

## TRUST IN LEARNING (ACADEMIES)

### EARLY CAREER TEACHERS POLICY

Approval Date: November 2025	Version: 03	Review: Annual
Approval By: Director of Education	Lead: Director of Professional Learning & Development	Review date: Autumn 2026
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		



## History of Policy Changes:

Date	Page	Change	Reason for Change
August 2024	9	8.3- Addition of Induction Tutor	Provide additional clarity on the role of the Induction Tutor
June 2025	1	1-Inclusion of ITT within the scope of the policy	Provide additional clarity on the scope of the policy
June 2025	4, 6 & 8	3.1, 5.3.2, 7.1- change to or addition of ITTECF	To reflect the updated DfE guidance
June 2025	8	7.1-change of induction programme foci areas. Addition of 'Learn that...' and 'Learn how to...' statements.	To reflect the updated DfE guidance
Oct 25	4	1 – change of term Early career Framework (ECF) to early career teacher entitlement (ECTE)	To reflect DfE guidance
Oct 25	7	5.6 Added clarification about use of course, materials, framework	To reflect DfE guidance
Oct 25	5	3.2 Added acronym ITTECEF	Provide additional clarity
Oct 25	8	7.1 Additional clarification on provision for special educational needs and disabilities (SEND), high-quality oral language (oracy), early cognitive development and evidence literacy	To reflect updated framework guidance.
Nov 25	7	5.4 – Reword for further clarity on ECT reduced timetables.	Provide additional clarity



## Contents

1. Statement of Intent .....	- 4 -
2. Values and Principles .....	- 4 -
3. Objectives and Scope.....	- 4 -
4. Responsibilities and Accountabilities .....	- 5 -
5. Prior to starting induction .....	- 6 -
6. The induction period .....	- 7 -
7. Monitoring, support and assessment during the induction period .....	- 8 -
8. Leaving or joining part way through induction .....	- 9 -
9. Absences during the induction period .....	- 9 -
10. Completion of the induction period .....	- 10 -
11. Where there are concerns.....	- 10 -
12. Failure to complete induction and dismissal.....	- 11 -
13. Right of appeal to the Appeals Body .....	- 12 -

## 1. Statement of Intent

This document outlines the policy for Early Career Teachers (ECTs) within Trust in Learning Academies (the Trust), including those undertaking initial teacher training and those in their first and second years of the Early Career Teacher Entitlement.

Trust in Learning (Academies) (TiLA) offers induction to early career teachers (ECTs). This policy sets out how we aim to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the Teachers' Standards by the end of this period. This induction will be underpinned by the provisions of the Initial Teacher Training and Early Career Framework (ITTECF).

The policy has been developed and implemented in consultation with staff and the recognised trade unions.

## 2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally-focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

## 3. Objectives and Scope

3.1 The specific aims of this policy are to:

- To provide ECTs with a structured induction based on the Initial Teacher Training and Early Career Framework (ITTECF).
- To ensure compliance with statutory induction requirements.
- To support ECTs in developing their teaching practice and professional skills.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- DfE (2024) Keeping children safe in education (KCSIE)
- Initial Teacher Training and Early Career Framework (ITTECF)
- Early Career Teacher Entitlement (April 2025 - DfE)

- Teacher Standards (2011)
- Data Protection Act (2018)

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Teaching and Learning Policy
- Supporting Attendance and Wellbeing Policy
- Appeals Policy
- Capability Procedure
- Code of Conduct
- Dignity at Work Policy
- Disciplinary Policy
- Probationary Policy
- Equalities Policy

## 4. Responsibilities and Accountabilities

### 4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure the policy is well communicated to all Headteachers
- To ensure that the policy is regularly reviewed.

### 4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy
- Ensure ECTs receive a comprehensive induction programme which is linked to an appropriate body
- Appoint an Induction Tutor and mentor for each ECT
- Monitor the progress of ECTs and report to the governing body

### 4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance

### 4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all staff and pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

### 4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate

- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

#### 4.6 Induction Tutor

- Conduct progress reviews and formal assessments
- Provide guidance and support for professional development
- Ensure ECTs are aware of how to raise concerns

#### 4.7 Mentor:

- Conduct regular mentoring sessions with ECTs
- Provide targeted feedback and support.
- Collaborate with colleagues to ensure a high-quality induction programme.

## 5. Prior to starting induction

5.1 We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.

5.2 We will identify and agree an organisation to act as the appropriate body in accordance with the guidance and will notify them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their Induction Tutor (see 5.5) and will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment.

