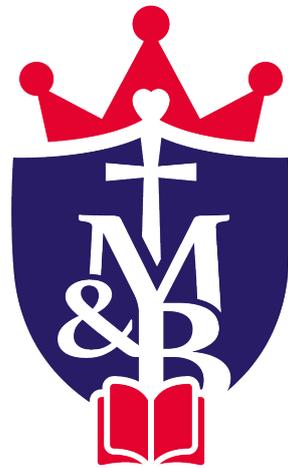


# EARLY CAREER TEACHER (ECTE) POLICY



**St Mary's &  
St Benedict's**  
RC Primary School

**Together in God's family, we grow in  
faith, knowledge & love to reach our full  
potential, and to become the people that  
we are created to be.**

Policy Agreed: **February 2025**  
Review Date: **February 2027**

## Contents

<b>1. Policy statement</b>	<b>3</b>
<b>2. Scope and purpose</b>	<b>3</b>
<b>3. Roles and responsibilities</b>	<b>4</b>
<b>4. ECT appointments and induction enrolment processes</b>	<b>5</b>
<b>5. ECT induction support and development via the Early Career Framework</b>	<b>5</b>
<b>6. ECT monitoring and assessment</b>	<b>6</b>
<b>7. Unsatisfactory progress and appeals</b>	<b>8</b>
<b>8. Action in the event of serious capability problems</b>	<b>9</b>
<b>9. Addenda, resulting from the introduction of the ECTE, September 2025</b>	<b>9</b>

## Policy statement

St Mary's and St Benedict's RC Primary School (SMSB) is committed to providing quality first educational experiences to all our learners. Key to this mission, is the offer of high-quality Professional Learning provision for all colleagues, in all roles.

Utilising the statutory guidance and foundation of the ITTECF (merging ITT's Core Content Framework with the Early Career Framework), our school provides support and challenge, at multiple levels, to ensure that our Early Career Teachers (ECTs) (ECT 1 who were previously Newly Qualified Teachers (NQTs) and ECT 2 who were previously Recently Qualified Teachers (RQTs)) are equipped to meet the needs of all our learners, and to access Professional Learning. We hope that this will support them during the most formative stage of their becoming teachers, and in building the foundations for a sustainable and fulfilling career. To ensure the best outcomes for our learners, professional learning for our ECTs during the period of induction ensures that they have the opportunity to build knowledge, skills and 'teacher capital', which they can draw on in the classroom.

In accordance with Induction for early career teachers (England) (April 2025) the term "Early Career Teacher Entitlement (ECTE)" replaces ECF-based training and induction, emphasising a two-year entitlement rather than a framework from September 2025.

## Scope and purpose

This policy relates to the induction, development, monitoring and assessment of ECTs at St Mary's and St Benedict's RC Primary School. The policy is informed by statutory guidance, *Induction for early career teachers (England)* (any italicised paragraph references are directing the reader to this document), and relates to induction from September 2021. The ITTECF sets out what knowledge the ECTs should learn (*learn that*), and skills (*learn how to do*), during the first 2 years of their careers.

From September 2021 (amended April 2025) the statutory induction checklist includes:

- The length of the induction period an ECT is required to serve whether the teaching post is Part Time or Full Time equivalent of Two School Years (6 terms) (*See paragraph 2.30*)
- Entitlement to a 2-year embedded training and support programme based on the ECF (*see paragraph 2.39*).
- The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3, or equivalent for part-time ECTs) of induction an ECT must not teach more than 90% of the timetable of the school's or colleges existing teachers on the main pay range and in the second year (terms 4-6, or equivalent for part-time ECTs) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme, including their ECF training and mentoring. (*See paragraph 2.20*)
- ECTs should be kept up to date on their progress. (*See paragraph 2.58*) Monitoring and support throughout the period of induction should be sufficient so that there are no surprises when an ECT reaches a formal assessment point, and there should be nothing unexpected. (DfE, 2024:30).

