EARLY CAREER TEACHERS (ECTS) POLICY 2026 - 2027

Approved by: Trustees - September 2026

Review Date: October 2027

Version 1.0

CLEEVE SCHOOL
AND SIXTH FORM CENTRE OF EXCELLENCE

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ECT helpline (Appropriate body): admin@odysseytsh.org - 01242 538240 : Odyssey Teaching School Hub - Appropriate Body Services (odysseytsh.org)

ECT providers – InvestED (Teach First programme) * New from Sept 2026 – ECT 2 programme

What is the Early Career Framework?

The content of the ECF builds on and complements ITT. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence.

As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue on their journey to becoming experts.

It is important to note that the ITT and ECF frameworks have now merged*

Glossary of Terms

ITTECF – Initial teacher training and early career framework
ECF – Early Career Framework
ECT – Early Career Teacher
ECTE - Early Career Teacher Entitlement
ECTP - Early Career Training Programme
(these abbreviations will be used through the remainder of this policy)

Introduction

The staff and trustees of our school recognise that the appointment of an ECT makes a valuable contribution to the development of our school. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the ECT. Trustees and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching. This policy has been written in line with the DFE Induction Guidance that was written for Early Career Teachers beginning their career in January 2024 onwards. Initial Teacher Training and Early Career Framework (publishing.service.gov.uk)

The staff and trustees will ensure that the induction period:

- helps the ECT to build upon the knowledge, skills and understanding developed in initial teacher education (see ITE policy)
- provides a foundation for longer-term professional development, within the context of individual needs
- helps the ECT to meet identified targets, particularly those relating to requirements for meeting the teachers' standards
- includes systematic, fair and rigorous assessment procedures, based on evidence of the ECT's professional practice over time
- provides sufficient and timely support to make improvements where needed.

Our school has a responsibility to provide:

- 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
- regular opportunity to teach the same class or classes
- an appropriate timetable which is no more than 90% of the timetable in year 1, in addition to planning, preparation and assessment time (PPA) – with this clearly labelled on the ECT 1 timetable *and shared with Odyssey (Appropriate body).* This must not include cover that is not planned for or ad hoc unless in the contract.
- an appropriate timetable which is no more than 95% of the timetable in year 2, in addition to planning, preparation and assessment time (PPA) – with this clearly labelled on the ECT 2 timetable *and shared with Odyssey (Appropriate body).* This must not include cover that is not planned for or ad hoc unless in the contract.
- In the summer term ECTs can be used to cover lessons if this is within their gained time (Yr 11/13 classes only).
- an induction tutor (s) (who hold QTS) with the expertise, time and experience to support a new teacher
- a mentor (who holds QTS) to offer weekly ONSIDE mentoring help and support
- feedback on teaching and regular professional progress reviews which makes clear the ECT's performance against the standards
- a well-structured school-based personalised induction programme

- opportunities for the ECT to attend appropriate continuous professional development (CPD) including meeting other ECTs
- opportunities for the ECT to observe other members of teaching staff to see effective practice and to visit other schools / settings
- a reasonable level of duties and responsibilities

Length of the induction period

ECTs will be required to complete a satisfactory induction period of the full-time equivalent of 2 school years (6 terms), determined at the beginning of the induction. This policy assumes that an ECT is full time but the principles remain the same if they are part time. A reduced induction can be requested if the ECT can demonstrate that they already meet the Teachers' Standards at the required level due to significant prior teaching experience.

Roles and responsibilities

The key roles that should be in place to support ECTs are as follows:

The Executive Head:

- Should make sure the school complies with statutory guidance on ECT induction
- Should be satisfied that the school has the capacity to support the ECT
- 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
- Request general reports on the progress of the ECT on a termly basis
- Ensure Trustees are updated about the ECT programme at periodic points of the year.

The School's HR Officer will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Maintain and keep accurate records of employment that will count towards the induction period
- Keep all relevant documentation, evidence and forms on file for 6 years
- Obtain interim assessments from the ECT's previous post (if appointed elsewhere as an ECT)

The Deputy Head will:

- Hold strategic oversight of the provision for Early Career Teachers
- Hold strategic oversight of the deployment of ECT mentors
- With the HR Officer, ensure safeguarding procedures are followed.
- Line manage the Head of Initial and Early Career Teacher Training

The Head of Initial and Early Career Teacher Training will:

- Agree, in advance of the ECT starting, who will act as the appropriate body – Odyssey
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Notify the appropriate body as soon as absences total 30 days or more
- Notify the appropriate body when an ECT serving induction leaves the institution.
- Make sure an appropriate ECF-based induction programme is in place – InvestED (Teach First)
- 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 relevant standards
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, head teacher and relevant body
- Make sure 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 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
- To ensure that the centralised TEAMs channels are set up and there is a centralised approach to both ECT mentoring and observation recording – triangulating with HoDs.
- 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
- Make sure the induction tutors and induction mentors are appropriately trained and have sufficient time to carry out their role effectively
- Line manage the induction tutors and have a regular fortnightly timetabled slot.

The Induction Tutor will:

- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate, be central to the DDI process.
- Carry out progress reviews in terms where a formal assessment doesn't occur
- 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
- Lead on any informal support plan put in place and work with HoDs and relevant staff
- Deliver ECT training in conjunction with InvestED.

