



Early Career Teachers (ECT) Policy

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Responsible Committee:	Education Committee

Early Career Teachers (ECT) Policy – Haileybury Turnford

This policy is in place to support Early Career Teachers.

The Department of Education introduced the Early Career Framework (ECF) from September 2021. This has been replaced by the Early Career Teacher Entitlement from September 2025. The ECTE brings changes to further enhance the programme of support that ECTs are entitled to, ensuring that they thrive during their induction period and beyond.

Rationale

Our induction programme ensures that all ECTs are fully supported following all statutory guidance in the Department for Education's (DfE) Early Career Teacher Entitlement which can be viewed here: [Induction for early career teachers \(England\)](#)

The Early Career Teacher Entitlement (ECTE) is the evidence base which underpins a two-year entitlement to a structured 2-year package of high-quality professional development.

Aim

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of an ECT and provide full support during the 2-year induction period.

The purposes of induction include to:

- provide programmes appropriate to the individual needs of the ECT
- provide appropriate support through the role of an identified mentor
- provide ECTs with examples of good practice
- help ECTs form good relationships with all members of the school community and stakeholders
- 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 teacher's roles and responsibilities
- provide a foundation for longer-term professional development
- help ECTs meet all the Teacher Standards

Roles and responsibilities

The Principal has the overall responsibility for the ECTE. This includes:

- appointing an appropriate body
- choosing a training programme option (and training provider, if your school chooses the 'provider-led' training option)
- assuring the quality of your school's training programme (if your school chooses the 'school-led' training option)
- choosing and supporting induction tutors and mentors
- ensuring that your ECTs and mentors get their time off timetable entitlements

- consulting with your appropriate body on any special circumstances, for example managing the entitlement for part-time teachers, long-term supply teachers or long-term absences
- making final recommendations to your appropriate body on whether your ECTs have met the [teachers' standards](#)
- keeping and maintaining ECTs' records

Although the Principal has overall responsibility, they will delegate and share some tasks related to the ECTE.

The Induction tutor will help the Principal to co-ordinate ECT activities and will often lead on them.

The Induction Tutor is expected to:

- lead and co-ordinate on the delivery of the ECTE in your school
- need to update Department for Education (DfE) about any changes to the ECTE in your school
- review and assess an ECT's progress against the [teachers' standards](#)
- be a point of contact for anyone involved in the ECTE
- carry out some of your headteacher's ECTE responsibilities, if these are delegated to you

The Induction tutor must update the DfE if there are any changes to your school's ECTE by using the [manage training for early career teachers](#) service for any changes to your:

- ECTs and mentors
- induction tutor
- appropriate body
- training option

The Mentor is expected to:

- meet regularly with your ECT to provide support and feedback
- help your ECT relate their training to their specific subject area, phase and context
- arrange informal classroom drop-in sessions
- take prompt and appropriate action if your ECT is having difficulties

Appropriate bodies assure the quality of ECTE by:

- checking that your school or setting is suitable for delivering ECT activities
- checking that ECTs receive their statutory entitlements, for example that they are assigned a dedicated mentor and they get time off timetable to complete ECTE activities like training and mentoring sessions
- making sure that support, assessment and guidance for ECTs are in place

- making sure that school-led ECTE training programmes cover the [initial teacher training and early career framework \(ITTECF\)](#) (if your school chooses the 'school-led' training option)

Monitoring and supporting our ECTs

To be awarded Qualified Teacher Status (QTS) trainee teachers must have met standards (1-8 listed below) and meet the standards for personal and professional conduct. The ECTE supports ECTs to meet the same standards during induction:

1. Set high expectations which inspire, motivate and challenges students
2. Promote good progress and outcomes by students
3. Demonstrate good subject knowledge and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Personal and professional conduct

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Observations will take place regularly. These will either be conducted by the Mentor or the Induction tutor. Following an observation, a meeting will be held where appropriate targets will be set relating to the teacher standards.

At the end of the induction period, new targets will be set in preparation for the school's appraisal system.

Unsatisfactory progress

- In the event that an ECT is not making satisfactory progress, early actions will be taken to support and advise the teacher to make necessary improvements. This will be done informally with the Mentor initially, and by those with appropriate responsibility as outlined in this policy. Please see Appendix A for an informal pro forma used by Haileybury Turnford to record additional support put in place for an ECT who is not making satisfactory progress. The use of this pro forma should be agreed by both ECT, Mentor and the Induction Tutor.
- In the event that an ECT is at risk of failure of their induction period due to unsatisfactory progress, the school will contact the Appropriate Body at the earliest possible opportunity to ensure further support can be put in place for the ECT.



ECT Progress, Target and Support Document

Name of ECT:	Name of Mentor:
Areas of development with reference to the teach standards:	
Specific targets:	Further support required to ensure targets can be met:
Current support in place:	
Other Notes (e.g. prior support details, comments from ECT):	