

Primary Early Career Teacher (ECT) Policy

Reviewed by: Governing Body

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1. Purpose

West Norfolk Academy Trust (WNAT) is committed to supporting teachers new to the profession so they can thrive, succeed and remain in education. Our schools aim to provide Early Career Teachers (ECTs) with a high-quality, supportive induction that promotes professional growth and enables them to make a positive impact on pupil outcomes.

This policy sets out how WNAT fulfils its statutory duties in relation to induction and how we ensure that all ECTs receive a consistent, structured and developmental experience across the Trust.

Each WNAT school will:

- a) Run an ECT induction programme that fully meets statutory requirements.
- b) Provide ECTs with a supportive environment that develops their practice and builds professional confidence.
- c) Ensure staff understand their roles and responsibilities within the induction process.

2. Statutory Framework and Legislative Basis

2.1 This policy is based on the Department for Education's **Induction for Early Career Teachers (England), Statutory Guidance (1 April 2025)**.

2.2 The policy is also informed by the:

- **Teachers' Standards (2012)**
- **Initial Teacher Training and Early Career Framework (ITTECF)** for ECTs beginning induction from **1 September 2025**
- **Early Career Framework (ECF)** for ECTs who started induction **before 1 September 2025**
- WNAT's articles of association and funding agreements

3. Transitional Arrangements

3.1 ECTs who started but have not completed induction before **1 September 2025** will continue to follow the **ECF-based induction** for the remainder of their programme.

3.2 ECTs beginning their induction from **1 September 2025** will engage with the **ITTECF-based induction**.

3.3 Schools must ensure the correct framework is applied depending on the ECT's induction start date.

4. The ECT Induction Programme

4.1 The induction programme will be underpinned by the appropriate framework (ECF or ITTECF), enabling ECTs to understand and apply the knowledge, skills and professional behaviours set out within it.

4.2 For a full-time ECT, the induction period will normally last **two academic years**. Part-time ECTs will serve a full-time equivalent.

4.3 Before induction can begin, the headteacher and the Appropriate Body must agree that the post is suitable for induction.

4.4 WNAT schools use **Julian Teaching School Hub** as the Appropriate Body.

4.1 Posts for Induction

Each ECT must:

- a) Be provided with appropriate tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards.
- b) Have an appointed **induction tutor** with QTS.
- c) Have an appointed **induction mentor** with QTS.
- d) Receive a reduced timetable:
 - **Year 1:** No more than **80%** of a normal timetable (10% PPA + 10% ECT time).
 - **Year 2:** No more than **85%** of a normal timetable (10% PPA + 5% ECT time).
- e) Teach the same class(es) regularly where possible.
- f) Engage in equivalent planning, teaching and assessment processes to other teachers.
- g) Not be assigned additional responsibilities without appropriate support.
- h) Not normally teach outside their age range or subject specialism.
- i) Not be assigned unreasonably demanding pupil behaviour cases on a daily basis.
- j) Not face unreasonable expectations or workload pressures.

4.2 Support for ECTs

WNAT schools support ECTs through:

- a) A designated **induction tutor** who provides monitoring, support and co-ordinates assessments.
- b) A designated **mentor** who provides structured mentoring, coaching and targeted feedback.
- c) Regular observations of teaching with prompt, constructive feedback.
- d) Termly professional progress reviews.
- e) Opportunities to observe expert colleagues within or beyond the school.
- f) Training, mentoring and professional development aligned to the ECF or ITTECF.
- g) Monitoring and record-keeping designed to be **as streamlined and low-burden as possible**, with no requirement to generate additional evidence beyond normal teaching practice.

4.3 Assessments of ECT Performance

4.3.1 Two **formal assessment points** will take place:

- End of Year 1 (Term 3)
- End of Year 2 (Term 6)

4.3.2 Assessments will be based on transparent evidence from progress reviews, observed teaching, and participation in the induction programme.

4.3.3 Following each assessment, a formal written assessment report must be produced.

- 4.3.4 The report must be shared with the ECT, induction tutor, headteacher and Appropriate Body.
- 4.3.5 Within **10 working days** of the final assessment meeting, the headteacher will recommend to the Appropriate Body whether the ECT has satisfactorily met the Teachers' Standards.
- 4.3.6 If an ECT leaves a post before the next assessment window and has completed at least one term, an **interim assessment** must be completed.

4.4 At-risk Procedures

Where the ECT is not making expected progress:

- a) Areas for improvement must be identified clearly.
- b) Specific, supportive objectives must be agreed.
- c) A personalised **Support Plan** must be implemented.
- d) The Appropriate Body must be informed promptly.
- e) Progress will be closely monitored, with revised objectives and adjusted support where required.

ECTs cannot fail induction due to minor or administrative issues—support must be meaningful, timely and proportionate.

5. Roles and Responsibilities

5.1 Local Governing Bodies

Local Governing Bodies (LGBs) will:

- a) Ensure the school complies with statutory guidance.
- b) Satisfy themselves that the school has appropriate capacity to support ECTs.
- c) Ensure the headteacher meets the statutory requirements of a suitable induction post.
- d) Consider concerns raised by the ECT in line with grievance procedures.
- e) Seek guidance from the Appropriate Body if unsure about quality of induction arrangements.
- f) Receive anonymised or appropriate reports on ECT progress.

5.2 Role of the Headteacher

The headteacher will:

- a) Check the ECT has QTS and is eligible for induction.
- b) Register the ECT with the Appropriate Body and the DfE portal.
- c) Ensure the induction post meets statutory requirements.
- d) Ensure the induction tutor and mentor are trained and have sufficient time to carry out their roles.
- e) Ensure an appropriate ECF/ITTECF-based induction programme is in place.
- f) Ensure regular observations, reviews and assessments are completed.
- g) Make formal assessments and recommendations to the Appropriate Body.
- h) Maintain accurate induction records.
- i) Ensure monitoring is streamlined and does not create unnecessary workload.
- j) Inform the governing body of induction arrangements.
- k) Retain all induction documentation for **six years**.

5.3 Role of the Early Career Teacher (ECT)

The ECT must:

- a) Provide evidence of QTS and eligibility to start induction.
- b) Meet with their induction tutor to agree priorities.
- c) Engage fully with the ECF/ITTECF induction programme.
- d) Take responsibility for their own professional development.
- e) Participate in observations, progress reviews and formal assessments.
- f) Keep a record of assessment reports and induction dates.
- g) Raise concerns with the induction tutor promptly.
- h) Contact the Appropriate Body if issues cannot be resolved within school.

5.4 Role of the Induction Tutor

The induction tutor will:

- a) Provide day-to-day support and guidance.
- b) Carry out termly progress reviews.
- c) Conduct two formal assessments.
- d) Ensure observations are scheduled and feedback is provided.
- e) Share records with the ECT, headteacher and Appropriate Body.
- f) Inform the ECT of judgements made in assessments.
- g) Act promptly if the ECT is not making expected progress.
- h) Keep monitoring efficient and avoid unnecessary workload.

5.5 Role of the Induction Mentor

The induction mentor will:

- a) Meet regularly with the ECT for structured mentoring sessions.
- b) Provide subject- and phase-specific support.
- c) Support the ECT in accessing a high-quality induction programme.
- d) Provide coaching and developmental feedback.
- e) Act promptly if concerns arise in the ECT's progress.

6. Monitoring and Review

- 6.1 The Trust will monitor implementation of this policy through Appropriate Body reports, school monitoring visits and ECT feedback.
- 6.2 This policy will be reviewed every two years or sooner if statutory guidance changes.