HOBBS HILL WOOD PRIMARY SCHOOL
ECT Policy

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Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

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1 Purpose and scope

This policy sets out our commitment to supporting, monitoring and mentoring staff appointed as Early Career Teachers (ECTs) with the aim of helping them fulfil their professional duties and meet the requirements for satisfactory completion of the statutory induction period which is the equivalent of 2 school years.

- schools are required to register their ECTs for statutory induction with an Appropriate Body (AB)
- ensure that induction is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)
- ensure ECTs receive a reduced timetable in year 1 (10%) and in year 2 (5%)
- appoint both an induction tutor and a mentor to support induction.

This policy does not form part of any employee's contract of employment, and it may be amended at any time.

The policy will be used in conjunction with DfE statutory guidance for induction for Early Career Teachers.

https://www.gov.uk/government/publications/induction-for-early-career-teachers-england

2 Roles and Responsibilities

2.1 Appropriate Body (AB)

We will appoint an AB to quality assure the induction process from commencement through to final assessment and certification from the Department of Education (DfE).

The AB will have two key roles regarding monitoring of support and assessment.

Regarding monitoring of support, the AB will:

- check that ECTs are receiving their statutory entitlements, and that regard is had to the statutory guidance.
- provide ITTECF fidelity checks (where relevant), ensuring schools are supported to provide ECTs with their Early Career Teacher Entitlement (ECTE).

Regarding monitoring of assessment, the Appropriate Body will:

- make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation**.**

Please note that specific services differ depending on the Appropriate Body chosen.

Schools subscribing to the 'HFL ECT Induction Service' through Alban Teaching School Hub will have access to:

- administrative services for registration, monitoring, progress reviews and assessments, including returns to the Department of Education (DfE)

- an online assessment system for Headteachers, induction leads, induction tutors and ECTs
- online access to an ECT induction handbook and digital platform for all ECTs, induction leads and induction tutors detailing the most up-to-date guidance on the induction process
- telephone, email, and face-to-face advice, support and guidance for Headteachers, induction leads, induction tutors and ECTs
- advice, support and guidance where ECTs experience difficulties and/or are assessed at C2/D grade (this includes any necessary monitoring, additional intervention and formal meetings with unions)
- access to training for induction leads and induction tutors
- fidelity-checking for schools delivering their own training programme (this includes the option to use freely available school-led materials and resources)
- quality assurance to ensure fairness and consistency across schools.

Progress reviews will be completed and submitted online towards the end of Terms 1, 2, 4 & 5. Formal Assessments will take place in Terms 3 & 6 (final).

1.1. Headteacher/ Induction Lead

The Headteacher and/or induction lead will oversee the induction process in line with the statutory guidelines, ensuring that the ECT is registered with an AB, appropriate mentoring provision is in place (including provision of an ECTP), assessments are completed, and recommendations are made to the AB on whether the ECT has met the relevant Teachers' Standards.

2.2 Induction Tutor

We will assign an induction tutor (who holds QTS) to lead and co-ordinate the delivery of the Early Career Teacher Entitlement (ECTE) within the school. They choose mentors and register ECTs and mentors with the DfE. They are also responsible for registering the ECT with an AB and ensuring that the DfE and AB are informed of any changes to the ECTE or ECT's circumstances.

The induction tutor ensures that ECTs and mentors are aware of their entitlements and provides regular monitoring and support, and coordination of assessment throughout the induction process. The induction tutor will carry out regular progress reviews and conduct formal assessments where they will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will also need to ensure that they can recognise when an ECT is experiencing difficulties and when early action is needed.

2.3 Mentor

The role of the mentor is discrete from the role of induction tutor. We will assign a mentor who holds QTS and leads regular mentoring sessions with the ECT, providing a dedicated source of support, guidance and coaching for the ECT's professional development, including their engagement with the ECTP. The mentor is not responsible for any aspect of the ECT's formal assessment.

