



London Design & Engineering UTC

Early Career Teachers (ECT) Policy

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Version	3.0
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Version Control Table

Version	Date	Amended by	Rationale
0.1	18/08/2021	Furnaz Ahmed	New Policy. The NQT Policy has been updated to reflect the new ECT Framework.
1.0	23/09/2021		Version approved by the Board
1.1	28.9.2023	Furnaz Ahmed	Text relating to NQT transitional arrangements deleted as it is no longer relevant.
2.0	23/11/2023		Version approved by the Committee
2.1	15/11/2025	Furnaz Ahmed	The policy was reviewed, and no changes were made
3.0	20/11/2025		The version approved by the Committee

Guidance on Version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc, until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or, if it's a major update, 2.0. Do not worry about the numbers going up and up, it's about getting the policy right – it's all fine.

Early Career Teachers Policy

Policy Coverage

THE POLICY APPLIES TO OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	
Apprentices		Visitors / Contractors	

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1. Introduction

This policy applies to employees only. It does not form part of your contract of employment, and the College may amend it at any time.

2. Policy Aims

The induction period provides a bridge between initial teacher training and a career in teaching. These first 2 years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

Therefore, the College aims to:

- Provide a structured but flexible individual programme underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with the appropriate guidance, support and training to form a secure foundation to be effective and successful teachers
- Make sure applicable staff understand their role in the ECT induction programme

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Principal and the appropriate body must agree that the post is suitable.

The induction period must last two full-time equivalent school years (typically 6 school terms). Where an ECT serves their induction period on a part-time basis at any point, they will still be required to serve the full-time equivalent of two full school years.

The programme is quality assured by London District East Teaching School Hub as the 'appropriate body'.

4.1 General principles

The College aims through the induction period to:

- provide an induction programme appropriate to your individual needs and underpinned by the ECF;
- provide appropriate support to you through the roles of an identified mentor and induction tutor;
- provide you with examples of good practice, including observation of experienced teachers with effective practice;
- help you form good relationships with all members of the College community;
- help you to become aware of the College's role in the local community;
- encourage you to reflect on your own and observed practice;
- provide opportunities to identify areas for development;
- help you to develop an overview of a teacher's roles and responsibilities; and
- help you to perform satisfactorily against the Teachers' Standards.

4.2 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach

4.3 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide and monitor the day-to-day support, and coordinate their assessments
- Their designated mentor, who will provide regular structured mentoring sessions and targeted feedback

- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the College or at another school, with effective practice

4.4 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the ECT Induction Tutor or the Principal.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Principal's recommendations on whether the ECT's performance is satisfactory or unsatisfactory against the relevant standards will also be recorded within the final assessment report. The final assessment meeting takes place at the end of the induction period and will form the basis of the Headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered.

Once the formal assessment reports have been completed, the ECT will have the option to add their own comments, and the formal assessment report will be signed by the Principal, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body after each meeting, within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.5 Performance Concerns

If it has been identified that the ECT is not making sufficient progress against the Teachers' Standards, the College will identify the nature of the concern and discuss these with the ECT as early as possible. The College will give advice on how to redress the problem, which will include providing additional monitoring and supportive measures immediately, meaning:

- Areas which require improvement will be identified

- Attainable targets for action with specific and practical steps outlined for securing an improvement in practice will be agreed with the ECT
- An effective support programme will be put in place to help the ECT improve their performance and get back on track

The College will inform the ECT of the risk of failure and communicate its concerns to the Appropriate Body without delay.

The supportive programme put in place will be provided alongside the progress review record and/or formal assessment report for the appropriate body to consider.

Where there are continued concerns about the ECT's progress during their subsequent progress reviews or formal assessment, provided these concerns do not continue to the final formal assessment, the induction tutor or Principal will discuss these with the ECT, redefining areas of concern and clarifying the necessary improvements required, clearly set out. The ECT will be made aware of any concerns at all stages, throughout the induction process, and the Appropriate Body will be informed where appropriate.

4.6 Addressing Concerns

As an ECT have only one chance to complete statutory induction, the College will raise any concerns it has about your performance as early as practicable. In addition, the College encourages all ECTs to raise any concerns they may have about their induction period with their Induction Tutor as early as possible.

