

Early Careers Teacher (ECT) Policy

Weaverham High School



Approved by: Governors

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1. Aims

The school aims to:

- Run a ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory Induction Guidance 2021 final 002 1 1 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

The [Early career framework reforms](#)

[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.

3. The induction programme

For a full-time ECT, the induction programme will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent.

The Appropriate Body is Cheshire Teaching School Hub and the training is to be delivered by UCL.

3.1 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 Subject Mentor) who will have qualified teacher status (QTS) and who will receive training through Best Practice Network.

- Have an appointed Induction tutor who will be supported by Cheshire Teaching School Hub.
 - In their first year they will have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range and in their second year no more than 95%.
- (Year 1 ECT will have 41 lessons on their timetable and Year 2 ECT will have 42 lessons on their timetable and will not be used for cover unless unforeseen circumstances arise)
- 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

3.2 Support for ECTs

We support ECTs with:

- Their designated Subject Mentor, who will provide day-to-day monitoring and support, and undergo training with Best Practice Network.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice.
- Attendance at our Professional Studies Programme, a bespoke CPD programme for Weaverham High Schools New Staff.
- Our designated Professional Learning Coordinator will oversee and quality assure our ECT programme, ensuring that all statutory guidance is met.

3.3 Assessments of NQT performance

- Our designated Professional Learning Coordinator will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.
- Our designated Professional Learning Coordinator will assess the ECT in the final term of year 1 (term 3) and year 2 of induction (term 6).
- Evidence used in the assessments should be clear and transparent and copies provided to the ECT and Cheshire Teaching School Hub (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 will 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 will be 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 will relate directly to the Teachers' Standards and will not be made against the ECF.

- 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/principal'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 should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT will be able to add their comments. They will then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the ECT will be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

3.4 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 the headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4. Roles and responsibilities

4.1 Role of the ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme;
- provide evidence of their progress against the Teachers' Standard;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;

agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and retain copies of all assessment reports.

4.2 Role of the headteacher

The headteacher/principal is, along with the appropriate body, 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 or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and 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 ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through

observations of and feedback on their teaching;

- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is 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 body 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; and
notify the appropriate body when an ECT serving induction leaves the institution.

4.3 Role of the Subject Mentor

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 ECF-based 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.

4.4 Role of the Induction tutor

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

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 total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
carry out progress reviews in terms where a formal assessment does not occur;
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 in the formal assessment record and invite the ECT to add their comments;
ensure that the ECT's teaching is observed and feedback provided;
ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
take prompt, appropriate action if an ECT appears to be having difficulties; and
ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

4.5 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure 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 procedure
- 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
- If it wishes, request general reports on the progress of the ECT

5. Monitoring arrangements

This policy will be reviewed annually by Rachael Povey, Assistant Headteacher – Teaching and Learning and CPD. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay