe experienced colleagues teaching
- a reduction of 10% of a teacher's timetable (5% in the second year). This time is used for participating in the CPD identified and agreed with the tutor and is in addition to the statutory 10% PPA time already allocated to teachers
- have teaching observed by the induction tutor (at least half-termly) and by other relevant colleagues (Headteacher, mentor, subject leads etc.) on a regular basis
- receive prompt written and oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate
- progress review meetings to review action plans, record achievements against the standards/raise concerns

- completion of formal assessment reports in line with statutory induction requirements, which are shared with the Appropriate Body
- opportunities for further professional development based on agreed objectives.

The school works in partnership with an Appropriate Body to quality assure the induction process and ensure statutory requirements are met.

Assessment:

Observations of our ECTs are carried out each half term. Additional learning walks and observations may take place where appropriate to further support our ECTs. Observations are followed up with verbal and written feedback with areas of strength and areas to develop identified and explained. Areas to develop are clear and relate to the teaching standards which then form the focus of the next observation. ECTs are also provided with a termly progress review. All observations and reviews are followed up with guidance and effective support, including coaching and mentoring for the ECT's professional development.

Formal assessments are completed at the end of each assessment period in line with statutory guidance and submitted to the Appropriate Body.

Roles and Responsibilities

The Headteacher will:

Ensure the induction programme meets statutory requirements
 Appoint an induction tutor and mentor
 Ensure appropriate support and monitoring

The Induction Tutor will:

Oversee induction
 Complete formal assessments
 Liaise with the Appropriate Body

The Mentor will:

Provide regular support and coaching
 Meet regularly with the ECT
 Support development

The ECT will:

Engage with induction
 Reflect and act on feedback
 Work towards Teachers' Standards

Enrichment & Wider Opportunities

Our ECTs have opportunities to observe other professionals within school and also visit other settings or outside training as and where appropriate.

Appendix

Appendix 1:

Early Career Framework

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DfE REFERENCES

This ECT Policy is written in accordance with and guided by the following statutory guidance and legislation:

- Early Career Framework (DfE, statutory guidance)
- Induction for early career teachers (England) statutory guidance
 - Teachers' Standards (DfE, 2012)
 - Keeping Children Safe in Education

- Education Act 2002 (Section 175)
 - Equality Act 2010
- Data Protection Act 2018 and UK GDPR

EQUALITY AND INCLUSION

Brierley Primary School recognises its duties under the Equality Act 2010 to ensure that this policy is applied fairly, consistently, and without discrimination.

The school promotes equality of opportunity and inclusion for all pupils, staff, and families. We are committed to fostering an environment where every individual is respected and supported, regardless of age, disability, gender, race, religion, sexual orientation, or any other protected characteristic.

All ECTs will receive equitable access to support, training, and professional development opportunities, tailored to meet their individual needs.

DATA PROTECTION

All personal data relating to ECTs is processed in accordance with the school's Data Protection Policy, the UK General Data Protection Regulation (UK GDPR), and the Data Protection Act 2018. Records relating to induction, assessments, and professional development are stored securely and shared only where it is lawful, necessary, and proportionate, including with the Appropriate Body where required.

Staff involved in the induction process are expected to maintain confidentiality and handle all information in line with data protection requirements.

GOVERNOR REVIEW AND MONITORING

The Governing Board holds overall responsibility for ensuring that this policy is implemented effectively.

The Headteacher oversees the implementation of the ECT induction programme and ensures that statutory requirements are met.

The Induction Tutor provides regular updates to senior leaders and, where appropriate, to governors regarding the progress and development of ECTs.

This policy will be reviewed annually, or sooner if there are changes to statutory guidance

Chair of Governors	Ratified	Review
Mike Birchall 	Summer 2026	Autumn 2027