5.3 The Headteacher will agree with the appropriate body whether or not the post that it is intended the ECT will serve induction in is suitable for this purpose, in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post:

- 5.3.1 provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
- 5.3.2 will provide the ECT with an ITTECF based induction programme;
- 5.3.3 will not make unreasonable demands upon the ECT;
- 5.3.4 will involve the ECT regularly teaching the same classes, normally within the age range and/or subject of the post that they have been employed to teach;
- 5.3.5 involve similar planning, preparation and assessment processes to other teachers in the Trust;
- 5.3.6 will not present unreasonably demanding discipline problems on a day-to-day basis;
- 5.3.7 will not involve additional non-teaching responsibilities without appropriate preparation and support.

5.4 We will ensure that in the first year of induction, an ECT's timetable will consist of no more than 90% of teaching (in relation to a standard full-time teaching timetable). This will ensure that the ECT can undertake any induction or development activities during work hours. During their second year, an ECT's timetable will consist of no more than 95% of teaching (in relation to a standard full-time teaching timetable). The ECT will agree with their Induction Tutor how best to use their reduced timetable allowance. This is in addition to the standard timetable reduction received for planning, preparation and assessment (PPA) time.



5.5 The Headteacher will appoint an Induction Tutor for the ECT who is expected to hold QTS, and who has the necessary skills and knowledge to provide regular support and guidance and assess the ECT's progress against the Teachers' Standards, and will ensure that they are appropriately trained and have sufficient time to carry out the role effectively. This role may be carried out by the Headteacher. The Induction Tutor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for day-to-day monitoring and support and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the Induction Tutor who will seek to resolve them.

5.6 In addition the Headteacher will appoint a designated mentor who is expected to hold QTS and have the necessary skills and knowledge to provide effective mentoring and have sufficient time to carry out the role effectively. The mentor will provide regular one-to-one structured, mentoring sessions to support the ECT during their induction and provide effective targeted feedback. This role may be carried out by the Headteacher. This is a separate role to that of the Induction Tutor and it is expected that it should be carried out by a different individual; in exceptional circumstances, a single teacher may fulfil both roles and where this is the case, adequate safeguards will be put in place to ensure that the mentoring support offered by the designated mentor is not conflated with the assessment role carried out by the Induction Tutor. The Headteacher, mentor and ECT will need to use the appropriate course and materials in line with the September 2025 DFE update:

ECTs or mentors who start training before 1 September 2025 should:

- continue to use the same course and materials until August 2027
- move to training based on the initial teacher training and early career framework from 1 September 2027 if they've not completed by 31 August 2027
- ECTs and mentors that registered for training in 2024 or earlier, but have not yet started, are eligible for 2025 training programmes.

## 6. The induction period

6.1 The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based on a school year of three school terms). Where the ECT has or is serving some of the induction period in another setting, or in non-standard settings such as in the FE sector, the appropriate body will determine the equivalence to two school years. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

6.2 Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards.

6.3 Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.

6.4 Where an ECT is eligible to carry out short-term supply work and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that

short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

## 7. Monitoring, support and assessment during the induction period

7.1 Monitoring and support will take place throughout the induction period. The induction programme will be based on the ITTECF, focusing on the following areas:

- High expectations
- How pupils learn
- Subject and curriculum
- Classroom practice
- Adaptive teaching
- Assessment
- Managing behaviour
- Professional behaviours

In addition, there will be a focus on meeting the needs of learner who are experiencing special educational needs and disabilities (SEND), as well as the teaching of high-quality oral language (oracy), early cognitive development and evidence literacy.

The induction programme will be structured to meet the professional development needs of the ECT following the ITTECF outline and its 'Learn that...' and 'Learn how to...' statements. It will include a programme of ITTECF based training, ongoing support and guidance from the Induction Tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this Academy Trust or another appropriate institution where effective practice has been identified. The ECT should keep track of and participate in effectively:

7.1.1 A programme of ITTECF based training, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ITTECF evidence statements and practice. The Headteacher will determine which of the three approaches set out in the statutory guidance will best suit the needs of the ECT and their mentors. We recognise that the ITTECF is not an assessment tool.

7.1.2 The Induction Tutor or another suitable internal or external person with QTS will regularly observe the ECT's teaching against the Teachers' Standards, normally on a monthly basis. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.