## Roles and responsibilities

3.1 **The Headteacher**, along with the Appropriate Body (AB), is jointly responsible for the monitoring, support and assessment of the ECT during induction, and for making recommendation for the successful completion of the induction period. (See paragraphs 5.3 – 5.5 and appendix 1)

3.2 **Induction Tutor** (see paragraph 2.4). The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and co-ordination of assessment. The Induction Tutor is required to hold QTS and have necessary skills and knowledge to work successfully in the role and be able to assess the ECT's progress against the Teachers' Standards (see paragraph 5.6). Academies are expected to provide the Appropriate Body (Embrace TSH) with copies of all progress reviews, via the ECT Manager (see paragraphs 2.54 and 5.3)

3.3 **Mentor** (see paragraph 2.43- 2.44). Each ECT will be supported by an assigned mentor *identified by the Headteacher or induction tutor to provide regular mentoring.* (See paragraph 2.43) The role of the mentor is key and is a separate role to that of Induction Tutor, offering support and guidance on a daily basis, working collaboratively with the ECT and other colleagues involved in the ECTs induction within the academy and across St Mary's and St Benedict's RC Primary School to help ensure that our ECTs receive a high quality ECF-based induction programme. (See paragraph 5.7).

3.3.1 ECT and Mentor sessions are expected to be timetabled during teaching hours as academies are funded to cover the time off timetable. The Headteacher and Appropriate Body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of ECTs. In exceptional circumstances where academies require flexibility due to timetabling constraints, mentoring may take place outside of the teaching hours but should always be scheduled within contracted time.

3.4 Note that the role of Mentor and Induction Tutor are discrete roles with differing responsibilities. It is expected that these roles should be held by different individuals, however in exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfill both roles, which may be the Headteacher themselves.

3.5 **An Appropriate Body (AB)** (see paragraph 2.22) has the main quality assurance role within the induction process. In the case of St Mary's and St Benedict's RC Primary School, Embrace Teaching School Hub is the AB and they are responsible for checking that Headteachers, working with or as Induction Tutors, have put in place an induction programme for the ECT, ensuring that this programme of support is clearly based on the ECF. (See paragraphs 5.8 - 5.12). Where necessary the AB is expected to ensure that the Headteacher has contacted the ECT's previous AB and has obtained the necessary reports to ensure that induction can be continued effectively (see paragraphs 2.75, 5.11 – 5.12).

3.6 Where the AB chooses to work with partners, the AB itself must retain full responsibility for regulatory duties and powers including; overseeing induction, taking appropriate action where schools are not complying with requirements or actions taken to support the ECT's progress, and maintaining oversight of and accountability for all activities undertaken by third parties (see paragraph 5.9)

3.7 **The ECT** has responsibility to participate fully in training, self-study, coaching and monitoring activities which support the ECF. (See paragraph 5.2). An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the AB, who should, as soon as possible, investigate the issues raised. (See paragraph 2.64).

3.8 **The Governing Body**, ensures compliance with the requirements of *Induction for early career teachers (England)* to ensure that roles and responsibilities are fulfilled, and to investigate any concerns raised by an individual ECT (See paragraph 5.13)

## ECT appointments and induction enrolment processes

4.1 Checking a teacher is eligible to start an induction period. Before the ECT takes up the post the Headteacher must undertake pre-employment checks, which must be verified by the Appropriate Body (Embrace TSH) upon registration (*see paragraph 2.9*).

4.2. An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded Qualified Teacher Status (QTS). Headteachers and the Appropriate Body (Embrace TSH) must check with the Teacher Regulation Agency that the individual holds QTS. (*See paragraph 2.10*).

4.3 The start date for ECT statutory induction will be determined by the Appropriate Body (Embrace TSH) and should be agreed in advance with the Headteacher and ECT. Please note that the start date for induction may be different from when the ECT's contract starts (*see paragraphs 2.11 – 2.13*) and will commence at the beginning of a new full term.

4.4 For ECTs who join part way through the 6 terms of induction, the Induction Tutor is required to ensure that 4.1, 4.2 and 4.3 are completed before registering the ECT on the DfE portal to allow the Appropriate Body (Embrace TSH) and Funded Provider-Led Programme (National Institute of Teaching) to onboard the ECT and to arrange for the necessary transfer of documents.

## ECT induction support and development via provider-led programme

5.1 St Mary's and St Benedict's RC Primary School will be utilising the funded provider-led programme (*see paragraph 2.41*) offered by National Institute of Teaching

Our ECT programme is a vital part of every new teacher's journey, helping them to build on what they already know, retain them in the profession and prepare them as potential future leaders. We recognise that every school is different, and that a one-size-fits-all approach doesn't work for everyone. Our programme is designed with just that in mind and our flexible and personalised programme design means more impact in less time for both ECTs and mentors.