2.5 Early Career Teacher (ECT)

The ECT is expected to participate in all tasks associated with the induction process and to actively engage with any support, guidance, feedback, and training provided.

3 Induction Process

We will meet the requirements of the DfE statutory guidance on ECT induction by providing the following:

3.1 Adherence to statutory induction guidance

- An induction tutor who holds QTS and has the necessary skills and knowledge to work successfully in this role. The induction tutor will have access to induction tutor training in order to understand the expectations of this role.
- A mentor who holds QTS and has the necessary skills and knowledge to work successfully in this role. The mentor will engage with ECTP mentor training in order to understand the expectations of this role.
- Appropriate work tasks, experience and support to enable the ECT to demonstrate satisfactory performance against the relevant Teachers' Standards by the end of the induction period.
- Regular professional reviews of progress where the ECT is monitored and observed by the induction tutor who sets and reviews development targets against the Teachers' Standards.
- A reduction in timetable to enable the ECT to undertake activities related to their induction (in line with paragraph 2.20 of the statutory guidance). This will be in the format of 10% release time in the first year of induction and a 5% timetable reduction in the second year.
- A personalised programme of development, support and professional dialogue.
- Regular observations of each ECT's teaching, including written and oral feedback on all aspects of their practice.
- Opportunities to observe experienced practitioners.
- Access to relevant training and development activities.
- An induction programme that is underpinned by the ITTECF. We must offer an ECTP that supports the ECT to apply the knowledge and skills set out in the ITTECF into their own practice.

3.2 An Early Career Teacher Entitlement (ECTE)

ECTE is the umbrella term used to describe the ECT's full entitlement during their induction period which includes access to an accredited ECTP. The ECTP is not an assessment tool and an ECT's progress should not be judged against their engagement with the ECTP.

There are two approaches we can choose from to enable the delivery of an ECTP:

DfE-funded training provider – Schools can choose to work with providers accredited by DfE who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by DfE. **Schools deliver their own training programme (with the option to use freely available school-led materials and resources)** - Schools can choose to develop their own programme of training and support based on the ITTECF. The content of the framework must be covered in full. Schools can choose to use, in full or in part, the freely available 22 school-led materials, which include ready-to-use materials and resources for early career teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by DfE and quality assured by the Education Endowment Foundation. *This section can be edited to reflect which approach the school chooses for their ECTs, as well as the name of the provider used if a DfE-funded training provider is used*

***Independent Schools only** Please note that most independent schools can access a 'DfE-funded' provider-led ECTP programme of their choice, but at a cost, as most independent schools are not eligible for the DfE-funded route. The exception to this is independent schools that receive Section 41 funding. The latter are approved independent special schools that are voluntarily subject to certain duties under Section 41 of the Children and Families Act 2014. (Ref: https://www.gov.uk/government/publications/applying-to-be-on-the-approved-list-of-independent-special-institutions/a-guide-for-independent-special-institutions-on-applying-for-inclusion-on-the-secretary-of-state-approved-list).*

Hobbs Hill Wood Primary School has opted to work with an accreditor provided by the DFE.

4 Arrangements for ECTs who started their induction before September 2025

There are different arrangements in place for ECTs who started their induction before September 2025, and for ECTs who started their induction before September 2021.

ECTs who started their induction period prior to 2021 (under previous 'NQT' statutory guidance) but who had not completed a one-year induction period by 1 September 2023 needed to complete a 2-year induction period. This cohort is referred to as the 'pre-September 2021 cohort'. They will not restart induction, but rather complete what remains of a 2-year induction. They will be able to access ECT support and entitlements, including access to an ECTP, for the remainder of their induction. From 1 September 2023, ECTs in the 'pre-September 2021 cohort' who have completed their one-year induction period and have been granted an extension (by the AB) will only need to complete that agreed extension period.

ECTs who were being supported by providers before September 2025, but the training is not based on the ITTECF, are allowed to continue on this programme until further notice.

