

## EARLY CAREER TEACHER (ECT) POLICY

### Summary

This policy sets out Eastern Multi-Academy Trust’s approach to supporting Early Career Teachers (ECTs) through a high-quality statutory induction programme aligned with current Department for Education (DfE) guidance and the Early Career Framework (ECF). The policy outlines the Trust’s commitment to professional development, mentoring, wellbeing and supportive induction arrangements that enable ECTs to thrive professionally and successfully meet the Teachers’ Standards.



If you are unsure about the validity of the content of this policy please refer to the Policy Owner

**Please Note: This policy is applicable to All Employees within the Group.**

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### Approved by

Consultation Group	Board of Trustees
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### Version Control

Control No	Change summary	Consultation Group	Effective date
V1.0	Revised policy format; reviewed for up-to-date statutory guidance.	People	01/08/2024
V2.0	Revised policy format; reviewed for up-to-date statutory guidance; language revised for inclusivity purposes.	HRWC	30/01/2025
V3.0	Policy fully refreshed and reformatted in line with EMAT policy standards, tone and governance framework. Updated to reflect current DfE statutory guidance and Early Career Framework expectations for 2026–2027, including strengthened clarification of ECT entitlements, mentoring arrangements, wellbeing and workload considerations, induction support processes, governance responsibilities and appropriate body arrangements. Language modernised to improve clarity, consistency, inclusivity and alignment with Trust People policies and professional development approaches.	People Partners DoE / CEO HRWC	01/07/2026

## Contents

Contents .....	2
1. Our Commitment .....	3
2. Policy Statement.....	3
3. Scope and Application .....	3
4. Legislation and Statutory Guidance.....	3
5. Principles of ECT Induction .....	4
6. Provisions and Entitlements .....	4
7. Monitoring, Assessment and Support .....	5
8. Roles and Responsibilities .....	6
9. Wellbeing, Inclusion and Professional Support .....	8
10. Concerns, Complaints and Escalation.....	8
11. Monitoring and Quality Assurance .....	8
12. Related Documents and Further Guidance .....	9

## 1. Our Commitment

This policy supports the Trust's commitment to developing, supporting and retaining high-quality teachers who are empowered to thrive professionally and deliver exceptional outcomes for children and young people. Eastern Multi-Academy Trust (EMAT) is committed to providing Early Career Teachers (ECTs) with a high-quality induction experience that is supportive, developmental and aligned with the professional expectations of the teaching profession.

The Trust recognises the importance of effective mentoring, professional development, wellbeing and psychologically safe learning environments in supporting ECTs to develop confidence, competence and professional identity during the early stages of their career.

Through our induction arrangements, we aim to:

- support ECTs to successfully meet the Teachers' Standards;
- provide a structured and evidence-informed induction programme aligned to the Early Career Framework (ECF);
- promote professional growth, reflective practice and continuous improvement;
- ensure ECTs feel valued, supported and included within their academy and the wider Trust community.

The Trust is committed to equality, inclusion and fairness in the application of this policy and will make reasonable adjustments where appropriate in line with the Equality Act 2010.

## 2. Policy Statement

This policy sets out the Trust's arrangements for the induction, support, assessment and professional development of Early Career Teachers (ECTs).

The Trust is committed to:

- complying with current statutory guidance relating to induction for Early Career Teachers in England;
- providing a supportive, high-quality induction experience;
- ensuring ECTs receive appropriate mentoring, professional support and workload protection;
- promoting consistent induction arrangements across all academies within the Trust;
- ensuring induction arrangements are fair, transparent and developmental in nature.

ECT induction is intended to support professional learning, development and successful transition into the teaching profession. The Trust recognises that ECTs require structured support, regular feedback and opportunities for professional reflection throughout the induction period.

## 3. Scope and Application

This Policy applies to:

- all Early Career Teachers (ECTs) employed by Eastern Multi-Academy Trust;
- Principals;
- induction tutors;
- induction mentors;
- academy leaders involved in induction arrangements;
- People Services colleagues supporting induction arrangements.

This policy applies to all ECTs undertaking statutory induction within the Trust, including full-time and part-time teachers.

## 4. Legislation and Statutory Guidance

This policy is based on:

- current Department for Education (DfE) statutory guidance relating to induction for Early Career Teachers (England);
- the Early Career Framework (ECF);
- the Education (Induction Arrangements for School Teachers) (England) Regulations;
- the Teachers' Standards;
- the Equality Act 2010.

The 'relevant standards' referred to are the [Teachers' Standards](#). This policy complies with our funding agreement and articles of association.

The Appropriate Body is the organisation responsible for statutory quality assurance of ECT induction arrangements.

