Early Career Teacher Entitlement Programme (ECTEP) Policy

Document history					
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Material changes since last publication	
Section	**Changes**
Version 6	New Induction Summary Minor additions related to induction extensions Information about how to escalate concerns Consideration for wellbeing

This policy is reviewed annually. The next review is due by October 2027.

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1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

Our aim:

TPAT - Inspiring futures, empowering people.

We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We exist to inspire futures and empower all our people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

To achieve this our schools will:

- Create an aspirational, driven, and highly engaging educational environment where every pupil can succeed.
- Commit to knowing each pupil individually and empowering them to excel.
- Deliver the highest quality learning opportunities facilitated by excellent teachers.
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.

The Trust will support our schools by:

- Providing the resources and stability schools need to work efficiently and effectively, overcoming challenges and prioritising education every day.
- Providing a platform for collaboration, sharing excellence and experience, and fostering unity and shared purpose.
- Nurturing our Trust's 'culture of improvement' where staff thrive in a safe, supportive network, embracing feedback and professional dialogue to drive sustainable improvement.

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1.1. Aims and Scope

The school aims to:

- Run an ECTE programme that meets all of the statutory requirements underpinned by the ITTECF.
- Provide ECTEs 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 ECTE programme.

1.2 Other Linked Policies

Teaching and Learning Policy
Marking and Assessment Policy
Behaviour Policy
Appraisal Policy

2. Policy Statement

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from April 2024
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

Early career teacher entitlement: changes for 2025 Early career teacher entitlement - GOV.UK

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

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

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

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 ECTE is quality assured by United Appropriate Body (run by Swindon and Wiltshire TSH).

2.1 Policy Terms

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.
- 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.

We support ECTs with:

- Their designated induction tutor, who will provide 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.

Assessment 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 ECT induction tutor with final sign off by the headteacher.

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 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, 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 should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

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.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

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 will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and Responsibilities:

The following is based on the statutory guidance

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 the ECTEP.
- 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. For any appeals or disputes, the ECT should reference the Appropriate Body T&Cs. They can also escalate concerns via the induction tutor as a first point of contact.
- 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.

The headteacher 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 2.1 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 ECTEP 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 LGC and CEO aware of the 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.
- 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.
- Liaise with the Induction Tutor, HR and the Appropriate Body in circumstances which require the induction period to be extended for any circumstance including weak performance, maternity/ paternity leave or unexpected circumstance.

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.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher 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 the ECTEP 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.

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback based around four strands of professional practice, including pastoral coaching.
- 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 ECTEP.
- 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.
- Be given protected time for training and support to undertake mentoring responsibilities.

The LGC / Director of Primary / CEO will:

- Make sure the school complies with statutory guidance on ECTEP.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the headteacher 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 they have 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 they wish, request general reports on the progress of the ECT on a termly basis.

What can an ECT expect?

- Initial meet with the Induction Mentor (1:1) to discuss and complete form as per handbook.

- Meetings with school tutor either as a small group or 1:1 to discuss specific tasks, feedback from drop ins and address any concerns or issues. ECTs will complete a log during the meeting as a record.
- The ECT will follow the Ambition Institute programme and complete the relevant electronic evidence forms.
- Informal 'drop ins' and verbal feedback from the ECT mentor linked to a specific focus.
- Formal lesson observations from mentor, headteacher or head of department where formal written feedback will be given.
- Termly reviews for the Appropriate Body will be completed by the Induction Tutor and shared with the ECT for any additional comments.
- Weekly protected ECT time (10%) will be given in addition to PPA time with a focused task to complete linked to the ECT handbook. The time can also be used to complete weekly reading tasks. There will be support and consideration for well-being throughout.
- When an ECT observes another member of staff, they must be responsible for asking and explaining the focus in advance of the visit. They must also complete the form in **Induction Summary page 6** for their own records and share with their mentor during 1:1 sessions for discussion.
- CPD opportunities (which include external courses, internal training and online training as well as reading) should be kept and evaluations recorded see **Induction Summary**.
- If any serious concerns are raised during the year, **Appendix 4** will be completed by Swindon & Wiltshire Teaching Hub (appropriate body).
- The ECT will be asked to add their reflections to the final report commenting on the aspects of the job they find most satisfying and any areas they need further support with. **Appendix 5** may be useful for this.
- The ECT will be assessed against the Teachers' Standards Teachers' Standards guidance (publishing.service.gov.uk)

3. Appendix

3.1. Induction Summary Document 2026