

CHANCERY EDUCATION TRUST

EARLY CAREER TEACHER (ECT) POLICY

SEPTEMBER 2026

Next Review Date: September 2027

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Executive Summary - CET Early Career Teacher (ECT) Policy – September 2026

- **Purpose of induction:** The Trust aims to provide ECTs with a supportive induction programme that meets statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF). The programme is intended to help ECTs develop the knowledge and skills needed to become effective teachers.
- **Length of induction:** For a full-time ECT, statutory induction will normally last two academic years. Part-time ECTs complete the equivalent on a full-time basis. The ECT must be employed in a suitable post and registered with an Appropriate Body.
- **Appropriate Body:** The policy identifies Harris Academy Teaching Hub as the Appropriate Body, with the programme quality assured by the National Institute of Teaching (NioT). The Appropriate Body oversees the quality and fairness of induction and ultimately makes decisions about successful completion, reductions and extensions.
- **ECT entitlement:** Each ECT must have a suitably qualified induction tutor and induction mentor, regularly teach the same class/classes and receive appropriate support. Their timetable must be reduced to no more than 90% in Year 1 and 95% in Year 2 compared with existing teachers on the main pay range, in addition to PPA arrangements.
- **Support and development:** ECTs receive regular structured mentoring, observations and constructive feedback, professional progress reviews and opportunities to observe experienced teachers. Progress reviews normally take place termly, except in terms where a formal assessment takes place.
- **Formal assessments:** There are two formal assessment points – at the end of Year 1 (term 3) and at the end of Year 2 (term 6). Assessment is based on evidence gathered through the ECT's work, induction programme and progress reviews, measured against the Teachers' Standards. CET ECT Policy 2026
- **Teaching observations:** Teaching is observed regularly throughout induction. ECTs should receive prompt feedback following observations, with any development needs identified.
- **Where an ECT is struggling:** Concerns should be identified and discussed as early as possible. Additional support, monitoring, achievable targets and clear objectives should be put in place immediately. If difficulties continue, the support plan and objectives are reviewed and linked clearly to the Teachers' Standards.
- **ECT responsibilities:** ECTs are expected to provide evidence of QTS, engage fully with their induction and reduced timetable entitlement, participate in observations/reviews/assessments, provide evidence of progress against the Teachers' Standards and retain copies of assessment reports. Concerns should initially be raised with the induction tutor, with the Appropriate Body available if issues cannot be resolved internally.
- **Completing induction:** Following the final assessment, the Headteacher/Principal recommends whether performance is satisfactory, unsatisfactory or whether an extension should be considered. The Appropriate Body makes the final decision within 20 working days and must notify the ECT within three working days. There is a right of appeal to the Teaching Regulation Agency where induction is extended or not satisfactorily completed.
- **Extensions/reductions:** Induction can be reduced or extended in certain circumstances. The policy specifically notes ad hoc absences totalling 30 days or more in an induction year, adjusted accordingly for part-time teachers. There is no overall time limit for completing statutory induction.

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- **Headteacher/Principal responsibilities:** These include checking QTS and induction requirements, ensuring the post is suitable, appointing appropriately trained tutors and mentors, ensuring the ITTECF-based programme is in place, overseeing progress and assessments, maintaining accurate records and retaining relevant documentation for six years.
- **Induction tutor and mentor:** The tutor oversees progress reviews, assessments, observations and support, while the mentor provides regular structured mentoring and targeted feedback. Both must act promptly where an ECT is experiencing difficulties. The policy also emphasises keeping monitoring and evidence requirements proportionate and not requiring ECTs to create unnecessary new documentation.
- **Local Governing Board:** The LGB is responsible for ensuring statutory induction requirements are met, that the school has sufficient capacity to support ECTs and that the Headteacher/Principal is fulfilling their responsibilities. It may also request general termly reports on ECT progress.
- **Related policies:** The ECT Policy links with the Trust's Appraisal and Capability, Staff Code of Conduct, Disciplinary, Grievance and Pay policies.

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CHANCERY EDUCATION TRUST

EARLY CAREER TEACHER (ECT) POLICY

Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) from 1 September 2025
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2025
- The Early Career Teacher Entitlement (ECTE) reforms [Early Career Teacher Entitlement \(ECTE\) Support](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

The ECT induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the Headteacher/Principal and appropriate body must agree that the post is suitable.

Statutory induction commences when an Early Career Teacher (ECT) is employed in a suitable post for induction and is registered with an Appropriate Body. The start date of induction is not determined by the date an Initial Teacher Training and Early Career Framework (ITTECF) based training programme begins. The Headteacher/Principal will ensure the ECT is registered with the Appropriate Body within the required timescales.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by the National Institute of Teaching (NIoT) and delivered by Harris Academy Teaching Hub (Appropriate Body).

