



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

EARLY CAREER TEACHER (ECT) ENTITLEMENT POLICY

Approved by Full Governing Board: February 2026

Due for review: February 2027

1. Aims

The Federation aims to:

Run an Early Career Teacher (ECT) Entitlement Programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) which, from September 2025 which replaced the Early Career Framework (ECF) of September 2021. The areas covered by this policy were known as the Early Career Teacher Induction Programme until September 2025. This programme has been successfully implemented.

Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.

Make sure all staff understand their role in the ECT Entitlement programme including receipt of a copy of this policy.

2. 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 April 2025.

The Initial Teacher Training and Early Career Framework 2025 (ITTECF)

The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

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

3. The ECT entitlement programme

The ECT Entitlement (ECTE) induction programme will be underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF with monitoring and an assessment of performance against the Teachers Standards.

Before an ECT begins their ECT Entitlement (ECTE) induction, the School Headteacher will ensure the post is suitable and that the ECT is registered with an Appropriate Body (AB).

The AB quality-assures the induction arrangements and makes the final decision at the end of the induction period.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured through the role of the Appropriate Body which is important for both ensuring that the schools provide adequate support to their ECTs and that their assessment is fair and consistent across all institutions. At College Park the Appropriate Body is the Central London Teaching School Hub. QEII will identify an Appropriate Body when an ECT starts at the school.

4.1 Posts for induction

Each Early Career Teacher 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. The reduced timetable (10% in Year 1 and 5% in Year 2, in addition to PPA) is protected for ECTE training and mentoring activities.

- 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

- Not be presented with unreasonably demanding child or young person discipline problems on a day to-day basis

4.2 Support for ECTs

We support ECTs with:

Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

Their designated induction 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 school or at another school with effective practice

4.3 Assessments of ECT performance

ECTs' formal assessments are carried out by either the school Headteacher or the Induction Tutor. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3 or equivalent for part time ECTS) and in the final term of the second year of induction (term 6 or equivalent for part-time ECTs). Evidence used in assessments should be clear and transparent and copies of the assessment reports should be provided to the ECT and Appropriate Body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against [the ITTECF](#).

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 Headteacher will also recommend to The Appropriate Body in the final assessment at the end of the programme as to whether the ECT's performance is satisfactory, unsatisfactory or whether an extension should be considered against the relevant standards. This recommendation should be recorded on the final assessment report.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to The Appropriate Body. The final assessment report will be sent 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 or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified

- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards

- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with The Appropriate Body alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or

Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT 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 how best to use their reduced timetable allowance and ensure full engagement with their ECT Entitlement (ECTE) programme based on the ITTECF

- Provide evidence of their progress against the relevant standards

- Participate fully in the monitoring and development programme

- Keep track of and participate in scheduled classroom observations, progress reviews and formal assessment meetings

- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period

- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can

- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the Headteacher at each school

The Headteacher 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 is appropriately trained and has sufficient time to carry out their role effectively

Make sure an appropriate ECT Entitlement (ECTE) programme based on the ITTECF is in place

Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching

Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body

Maintain and keep accurate records of employment that will count towards the induction period

Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way

Make the Governing Board aware of the support arrangements in place for the ECT through reports to Governing Board.

Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory

Participate in the Appropriate Body's quality assurance procedures of the induction programmes

Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

Provide guidance and effective support to the ECT (with 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 terms where a formal assessment does not occur

Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, School Headteacher and Appropriate Body

Inform the 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 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 school

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 for any evidence that requires the creation of new work

5.4 Role of the induction mentor

The induction mentor will:

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

Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECT Entitlement (ECTE) programme based on the ITTECF

Provide, or arrange, effective support – including subject-specific, phase-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 school complies with statutory guidance on Early Career Teacher Entitlement (ECTE)

Be satisfied that the school has the capacity to support the ECT

Make sure the School Headteachers are fulfilling their responsibilities to meet the requirements of a suitable ECTE [induction](#) post

Investigate concerns raised by the ECT as part of the school's grievance procedures

If it has any concerns or questions, seek guidance from the Appropriate Body on the quality of the ECTE arrangements and the roles and responsibilities of staff involved in the process

6. Monitoring arrangements

This policy will be reviewed **annually** by the Governing Board

7. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Grievance

Pay