7.1.3 The Induction Tutor will carry out a professional progress review based on the evidence of the ECT's teaching, taking place in each term where a formal assessment (see 5.1.4) is not scheduled. A written record of each progress review will be retained and provided to the ECT, stating whether the ECT is on track to complete induction, summarising the evidence collected and the agreed development targets. As a result, objectives may be reviewed to take account of the needs and strengths of the ECT. The Induction Tutor will update the Headteacher after each progress review and will notify the appropriate body and the ECT themselves whether they are making satisfactory progress.

7.1.4 A formal assessment will normally be carried out in the final term of the first year and the final term of the second year, by the Headteacher or the Induction Tutor. We will agree with the ECT exactly when these assessment dates will be. The assessment will use evidence



gathered from the ECT's work as a teacher, from their induction programme, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the appropriate body. The person carrying out the formal assessment will complete a formal assessment report showing an assessment of the ECT's performance against the Teachers' Standards. The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the Induction Tutor, the Headteacher (if they are not the Induction Tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body shortly after each meeting.

- 7.2 Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking in to account the work context, within that framework. Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, through the use of existing documents.

## 8. Leaving or joining part way through induction

- 8.1 If an ECT joining the academy is part way through their induction period and has carried out part of their induction at another institution, the Headteacher will contact the ECT's previous appropriate body to:
- 8.1.1 Obtain copies of any progress review records or assessment reports;
  - 8.1.2 Establish how much induction time remains to be served.
- 8.2 If, as a result of 8.1 above, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Headteacher will alert the appropriate body of the Trust.
- 8.3 If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out, then the Induction Tutor or Headteacher will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen (see paragraph 7, below).
- 8.4 If the induction period is extended by the appropriate body after completion, and the ECT leaves before completing the extension, the Headteacher will complete an interim assessment.
- 8.5 The Headteacher will notify the appropriate body that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

## 9. Absences during the induction period

- 9.1 If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Headteacher/Induction Tutor will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can

be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

9.2 Paragraph 9.1 above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted and their performance will be assessed against the Teachers' Standards.

## 10. Completion of the induction period

10.1 A final assessment will normally be carried out at the end of the induction period, by the Headteacher or the Induction Tutor. We will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period, and may require input from other colleagues as appropriate. Any judgements made will relate to the Teachers' Standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context, within that framework. Copies of the evidence used will be provided to the ECT and the appropriate body.

10.2 Following this final meeting, the person carrying out the formal assessment will complete a final assessment report which will include a recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.

10.3 The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the Induction Tutor, the Headteacher (if they are not the Induction Tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body within 10 working days of the final assessment meeting.

10.4 The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Headteacher made in the formal assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision. The decision will either be that the ECT: Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or requires an extension of the induction period; or has failed to satisfactorily complete the induction period.

10.5 If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the Teaching Regulation Agency (TRA) within three working days.

## 11. Where there are concerns

11.1 If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the Induction Tutor should state this clearly within the progress

review record and outline the support plan to be put in place to assist the ECT in getting back on track. The Induction Tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

11.2 If during the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress, we will inform the appropriate body and the Headteacher should ensure appropriate measures are put in place immediately and will:

11.2.1 make clear the areas in which improvement is needed;

11.2.2 give the ECT the opportunity to comment on and discuss the concerns;

11.2.3 find out if there are any issues (both in or outside of work) that are affecting their performance that the Induction Tutor or another appropriate person can assist with or provide support;

11.2.4 put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;

11.2.5 set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;

11.2.6 make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

11.3 If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, Induction Tutors should continue to deliver progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and appropriate body.

11.4 If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, the Headteacher/Induction Tutor will discuss the following with the ECT, brief details of which will be included on the formal assessment report:

11.4.1 the identified weaknesses and the evidence used to inform the judgement;

11.4.2 give the ECT the opportunity to comment on and discuss the concerns;

11.4.3 the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;

11.4.4 the additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;

11.4.5 details of the improvement plan for the next assessment period;

11.4.6 the consequences of failure to complete the induction period satisfactorily

11.4.7 as with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

11.5 If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

## 12. Failure to complete induction and dismissal



- 13.1 Failure to complete the induction period satisfactorily means that the ECT is longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.
- 13.2 As a Trust, we have decided to follow the principle of the Regulations in relation to an ECT who has failed induction working in a relevant school and apply them to our Trust. Therefore, we will normally dismiss an ECT who has failed induction:
  - 13.2.1 Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or
  - 13.2.2 Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or
  - 13.2.3 Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

### **13. Right of appeal to the Appeals Body**

- 12.1 If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working days of the decision to the Appeals Body, which is the TRA. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.