The Appropriate Body has the main quality assurance role within the induction process. It has specific responsibility for (among other things):

- ensuring the Headteacher/Principal (and Governing Body where appropriate) is aware of, and capable of meeting their responsibilities for monitoring support and assessment;
- ensuring the Headteacher/Principal has verified you have QTS;

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- ensuring the post is suitable for you to serve your induction period and that you will be receiving an ITTECF based induction programme and a reduced timetable in addition to PPA;
- ensuring an appropriate induction tutor and mentor are assigned and they have the time to carry out the role and meet the ECTs needs;
- ensuring the monitoring, support, assessment and guidance procedures are appropriate and fair;
- considering when to request or schedule progress reviews;
- informing the DfE's 'record inductions as an appropriate body' service that you have started, completed or are extending your induction period or that you left school partway through the induction period, along with details of the type of induction you are accessing;
- providing you with a named contact with whom you may raise any concerns about your induction;
- ensuring that your supervision and training meets your development needs (with the Headteacher/Principal);
- determining and agreeing the length of the induction period in conjunction with the Headteacher/Principal;
- retaining full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction, agreeing reductions and extensions;
- ensuring a final decision is made on your performance against Teachers' Standards and relevant parties are notified;
- making direct decisions in every case regarding the suitability of posts and institutions;
- maintaining oversight of and accountability for all activities undertaken by third parties;
- on a regular basis, consulting with the Headteacher/Principal on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- ensuring action is taken to address areas of performance requiring further development and support where you may be experiencing difficulties;
- ensuring your records, progress reviews and assessment reports are maintained;
- ensuring progress reviews and assessment reports, including interim assessments, are submitted on time; and that any absences during the induction period are accurately recorded within interim assessment reports and induction records
-
- where applicable, ensuring the Headteacher/Principal has obtained interim assessments, formal assessments and progress reviews from your previous post to ensure induction can be continued effectively (unless it is agreed the appropriate body will do this itself); and
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from you do not require new documentation but draw on existing working documents.

Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Headteacher/Principal, the ECT's induction tutor, and the ECT mentor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher/Principal will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher/Principal, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher/Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

Observations

During the induction period, ECT teaching will be observed at regular intervals to enable a fair and effective assessment of teaching practice, conduct, and efficiency against the Teachers'

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Standards. These observations may be carried out by the induction tutor or another suitable person, following each observation, the ECT will be given prompt feedback and any development needs will be identified.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

We will identify the nature of the concern and discuss this with the ECT as early as possible.

We will give advice on how to redress the problem which will include providing additional support to enable any concerns to be addressed and agreeing attainable targets for action with specific and practical steps outlined for securing an improvement in practice to assist the ECT in getting back on track.

Where the ECT continues to have difficulties in further progress reviews, the induction tutor will set out the areas of concern which will be re-defined and clarified, and the necessary improvements required. Further monitoring, support, advice, and direction will be given. Revised objectives and support plan will be linked with the Teachers' Standards. This will be shared with the ECT, the Headteacher/Principal an appropriate body.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Headteacher/Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their Early Career Teacher Entitlement ECTE-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Completing Induction

After the final assessment meeting, the Headteacher/Principal will make a recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension should be considered. This will be recorded on the final assessment report.

Within 20 working days of receiving the recommendation, the appropriate body must make the following decision, the ECT:

- has performed satisfactorily against the Teacher's Standards and have therefore satisfactorily completed the induction period;
- requires an extension of the induction period; or
- have failed to satisfactorily complete the induction period.

Within three working days of the decision, the appropriate body must notify the ECT in writing of its decision. If the decision is to extend the induction period or that the ECT has failed to complete it satisfactorily, that outcome should inform the ECT of how to appeal such decision. Any appeal will be to the Teaching Regulation Agency and the ECT must notify them of their wish to appeal within 20 working days.

Extending and Reducing Induction Periods

In certain circumstances, induction periods can be reduced or may need to be extended, including in the case of ad hoc absences totalling 30 days or more in an induction year (equivalent for part time teachers).

There is no overall time limit within which an ECT must complete their induction period. However, the exemption from serving induction applies only to short-term supply teaching of less than one term, and statutory induction cannot be served in such circumstances

In the event that this may apply, the Headteacher/Principal will discuss this with the ECT separately.

Role of the Headteacher/Principal

The Headteacher/Principal will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ITTECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Ensure that any absences during the induction period are accurately recorded and included within formal assessment reports submitted to the Appropriate Body
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher/Principal and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ITTECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

Role of the local governing board

The local governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Headteacher/Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

6. Links with other policies

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy links to the following policies and procedures:

- Appraisal and Capability Policy
- Staff Code of Conduct Policy
- Staff Disciplinary Policy
- Staff Grievance Policy
- Staff Pay Policy

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Early Career Teacher (ECT) Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	CET Board	September 2026
Review by Committee	CET Board	October 2026
Agreed by Committee	CET Board	December 2026
Adopted by Governing Board	Local Governing Board	February 2027
To be reviewed annually		
Review by	September 2027	

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.