5 Glossary

Commonly used terms (and abbreviations) referred to in the above guidance:

- **Appropriate Body ('AB'):** The AB has the main quality assurance role within the induction process, specifically, regarding monitoring of support and assessment. The AB provides the DfE with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left their school partway through an induction period; together with details of the type of induction an ECT is accessing. The AB makes the final decision on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required and the relevant parties are notified.

- **Department for Education ('DfE'):** A department of His Majesty's Government responsible for child protection, child services, education, apprenticeships and wider skills in England.

- **Early Career Teacher Entitlement ('ECTE'):** A school needs to ensure an ECT receives the full Early Career Teacher Entitlement including access to an accredited ECTP that enables the ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. There are two approaches schools can choose from to enable the delivery of an ECTP. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors.

- **Early Career Teacher ('ECT'):** Subject to certain exemptions, a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations. Academies and free schools may choose to follow the same regulations. In order for the ECT to serve induction, the Headteacher/Principal and appropriate body must first agree that the post is suitable for this purpose.

- **ECT Statutory Guidance:** The guidance for appropriate bodies, Headteachers, school staff and governing bodies. This guidance covers settings which are required to offer induction to their early career teachers, and settings which choose to offer induction to their early career teachers.

- **ECT's Mentor:** The Headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring, based on an Early Career Teacher Programme (ECTP). This is separate to the role of the induction tutor.

- **ECTP Lead Provider:** ECTP lead providers work with delivery partners such as trusts, teaching school hubs and universities to deliver training directly to your early career teachers and mentors. Lead providers (Ambition Institute Education Development Trust, National Institute of Teaching, Teach First, UCL Institute of Education) all have ECTP training programmes based on the Initial Teacher Training and Early Career Framework.

- **ECTP Delivery Partner**: A local or national partner which delivers an ECTP programme, using materials from an ECTP lead provider.

- **Fidelity Check:** Where schools deliver induction by using the DfE-accredited materials or choose to design their own training programme using the ITTECF, additional quality assurance checks will be required (undertaken by the AB) to verify that ECTs are receiving their entitlement to an ECTP.

- **Formal Assessment**: ECTs should receive an assessment in the final term of the first year (term 3 for full-time ECTs) and in the final term of the second year of induction (term 6 for full-time ECTs). Evidence for assessments must be drawn from the ECT's work as a teacher during their induction, with comments against the Teachers' Standards. These are to be written by the induction tutor, and/or Headteacher, and/or induction lead and then submitted to the AB.

- **Induction Tutor ('IT'):** The Headteacher/Principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment.

- **Induction Lead ('IL'):** In large schools where there are several ECTs, a school may choose to appoint an induction lead. This person will coordinate the induction programme and oversee the support and monitoring for each ECT, having a team of induction tutors and mentors working with the ECTs.

- **Newly Qualified Teacher ('NQT'):** ECTs (formerly referred to as NQTs) who started but did not complete induction before September 2021. The term 'ECT' replaced the term 'NQT' and the standard length of induction increased from one school year to two school, among other key changes.

- **Progress Review:** The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. For full-time ECTs, these will be at the end of terms 1, 2, 4 and 5. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. These will be written by the induction tutor and/or induction lead and then submitted to the AB. Part-time ECTs will have progress reviews completed at the end of each term until they have completed the full-time equivalent of one year and two years respectively.

- **Qualified Teacher Status ('QTS'):** The award of qualified teacher status by the Department for Education.

- **Teachers' Standards**: These standards are statutory and set the minimum requirements for teachers' practice and conduct (https://www.gov.uk/government/publications/teachers-standards).

- **Teaching Regulation Agency ('TRA'):** Acting on behalf of the Secretary of State as the competent authority for teaching in England, the TRA holds responsibility for the regulation of the teaching profession, including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a Teacher Reference Number ('TRN').