### [Early Career Teacher Programme – The National Institute of Teaching](#)

5.2 The National Institute of Teaching (funded provider-led programme) is based around the key principles of behaviour, pedagogy, curriculum, professional behaviours and assessment and covers the Learn That and Learn How to statements of the ITTECF (*see paragraph 2.39*).

5.3 Details of the National Institute of Teaching ECT Induction Programme

National Institute of Teaching's programme is delivered through a mix of face-to-face and online modules and is structured in a way that will help ECTs to integrate theory, practice and feedback. Each of the 6 modules, per academic year, includes self-directed study materials and online modules (accessed via Prism) with research and examples of best practice. ECTs will join calendared online seminars to discuss theory and their own experiences within the classroom, with small groups of peers and experts.

5.4 Individual academies and the Professional Learning Institute will support the ECTs, Mentors and Induction Tutors throughout the period of Induction through supplementing the fully funded course offered by National Institute of Teaching with additional sessions, coaching and lesson feedback, tailored to the needs of the ECT and the academy. Additionally, all ECTs will have access to the core offer of Professional

Learning offered at St Mary's and St Benedict's RC Primary School, including access to the National College Professional Learning platform.

## ECT monitoring and assessment

6.1 Progress Reviews - The Induction Tutor is expected to review the ECT's progress against Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. (See paragraphs 2.48 – 2.54) The progress reviews are not formal assessments and there is no requirement to create evidence specifically to inform a progress review. A half-termly meeting template can be utilised to help capture evidence for discussion and to provide a written record of each review. The process should be based on clear and transparent evidence and copies will be provided to and accessible by all parties. ECTs should be kept up to date on their progress.

**There should be nothing unexpected.**

The record should:

- ✦ Clearly state whether or not the ECT is on track for successfully completing induction against the Teacher Standards.
- ✦ Summarise evidence collected against the Teachers' Standards.
- ✦ Include agreed development targets, including any details of any action or support plan where required.
- ✦ Be shared with the Appropriate Body within the agreed timeframes.

(See paragraphs 2.48 – 2.54)

6.1.1 When scheduling or requesting progress reviews, induction tutors and AB are expected to consider when in the term an ECT started their induction, if there are overlaps with formal assessments for part-time ECTs and if an ECT is absent at the point of progress review (see paragraphs 2.48 and 2.49)

6.2 Embrace TSH Teaching School Hub are the nominated Appropriate Body for St Mary's and St Benedict's RC Primary School's ECTs and will be responsible for the Quality Assurance and oversight of the two Formal Assessment points, in collaboration with the Director of the PLI and the Induction Tutors in each academy.

6.3 Two formal, summative assessments will be carried out by the Headteacher or Nominated Induction Tutor. The formal assessments should be carried out in Term 3 (end of the first year) and Term 6 (end of the second year). The end of an ECT's induction period be determined by Embrace TSH as Appropriate Body making a decision as to whether the teacher's performance against the Teachers' Standards is satisfactory (see paragraphs 2.55 – 2.61).

6.4 Unless also the Induction Tutor, the ECT mentor should not carry out the formal assessment, with the view of separating statutory induction from formal assessment.

6.5 The ECT will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment. Observations can be carried out by the Headteacher, Induction Tutor or

another suitable person from inside or outside the institution. Both verbal and written feedback should be provided (*see paragraph 2.46 – 2.47*).

6.6 In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or Headteacher is still expected to complete an interim assessment report and provide a copy to the ECT and AB (*see paragraph 2.63*)

6.7 An ECT completes their induction period when they have satisfactorily served:

- the full-time equivalent of two standard academic, school years (usually six terms, based on a school or college year of three terms); or
- a reduced period of a minimum of one term (as agreed with the AB) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equal to two years (agreed by the AB); or
- an extension to that period, as a consequence of absences occurring during the period (the induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more for a FT ECT – with the exception of statutory leave or parental, carer or bereavement leave, neo-natal care leave) or
- an extension following a decision by the appropriate body or the Teacher Regulation Agency.

