



# Red Marsh School's ECT Policy

---

### *1. Aims*

The school aims to:

- Run an ECT induction programme that meets all statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).
- Provide ECTs with the Early Career Teacher Entitlement (ECTE), ensuring a supportive environment that equips them to be effective teachers.
- Ensure all staff understand their roles and responsibilities within the induction programme.

### *2. Scope*

This policy applies to all ECTs who have started, but not completed, their induction period.

### *3. Legislation and Statutory Guidance*

This policy is based on:

- The Department for Education's (DfE's) statutory guidance "Induction for early career teachers (England)" (April 2025).
- The Initial Teacher Training and Early Career Framework (ITTECF).
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended.
- The 'relevant standards' referred to in this policy are the Teachers' Standards.

### *4. The ECT Induction Programme*

The induction programme provides a bridge between initial teacher training and a career in teaching. It is a structured programme of development and support, providing the foundation for ECTs to meet the Teachers' Standards consistently over a sustained period.

#### *4.1 Posts for Induction* Each ECT will:

- Be provided with the necessary tasks, experience, and support to demonstrate performance against the Teachers' Standards.
- Have an appointed induction tutor and a designated mentor, both of whom are expected to hold QTS.
- Receive a reduced timetable to undertake ECTE activities. In Year 1, this is a maximum of **90%** of the timetable of existing teachers; in Year 2, it is a maximum of **95%**.
- Regularly teach the same class(es) and not be presented with unreasonably demanding discipline problems or non-teaching responsibilities without support.



### 4.2 Support for ECTs

Support includes:

- Mentoring: Regular, structured one-to-one mentoring sessions. These sessions are expected to be timetabled during teaching hours.
- Monitoring: Guided by the induction tutor, including regular observations of teaching with prompt, constructive feedback.
- Professional Reviews: Termly reviews of progress (in terms without formal assessments) where objectives are revised against the Teachers' Standards.
- Observation Opportunities: Chances to observe experienced teachers within Red Marsh or at other schools.

### 4.3 Assessments of ECT Performance

- Formal Assessments: Carried out in the final term of Year 1 (Term 3) and Year 6 (Term 6) by the induction tutor or headteacher.
- Evidence: Assessments are informed by progress reviews and drawn from the ECT's actual work. The ITTECF is not an assessment tool and must not be used to judge the ECT.
- Interim Assessments: Completed if an ECT leaves the post after one term but before the next formal assessment.

### 4.4 At-Risk Procedures

If an ECT is not making sufficient progress, a support plan will be put in place immediately. This includes identifying areas for improvement, setting clear objectives, and notifying the appropriate body.

## 5. Roles and Responsibilities

### 5.1 The ECT

The ECT is expected to:

- Provide evidence of QTS and participate fully in the monitoring and ECTE programme.
- Keep track of and participate in all scheduled observations and assessments.
- Raise concerns with their induction tutor or the named contact at the appropriate body (Embrace Teaching Hub) if issues cannot be resolved internally.

### 5.2 The Headteacher

The headteacher is responsible for:

- Ensuring the induction tutor and mentor have the skills, experience, and sufficient time to carry out their roles effectively.
- Ensuring a programme of training and support based on the **ITTECF** is in place.
- Notifying the appropriate body if an ECT's absences total 30 days or more in a year (excluding statutory maternity, paternity, adoption, shared parental, parental bereavement, **carer's**, or **neonatal care** leave).



### 5.3 The Induction Tutor

The induction tutor (separate from the mentor) will:

- Coordinate assessments and carry out regular progress reviews.
- Ensure all record-keeping is done in the most streamlined and least burdensome way, avoiding requests for "new" work for assessments.

### 5.4 The Induction Mentor

The mentor will:

- Regularly meet with the ECT for structured sessions to provide targeted feedback.
- Work collaboratively to ensure the ECT receives a high-quality programme based on the ITTECF.

### 5.5 The Governing Board

The governing board will:

- Ensure the school complies with statutory guidance and has the capacity to support the ECT.
- Investigate concerns raised by an ECT via the school's grievance procedures.

<b>Policy</b>	
Reviewed	08.01.26
To be reviewed	Annually