The Golden Thread Alliance

Early Career Teacher (ECT) Policy

Date Reviewed	*Autumn 2025*
Next Review Date	*Autumn 2026*

This policy has been adopted by all schools within The Golden Thread Alliance

The Golden Thread Alliance

As united as we are different.

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1. Rationale

"We know that high quality teaching is the thing that makes the biggest difference to young people's academic successes."
(Education Endowment Foundation)

Our processes for the induction of Early Career Teachers (ECTs) ensures that the appropriate guidance, support and training is provided to develop teachers' skills, knowledge and understanding through a personalised programme of high-quality professional development and mentoring in line with the Early Career Framework (Legacy) and Early Career Teacher Entitlement (from September 2025). Our programme of support will enable ECTs to form a secure foundation upon which to build a successful teaching career.

2. Aims

The Trust aims to:

- Run an ECT induction programme that meets all the statutory requirements and individual needs of the teacher
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Provide appropriate support through the roles of an induction tutor and an ECT mentor
- Provide ECTs with varied examples of good practice
- Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate good practice
- Provide opportunities to identify areas for development
- Help ECTs to develop an overview of a teacher's roles and responsibilities
- Provide a foundation for long-term professional development
- Help ECTs perform satisfactorily against the current National Teachers' Standards
- Ensure all colleagues understand their role in the induction programme

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (ECTs) Induction for early career teachers (England).

The 'relevant standards' referred to below are the Teachers' Standards.

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

4. The induction programme

For a full-time Early Career Teacher (from 1st September 2021), the standard length of induction will be two school years.

4.1 Suitable 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 mentor and induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90%[1] 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
- 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

[1]ECTs in their second year of induction will receive a 5% timetable reduction.

4.2 Support for ECTs

We support ECTs with:

- Access to a funded provider-led programme of training that supports the ECT to understand and apply the knowledge and skills as set out in the ITTECF's evidence ('learn that') statements and practice ('learn how to') statements; Our ECTs will access the Early Career Professional Development Programme (legacy) or the Early Career Training Programme (from September 2025) through Education Development Trust in partnership with Thames Gateway Teaching School Hub.
- Their designated induction tutor and mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Access to whole school/Trust CPD opportunities throughout the school year within each of our schools.
- Regular professional reviews of their progress, to take place at least termly with the induction tutor at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice

4.3 Professional Progress Reviews of the ECT

The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place at the end of the second and fourth term of each induction period where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review will be retained and provided to the ECT, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The induction tutor will notify the Appropriate Body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress, they will outline the plan they have put in place to assist the ECT in getting back on track.

Our chosen Appropriate Body for Early Career Teachers is Thames Gateway Teaching School Hub.

4.4 Formal Assessments

ECTs will have formal assessments carried out by the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs will receive an assessment in the final term of the first year and in the final term of the second year of induction. Evidence used in assessments should be clear and transparent and copies provided to the ECT and Appropriate Body.

Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ITTECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports will be completed for both formal assessments. These reports will clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment report.

4.5 Interim Assessments

When an ECT leaves a post after completing one term or more in our schools but before the next formal assessment would take place, the induction tutor will complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

4.6 At-Risk Procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next progress review, so long as it is not the final assessment, the Headteacher, together with the induction tutor, will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

5. Roles and Responsibilities

5.1 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 ITTECF-based induction programme
- 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 forms
- Consult with their contact at the Appropriate Body at an early stage if there are, or may be, difficulties in resolving issues with their induction tutor/school

5.2 Role of the Headteacher

The Headteacher, along with the School Improvement Partner for Teacher Development and the Appropriate Body, are jointly responsible for the monitoring, support and assessment of the ECT during induction and is expected to:

- Check that the ECT has been awarded QTS
- Clarify whether the teacher needs to serve an induction period
- Agree, in advance of the ECT starting the induction programme, who will act as the Appropriate Body
- Notify the Appropriate Body when an ECT is taking up a post and undertaking induction
- Ensure that the requirements for a suitable post for induction are met
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively
- Ensure an appropriate ITTECF-based induction programme is in place
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that 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 the governing board aware of any support arrangements in place for the ECT
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension
- 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

There may also be circumstances where the Headteacher and the School Improvement Partner for Teacher Development are expected to:

- Obtain interim assessments from the ECT's previous post
- Act early, alerting the Appropriate Body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- Notify the Appropriate Body as soon as absences total 30 days or more
- Periodically inform the Governing Committee about the institution's induction arrangements
- Advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- Consult with the Appropriate Body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- Provide interim assessment reports for staff moving school in between formal assessment periods
- Notify the Appropriate Body when an ECT serving induction leaves the institution

5.3 Role of the Induction Tutor

The induction tutor will:

- Provide, or coordinate guidance for the ECT's professional development (with the Appropriate Body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the trust
- Take prompt, appropriate action if the ECT appears to be having difficulties

5.4 Role of Mentors

The mentor is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality induction programme;
- provide, or broker effective support, including phase or subject specific mentoring and coaching; and take prompt, appropriate action if an ECT appears to be having difficulties.

5.5 Role of the Trustees and Local Governors

The Trustees will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- If it wishes, seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- Investigate concerns raised by the ECT as part of the school's grievance procedure

The Local Governors will:

- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- If it wishes, request general reports on the progress of the ECT
- Investigate concerns raised by the ECT as part of the school's grievance procedure

5.6 Role of the School Improvement Partner for Teacher Development

The School Improvement Partner for Teacher Development will:

- Lead the induction and development of Early Career Teachers across the trust
- Support Headteachers with registering ECTs with the DfE and the Appropriate Body
- Develop and deliver professional development programmes as required in order that mentors and induction tutors are fully aware of their roles
- Provide training and support to induction tutors, mentors and ECTs in using the Early Career Training Programme (ECTP) through trust-wide training and through facilitating the TGTSH programme
- Develop and deliver bespoke professional development programmes for ECTs
- Quality assure induction tutor observations and assessments (at least once per year)
- Provide additional support for induction tutors if a mentor or ECT is having difficulties

6. Monitoring Arrangements

This policy will be reviewed annually by Sarah Heaver.

7. Links with other Policies

This policy links to the following policies and procedures:

- Teachers' Performance Management/Appraisal (This policy, which covers performance management, applies to the Headteacher and to all teachers employed by the Trust, except those on contracts of less than one term, those undergoing induction (i.e., ECTs) and those who are subject to the school's formal capability procedure.)
- Grievance
- Pay Policy
- Colleague Code of Conduct

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