*(See paragraph 2.65 and 3.7)*

6.8 The Appropriate Body (Embrace TSH) makes the final decision as to whether the ECT's performance against the Teachers' Standards is satisfactory, drawing on the Headteacher's recommendation. (*See paragraphs 2.66*). Within 20 working days of receiving this recommendation, the Appropriate Body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of their induction period; or
- has failed to satisfactorily complete the induction period.

*(See paragraph 2.67)*

## Unsatisfactory progress and appeals

7.1 Putting in place additional monitoring and support. Where the induction tutor determines during the progress reviews that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record on Embrace TSH ECT Manager and clearly outline the support plan they have/intend to put in place to assist the ECT in getting back on track. (See paragraph 4.1). It is the responsibility of the Induction Tutor to notify Embrace TSH, as the Appropriate Body, and share the progress review record and support plan for the appropriate body to review. At this stage the Induction Tutor should also notify the Headteacher within the academy and the Professional Learning Institute regarding the support plan and also inform the ECT with clear details on what the support plan involves.

7.2 If it becomes apparent that the ECT is not making satisfactory progress in the first formal assessment, the Appropriate Body (Embrace TSH) should be informed, and the Headteacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve practice and given every opportunity to raise their performance.

The Headteacher and Appropriate Body (Embrace TSH) should be satisfied that:

- areas in which improvements is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against Teachers' Standards; and
- an effective support programme is in place, and regularly reviewed, to help the ECT improve their performance.

(See paragraph 4.2).

7.3 If the progress of the ECT against the Teachers' Standards is still unsatisfactory in subsequent progress reviews following the first assessment point, Induction Tutors should continue to deliver the progress reviews as discussed in section 6.1, including reviewing and revising the ECTs support plan, linking these with the Teachers' Standards and sharing with the ECT, Appropriate Body (Embrace TSH), Headteacher and PLI. (See paragraph 4.3).

7.4 Action if performance is still unsatisfactory. (See paragraph 4.4). Where there are still concerns about the ECTs' progress between Formal Assessment One (usually end of Term 3) and Formal Assessment Two (usually end of Term 6) the Induction Tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses ;
- the agreed objectives previously set on the support plan in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

7.5 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed. As stated in 6.8 (above) The Appropriate Body (Embrace TSH) makes the final decision as to whether the ECTs performance against the Teachers' Standards is satisfactory, drawing on the Headteacher's recommendation. Within 20 working days of receiving this recommendation, the Appropriate Body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of their induction period; or
- has failed to satisfactorily complete the induction period.

7.6 Making an appeal against a decision by the Appropriate Body (Embrace TSH) If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. (See paragraph 6.8 above and 2.70 – 2.73).

## Action in the event of serious capability problems

8.1 Our ECTs operate outside of our St Mary's & St Benedict's RC Primary School Capability Policy. Actions under 7.4 will take place if there are serious concerns about their practice.

8.2 If an ECT fails their induction period, this would be considered a breach of their employment contract and our Trust would pursue dismissal. Dismissal on these grounds does not prevent the ECT from completing their induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction. (See paragraph 4.7 – 4.8).

NB: Teachers who have started, but not completed, induction by 1 September 2021, should continue to refer to the statutory induction guidance for NQT 2018.

## Addenda resulting from the introduction of the Early Career Teacher Entitlement, September 2025

8.3 In accordance with Induction for early career teachers (England) (April 2025) the term "Early Career Teacher Entitlement (ECTE)" replaces ECF-based training and induction, emphasising a two-year entitlement rather than a framework from September 2025.

8.4 The Initial Teacher Training and Early Career Framework (ITTECF) merges ITT's Core Content Framework with the ECF with the ITTECF becoming the statutory foundation for ECT training from September 2025.

8.5 Statutory guidance from September 2025 refers to ECTs and mentors under ITTECF and ECTE.

8.6 Local authorities are no longer listed as Appropriate Bodies.

8.7 Neonatal care leave is formally added as an exempt absence that won't delay induction

8.8 Existing participants (ECTs that started ECF before 1 September 2025) complete their current programme until the end of August 2027; if not finished, they will transition to ITTECF in September 2027

8.9 From September 2025, mentor training duration is reduced from 2 years to 1 year and mentors with prior ECF training are exempt from repeating the full programme, though they can access updated materials.

**Mentoring entitlement remains the same.**