



Kirkbie Kendal School Academy Trust

ECT (Early Career Teacher) Policy

Policy Reference: E8

Version No: 1.4

Member of Staff Responsible for review: Assistant Headteacher (AHn)

Governors' Committee/SLT Responsible: PPM

Status: Adopted

Date first adopted/accepted by Governing Body: 4 November 21

Review Cycle: 1 year

Date of last review: Nov 25

Date for next scheduled review: Nov 26

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“Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy.”

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<u>Version No.</u>	<u>Date</u>	<u>Description</u>
1.1	SLT 31.10.22 PPM to note 3.11.22	No changes
1.2	SLT 02.10.23 PPM to note 2.11.23	Deletion of paragraph: NQT induction transitional arrangements
1.3	SLT 29.11.24 PPM to note	No changes
1.4	SLT 10.10.25 PPM 06.11.25	The policy has been re written to match ECT rebranding Going forward PPM to review rather than note

1. Introduction

The start of a teaching career is demanding yet pivotal. Our induction process ensures new teachers receive structured support, based on the Initial Teacher Training and Early Career Framework (ITTECF), to transition effectively into the profession.

2. Scope & Legal Framework

This policy aligns with:

- DfE statutory guidance: *Induction for Early Career Teachers (England)* (updated April 2025)
- *Early Career Teacher Entitlement (ECTE)* guidance (April 2025)
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Teachers' Standards as the benchmark for assessment

3. Induction Programme

- Duration: Typically, **2 academic years** for full-time ECTs, prorated for part-time or extended absence scenarios
- Training: Must fully follow the ITTECF and may be **school-led** or **provider-led**.
- Mentor Support: ECTs must have a designated mentor (QTS holder) for regular guidance—not assessment.
- Timetable Reduction:
 - Year 1: 10% off
 - Year 2: 5% off
- Progress Monitoring: Minimum 4 formal **progress reviews** (2 each year) plus **2 formal assessments** (mid-point and at end).

4. Roles & Responsibilities

Headteacher

- Verify ECT holds QTS and serves induction unless exempt.
- Appoint an appropriate body (preferably a local Teaching School Hub); Local Authorities are no longer permitted.
- Ensure the ECT's post is suitable.
- Ensure induction tutor and mentor are trained, allocated sufficient time, and roles are distinct.
- Provide appropriate ITTECF-based induction programme.
- Manage and approve assessments (mid and final), and recommend outcome to the appropriate body.
- Keep accurate records—retain all documentation for **6 years**.

Induction Tutor

- Must have QTS.
- Oversee the ECT's induction: Schedule reviews and assessments, provide feedback, instruct on raising concerns, and coordinate evidence—ensuring minimal workload.

Mentor

- Provide regular, subject- or phase-specific support, feedback, and informal classroom drop-ins.
- Not responsible for assessments.
- Eligible for time off timetable and training (where applicable).

Appropriate Body

- Quality-assure the induction; confirm ECT entitlement (training, mentoring, time-off) and fairness of formal assessments.

ECT

- Provide evidence of QTS and eligibility.
- Engage fully with training, mentoring, observations, progress reviews, and assessments.
- Keep copies of all assessment documentation.
- Report concerns early to the induction tutor or appropriate body if unresolved.

Governing Body

- Ensure compliance with statutory induction requirements.
- Confirm school capacity for induction.
- If concerns arise, follow grievance procedures and liaise with the appropriate body.

5. Assessment Procedures

- **Progress Reviews:** Termly reviews (excluding formal assessment terms).
- **Formal Assessments:** Midpoint (end of Year 1) and Final (end of Year 2)—document whether ECT meets Teachers' Standards; share reports with ECT and appropriate body within **10 working days**.
- **Interim Assessment:** If an ECT leaves partway—capture progress to date.

6. Support for Under-Performance

If an ECT is not meeting expectations:

- Initiate additional support immediately: Identify areas of improvement, set targeted objectives, and create a support plan.
- Share review and plan with the appropriate body.
- Continue monitoring and revising as needed before final assessment.

7. Documentation Retention and Publication

- All records must be retained for **6 years**.
- **Induction policy** and overview must be published on the **school website** and available on request

Publicising the plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means:

- School website
- Application to the school

8. RELATED POLICIES

Appraisal Policy

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS:

**PAPER
ENLARGED PRINT
EMAIL
WEBSITE**