## 5. Principles of ECT Induction

The Trust will ensure that:

- all ECTs undertake a statutory induction programme which meets current DfE requirements;
- induction arrangements are supportive, developmental and professionally appropriate;
- ECTs receive their statutory timetable reduction entitlement;
- ECTs receive access to a structured ECF-based programme;
- ECTs receive regular mentoring, feedback and professional dialogue;
- induction arrangements support workload management and wellbeing;
- ECTs are treated fairly and consistently across the Trust.

The induction programme will be quality assured through the appointed Appropriate Body.

The Trust recognises that mentoring and assessment are distinct functions with different purposes within the induction process. Wherever reasonably practicable:

- the induction mentor will not undertake the formal assessment role;
- mentoring relationships will remain developmental and supportive in nature.

## 6. Provisions and Entitlements

### 6.1 Suitable Posts for Induction

The Principal and Appropriate Body must agree that the post is suitable for statutory induction prior to the ECT commencing employment.

The Trust will ensure that ECTs:

- are provided with appropriate teaching experience and professional support;
- teach within an appropriate age range and/or subject specialism;
- are not routinely expected to undertake unreasonable workload demands;
- are not routinely allocated unreasonable pupil behaviour challenges without appropriate support;
- receive appropriate preparation and support before undertaking additional responsibilities.

### 6.2 Induction Period

For a full-time ECT, the induction period will normally last two academic years.

Part-time ECTs will complete the induction period on a full-time equivalent basis.

Periods of employment must meet minimum statutory duration requirements in order to count towards completion of induction.

ECTs may complete statutory induction across different schools or employers in accordance with statutory guidance, with induction records and assessment information transferring between employers where applicable.

Where an ECT is absent for a cumulative total of 30 days or more during the induction period, the induction period may be extended in accordance with statutory guidance.

### **6.3 Timetable Reduction**

ECTs are entitled to a reduced timetable in addition to Planning, Preparation and Assessment (PPA) time.

This will normally consist of:

- a 10% reduction in teaching timetable during Year 1;
- a 5% reduction in teaching timetable during Year 2.

This reduction will be protected and used specifically to support induction, mentoring, observation, professional development and ECF-related activities. This time is intended to support induction activities, mentoring, professional development and reflective practice.

### **6.4 Mentoring and Professional Support**

Each ECT will be provided with:

- a designated induction tutor;
- a designated induction mentor;
- access to an appropriate ECF-based induction programme;
- regular mentoring sessions;
- classroom observations with constructive feedback;
- opportunities to observe experienced colleagues;
- regular professional review meetings.

Mentors and induction tutors will receive appropriate training and protected time to undertake their responsibilities effectively, including mentoring meetings, instructional coaching, observations and professional support activities.

Mentoring arrangements will focus on:

- professional development;
- reflective practice;
- instructional coaching;
- curriculum and pedagogical development;
- wellbeing and workload support.

## **7. Monitoring, Assessment and Support**

### **7.1 Monitoring and Progress Reviews**

ECT progress will be reviewed regularly throughout the induction period. Progress reviews will:

- identify strengths and development areas;
- support professional growth;
- provide constructive developmental feedback;
- ensure ECTs remain appropriately supported.

The Trust will seek to ensure that monitoring, assessment and evidence collection processes remain proportionate, supportive and not unnecessarily burdensome.

ECTs will not normally be asked to create additional evidence or documentation beyond that reasonably required through normal professional practice and statutory induction arrangements.

Formal assessment meetings will normally take place:

- at the end of Year 1;
- at the end of Year 2.

Assessment decisions will be informed by evidence gathered through the induction process and measured against the Teachers' Standards.

## 7.2 Support Arrangements

ECT induction arrangements are intended to be developmental and supportive.

Where concerns arise regarding progress, the Trust will normally seek to address these through:

- coaching;
- mentoring;
- targeted professional support;
- professional development;
- structured feedback and review.

Where additional support is required:

- clear development areas will be identified;
- appropriate objectives and support arrangements will be agreed;
- support plans will be reviewed regularly.

The Appropriate Body will be informed where concerns regarding progress arise in accordance with statutory guidance.

## 7.3 Formal Assessments

Formal assessment reports will:

- clearly identify progress against the Teachers' Standards;
- be shared with the ECT;
- allow the ECT opportunity to provide comments;
- be submitted to the Appropriate Body within required timescales.

At the end of the induction period, the Appropriate Body will determine whether the ECT has successfully completed induction, requires an extension to the induction period in accordance with statutory guidance, or has not met the required Teachers' Standards. ECTs have the right to appeal induction decisions through the appropriate statutory process.

Where an ECT leaves employment before completion of a formal assessment period, an interim assessment may be completed where appropriate to accurately reflect progress made during the induction period.

## 8. Roles and Responsibilities

### 8.1 Role of the ECT

ECTs are expected to:

- provide evidence that they hold Qualified Teacher Status (QTS) and are eligible to commence statutory induction;
- engage fully with the Trust's induction programme and associated Early Career Framework (ECF) activities;
- meet regularly with their induction tutor and mentor to review progress, professional development priorities and support arrangements;
- agree with their induction tutor how their reduced timetable entitlement will be used to support induction and professional development activities;
- participate fully in mentoring sessions, classroom observations, progress reviews and formal assessment meetings;
- provide appropriate evidence of progress against the Teachers' Standards where required through the induction process;
- maintain professional standards of conduct and practice in accordance with Trust expectations and the Teachers' Standards;
- agree and monitor induction start dates, assessment periods and periods of absence with their induction tutor;
- retain copies of formal assessment documentation and records.

ECTs are encouraged to raise concerns or request additional support at the earliest opportunity. Concerns may be raised with:

- their induction mentor;
- induction tutor;
- Principal;
- Appropriate Body contact;
- or through relevant Trust policies and procedures where appropriate.

Where concerns cannot be resolved informally within the academy, ECTs may seek advice or guidance directly from the Appropriate Body.

## 8.2 Role of the Principal

The Principal is responsible for:

- ensuring induction arrangements comply with statutory requirements;
- ensuring the ECT post is suitable for induction;
- ensuring appropriate mentoring and support arrangements are in place;
- ensuring induction tutors and mentors are appropriately trained and supported;
- maintaining accurate induction records and ensuring statutory documentation is retained in accordance with Trust retention requirements;
- ensuring appropriate liaison with the Appropriate Body;
- ensuring ECTs are registered with the Appropriate Body within required statutory timescales at the commencement of induction;
- ensuring monitoring, assessment and record-keeping processes remain proportionate, appropriate and supportive in nature.

## 8.3 Role of the Induction Tutor

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 the terms where a formal assessment doesn't occur;
- Inform their ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Principal and relevant body;
- Inform their 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 their ECT's teaching is observed and feedback is provided;
- Make sure their ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the academy;
- Take prompt, appropriate action if their 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.

## 8.4 Role of the Induction Mentor

The induction mentor is responsible for:

- providing regular mentoring and coaching support;
- facilitating reflective professional dialogue;
- supporting implementation of the ECF programme;
- helping the ECT develop professional knowledge, skills and confidence;
- providing targeted developmental feedback.

## 8.5 Role of the Appropriate Body

The Appropriate Body is responsible for:

- quality assuring induction arrangements;

- monitoring statutory compliance;
- making the final decision regarding successful completion of induction;
- providing guidance and support where concerns arise.

## 8.6 Role of the Trust Board and Academy Committees

The Trust Board and Academy Committees will:

- seek assurance that statutory induction arrangements are in place;
- ensure the Trust has capacity to appropriately support ECTs;
- maintain oversight of induction effectiveness and compliance where appropriate.

## 9. Wellbeing, Inclusion and Professional Support

The Trust recognises that the induction period is professionally demanding and developmentally significant. Academies will seek to create supportive environments in which ECTs can develop professionally whilst maintaining their wellbeing.

ECTs will:

- receive protected induction time;
- have access to wellbeing support arrangements;
- be encouraged to raise concerns regarding workload or wellbeing;
- receive appropriate professional support and guidance.

The Trust is committed to ensuring:

- induction arrangements support psychological safety and professional learning;
- ECTs are not routinely expected to work excessive or unreasonable hours;
- reasonable adjustments are considered where appropriate;
- induction processes are applied fairly, consistently and without discrimination.

## 10. Concerns, Complaints and Escalation

ECTs are encouraged to raise concerns at the earliest opportunity, in line with our Respect and Resolution Policy. Concerns may be raised with:

- the induction mentor;
- induction tutor;
- Principal;
- Appropriate Body;
- through relevant EMAT policies and procedures.

The Trust will seek to resolve concerns promptly, fairly and supportively.

## 11. Monitoring and Quality Assurance

The Trust will monitor the effectiveness and consistency of ECT induction arrangements across academies.

This may include:

- review of induction outcomes;
- quality assurance activities;
- mentor and induction tutor training;
- ECT feedback;
- retention and workforce analysis;
- Appropriate Body feedback.

Themes, risks or significant issues relating to ECT induction may be reported through appropriate Trust governance arrangements where necessary.

The Director of Education and Director of People will maintain oversight of Trust-wide induction arrangements.

Records relating to ECT induction will be maintained securely and processed in accordance with UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the Trust's retention schedule.

## 12. Related Documents and Further Guidance

This policy should be read alongside:

- Pay Policy;
- Professional Development Review (PDR) Policy;
- Performance Improvement (Capability) Policy;
- Respect & Resolution (Grievance) Policy;
- Code of Conduct;
- Wellbeing Policy;
- Data Protection Policy.
- Equality and Diversity Statement.