The Subject Mentor will:

- Meet the National Standards for school-based Mentors
- Complete a skills' audit, identifying gaps in knowledge which can be addressed before undertaking the mentor role
- 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 ECF-based programme
- Be accessible for day to day support, advice and guidance
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring. Have autonomy to organise learning walks/drop ins to support ECT
- Provide opportunities to observe experienced teachers, either within the school or at another school with effective practice
- Act promptly and appropriately if the ECT appears to be having difficulties

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 ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme and upload weekly sessions/notes to the TEAMs channel
- 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 and upload these centrally to the TEAMs channel

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, Head of ECT or within the school

The Appropriate Body

Cleeve School works with Odyssey Teaching Hub as the Appropriate Body for ECTs who began their employment at Cleeve School from September 2023. The Appropriate Body has the main quality assurance role within the induction process. It also makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher. Additionally, the Appropriate Body provides support when an ECT is at risk of not completing induction satisfactorily.

The ECF Induction Provider

For all ECT 1, ECT 2 and new ECT 1 mentors they will be part of the new InvestED programme (Teach First)

Cleeve School is now working in collaboration with Churchdown school, All Saints Academy and Bengeworth Primary school as part of the new InvestED partnership. Teach First's Early Career Training Programme (ECTP) is a fully funded, two-year initiative designed to support Early Career Teachers (ECTs) and their mentors across England – this is the programme InvestED will be following to support our ECTs from September 2026. Rated *Outstanding* by Ofsted, the programme blends online and in-person training, offering subject-specific content, wellbeing-focused modules, and tailored support through a new diagnostic tool. With over 25 subjects covered and dedicated mentor development, it ensures high-quality, contextualised training that strengthens teaching practice and retention from the outset.

All information regarding the ECT programme can be found - https://www.teachfirst.org.uk/early-career-training-programme

Overview of induction period

Overview of Monitoring and Assessment during ECT Two Years' Induction

YEAR 1 of 2				
Term	Ongoing	Observations	Progress meetings	Reports
1	Ongoing monitoring and support	Observation and written feedback		
2	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress Report to Appropriate Body
3	Ongoing monitoring and support			
4	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress Report to Appropriate Body
5	Ongoing monitoring and support			
6	Ongoing monitoring and support	Observation and written feedback	Assessment meeting (+Tracker)	REPORT ONE to Appropriate Body
YEAR 2 of 2				
Term	Ongoing	Observations	Progress Meetings	Reports
1	Ongoing monitoring and support	Observation and written feedback		
2	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress Report to Appropriate Body
3	Ongoing monitoring and support			
4	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress Report to Appropriate Body
5	Ongoing monitoring and support			
6	Ongoing monitoring and support	Observation and written feedback	Assessment meeting (+Tracker)	FINAL REPORT to Appropriate Body

The paperwork required to comply with the Appropriate Body Induction period can be obtained from the ECT website: [Odyssey Teaching School Hub - Appropriate Body Services (odysseytsh.org)]

Support, monitoring and assessment within the induction period

Induction Programme

The ECT will be given early support (ie before taking up their class) in key issues such as safeguarding, child protection, emergency procedures etc. in line with the school's induction policy for all new staff. As soon as the ECT joins our school, the Induction Tutor will register the ECT with the Appropriate Body and the ECF induction provider. The Induction Tutor will clarify the expectations of the ECT and their engagement with the induction programme. The ECF Induction Provider will ensure that the Early Career Teacher accesses a curriculum which builds on the Core Content Framework covered during the ECT's Initial Teacher Training year and covers all of the Teaching Standards in depth to ensure a successful induction period. The induction programme will consist of a variety of different formats throughout the 2-year period from online to face-to-face training.

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 Induction Tutor (if PT then pro rata).

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

Observations, monitoring and feedback

During the induction period, each ECT will be observed at least once a term by the induction tutor. The first observation will be within the first 4 weeks. Feedback will be written and will be against the standards but will also include opportunity for discussion. Copies of the written feedback will be shared with the ECT, the Deputy Head/ Head of Initial and Early Career Teacher Training, Induction Tutor and the Executive Head via the TEAMs channel. The information from this observation as well as from other information acquired in mentor meetings such as lesson planning, learning environment, curriculum provision, pupil progress etc will feed into the professional progress review meeting and will be used to update the standards tracker.

Additional support and CPD

The induction tutor will work with the ECT to arrange training opportunities including the following:

- Observing other teachers within our own school
- Observing other teachers in other schools
- Paired planning with mentor or tutor or subject leaders as appropriate
- CPD within our own school and local partnerships
- Additional activities to address any specific personalised objective

Action Plan in the event that extra support is needed

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

In the event that satisfactory progress is not being made

If it becomes apparent that an ECT is not making satisfactory progress, the Induction Tutor and Head of ECT will make contact with the Appropriate Body ECT team/ helpline and will ensure that additional monitoring and support measures are put in place. The ECT will be made aware of where they need to improve their practice and given every opportunity to raise their performance. See Action Plan above.

The Deputy Head, Head of Initial and Early Career Teacher Training, Induction Tutor and the Appropriate Body ECT team should be satisfied that:

- Areas in which improvement is needed have been correctly identified
- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the standards
- An effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and
- The Induction Tutor has explained to the ECT the consequence of failure to complete the induction period satisfactorily.

Contact with the Appropriate Body ECT team should be sustained whilst the action plan is being implemented and for many ECTs, this increased support brings about the required improvement.

Capability

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the setting, the induction process and support continue in parallel with the school's capability procedure. The Appropriate Body ECT team will need to be kept informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another setting, as ECTs need to complete a full induction before their final induction judgement.

Making an appeal

If an ECT fails induction, or has their induction extended, the Appropriate Body ECT team will advise the ECT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at: https://www.gov.uk/government/publications/induction-appeals-procedures