If this has not resolved the issues and the ECT still has concerns, they should then raise these concerns with the named person at the Appropriate Body, given to them upon registration.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT plays a key part within their own induction period and will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor on how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the agreed monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor on the start and end dates of the induction period/part periods, and the dates of any absences from work during the period/part period
- Keep copies of all assessment reports

When the ECT has any concerns:

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised with their Induction Tutor in the first instance. Where their concerns remain, the ECT should raise them with the named Appropriate Body contact. Details are included in The Essential Guide to Induction.

In the event that you fail to pass statutory induction, the College reserves the right to terminate your employment on notice or with a payment in lieu of notice. You will be advised by the Appropriate Body of your right to appeal the decision to the Teaching Regulation Agency.

5.2 Role of the Principal

The Principal plays a key role during your induction period. Along with the appropriate body, the Principal is jointly responsible for the monitoring, support and assessment during your induction, and will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor appointed is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor appointed is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback on their teaching
- Make sure that formal assessments are carried out and reports completed, and sent to the appropriate body
- Ensure the ECT has a reduced timetable
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware and up to date about induction arrangements for the ECT
- Make a recommendation on whether the ECT's performance against the relevant standards is satisfactory, an extension may be required, or induction may be reduced
- Act early, alerting the Appropriate Body, when necessary, in cases where the ECT may be at risk of not completing induction satisfactorily

- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Ensure third-party observations are carried out where the ECT may be at risk of not performing satisfactorily against the Teachers' Standards
- Maintaining and retaining all relevant documentation, evidence and forms

5.3 Role of the Induction Tutor

The Principal will appoint an induction tutor who has QTS and the time, skills and experience to carry out the role effectively and meet your needs. The induction tutor will:

- Provide or coordinate guidance and effective support for the ECT's professional development (with the appropriate body where necessary)
- Be responsible for the overall management of initiating the ECT into the teaching profession and the college's systems and structures
- Carry out regular progress reviews throughout the induction period and provide feedback
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Provide regular monitoring and support, and coordination of assessment
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Principal and relevant body
- Inform the ECT during the formal assessment meeting of the judgments to be recorded on their formal assessment record and invite the ECT to add their own comments
- Identify any development needs
- Review and revise targets set as required
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the College
- Take prompt, appropriate action if the 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 to provide any additional evidence that requires the creation of new documentation but that draws on existing working documents
- The Director with link responsibility for ECTs is: Shahina Ahmad

5.4 Role of the Induction Mentor

In addition to the Induction Tutor, who has the responsibility for formal assessment, a Mentor must be appointed to provide ongoing support on a daily basis (in exceptional circumstances, the Induction Tutor may also carry out this role). The induction mentor will contribute to the judgments about the performance against the Teachers' Standards, and will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback

- Work in collaboration with the ECT and colleagues within the College who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, key stage-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the Governing Board

The Governing Board will:

- Make sure the College complies with statutory guidance on ECT induction
- Be satisfied that the College has the capacity to support the ECT
- Make sure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT where appropriate

5.6 Role of the Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process, and will:

- Ensure the Principal (and Governing Body where appropriate) is aware of, and capable of meeting their responsibilities for monitoring, support and assessment;
- Agree that the post is suitable for the ECT to serve their induction period and that the ECT will receive an ECF-based induction programme;
- Ensure an appropriate Induction Tutor and Mentor are assigned, and the monitoring, support, assessment and guidance procedures are appropriate and fair;
- Inform the Teaching Regulation Agency that the ECT is starting their induction or taking up a post to continue induction, and the outcome of their induction period.
- Provide the ECT with a named contact with whom they may raise any concerns about their induction;
- Ensure that the ECT's supervision and training meet their development needs (with the Principal);
- Determine and agree on the length of the induction period;
- Oversee the induction and decisions on passing induction;
- Consult with the Principal, on a regular basis, on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;

- Ensure action is taken to address areas of performance requiring further development and support where the ECT may be experiencing difficulties;
- Maintain records and assessment reports;
- Ensure all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from the ECT do not require new documentation but draw on existing working documents.

6. Monitoring arrangements

This policy will be reviewed **annually** by Furnaz Ahmed, Assistant Principal of T&L. At every review, it will be approved by either the full governing board or the relevant committee.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay