

Early Career Teacher Policy



September 2026

To be reviewed 2028

Aims

We recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT and is vital in providing the highest standards of education, in line with our vision statement.

The support given to ECTs will ensure they have the knowledge, skills and understanding to carry out their role and support them to improve their performance in order to improve outcomes for pupils.

Purpose of Statutory Induction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme supports the ECT and provides them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period.

The induction period will:

- Enable ECTs to build upon existing knowledge, skills and understanding
- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD
- Enable ECTs to meet identified goals and complete their induction year to the required standard
- Be systematic, fair and rigorous in the assessment of professional practice
- Provide support to ECTs failing to make satisfactory progress

Appropriate Body

Appropriate bodies are the organisations that quality-assure statutory teacher induction. At Viridis, we work alongside the East London Teaching Schools Hub (ELTSH) to ensure that ECTs receive their statutory entitlements and that the support, assessment and guidance procedures in place are fair and appropriate.

We provide a school-based programme and therefore the Appropriate Body is required to undertake additional quality assurance, known as a fidelity check, to ensure it meets the requirements of the Early Career Framework in sufficient depth and breadth. Fidelity checks will take place at three points within the programme (registration, year 1 and year 2).

Roles and Responsibilities

The ECT will:

- Provide evidence that QTS has been achieved and they are eligible to start induction
- Meet with the induction tutor/mentor to discuss and agree priorities for the induction programme and keep these under review
- Agree with the induction tutor/mentor how best to use the reduced teaching timetable allowance
- Provide evidence of progress against the relevant standards
- Participate fully in the agreed monitoring and development programme

- Raise any concerns with the mentor and/or induction tutor as soon as practicable and before escalation to the Deputy Headteacher and then Headteacher. Concerns that remain unresolved in school should be referred to the Appropriate Body.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings

The Mentor will:

- Ensure the ECT understands the induction process and the roles, responsibilities and entitlements
- Meet with the ECT weekly, following the core induction programme and personalised action plan delivery
- Ensure that the ECT has opportunities to observe experienced teachers
- Ensure that the ECT is observed at least half termly and prompt and constructive feedback is provided
- Provide, guidance and effective support including coaching and mentoring
- Carry out progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period coordinating input from other colleagues as appropriate
- Take prompt, appropriate action if there are concerns over progress against the Teachers' Standards

Monitoring, Evaluation and Evidence

Action Plan

Every ECT in their first year of induction will have an individual programme of support based on the Teachers' Standards. The programme will include identified areas for development which are reviewed half termly and work to help shape the way in which timetabled non-contact time is used. Structured action plans may also be in place for ECTs in their second year of induction where there are concerns about progress against the Teachers' Standards.

Observations

An ECT's teaching is expected to be observed at regular intervals (at least half termly) throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations may be undertaken by the mentor, induction tutor or another suitable person.

Evidence File

A record of progress against the Teachers' Standards should be maintained throughout the induction and any standards judged to have been met during the half-term should be noted against the standards. Evidence can and should include:

- Half termly action plans
- Mentor meeting notes
- CPD notes
- Observation feedback
- Reflections
- Records of teachers observed
- Monitoring and scrutiny outcomes
- Lesson planning and annotations
- Assessment Data and Pupil progress review meetings
- Pupil reports
- Photographs of the class environment and samples of pupil outcomes

Non-contact time

- ECTs in their first year of induction will receive an additional 10% non-contact time, whilst those in their second year will receive an additional 5% non-contact time.
- The use of this time should be guided by the mentor and development activities should be provided where necessary (observing other teachers, working with colleagues who lead on specific areas, research into new pedagogic developments).

Programme of support

- Weekly meetings with induction mentor (focus based on module theme or Teachers' Standards)
- Face-to-face training, group sessions and webinars
- Best practice visits / peer observations (including cross-site visits)
- Team teaching / mentor in class support
- Self-directed study
- Personal reflection / development
- Half termly monitoring and scrutiny reviews (curriculum / inclusion / phase)
- Learning walks
- Formal observations

Progress Reviews and Assessments

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period through progress reviews and assessments that are submitted to the Appropriate Body each term.

Formal Assessments

Formal assessments are carried out by the Induction Tutor in the final term of the first year and in the final term of the second year. Formal assessments are completed on ECT Manager and are informed by evidence gathered during progress reviews and assessment periods linked directly to the Teachers' Standards.

An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction.

Progress Reviews

Progress Reviews are completed in the Autumn and Spring terms where formal assessments are not due. Progress Reviews are informed by existing evidence of the ECT's teaching and will include sufficient detail to ensure there is nothing unexpected for the ECT when it comes to the formal assessment period. Progress reviews are not formal assessments and ECTs are expected to engage with the process and provide access to existing evidence as agreed with the Induction Tutor. The progress review is completed on ECT Manager and submitted to the Appropriate Body. Where an ECT is not making satisfactory progress, the Appropriate Body will be contacted and a review of support will take place.

Unsatisfactory Progress

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The induction tutor will notify the appropriate body of this determination and will share the support plan to be reviewed.

The appropriate body and the Headteacher will 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 Teachers' Standards
- An effective support plan is in place to support the ECT to improve their performance

Where there are still concerns about the ECT's progress between formal assessments, the Induction Tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- The identified weaknesses
- The agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- Details of additional monitoring and support put in place
- The evidence used to inform the judgement

Completing the Induction Period

An ECT completes their induction period when they have served the full-time equivalent of two standard school years (6 terms). The Appropriate Body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the school. Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in the school.

Role of the Governing Body

- Ensure compliance with the requirement to have regard to this guidance
- Be satisfied that the institution has the capacity to support the ECT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- Investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- Seek guidance from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process
- Request general reports on the progress of an ECT

Related Documents

Teachers' Standards

<https://www.gov.uk/government/publications/teachers-standards>

ITT / ECT Framework

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>