



**LAURUS**  
TRUST

# **Laurus Trust Early Career Teacher (ECT) Policy**

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# Introduction

From September 2025, the Early Career Framework (ECF) will be superseded by the updated Initial Teacher Training and Early Career Framework (ITTECF). It is a two-year support package for new teachers. When they earn Qualified Teacher Status (QTS), they are now classed as an Early Career Teacher (ECT).

In the first two years of a teaching career, the new teacher will be required to continue professional development with the support of a mentor within the school that employs them.

If a teacher has obtained Qualified Teacher Status (QTS) and works in a maintained school or academy, then they are required to work within the Early Career Teacher Entitlement (ECTE) for the first two years of their employment.

The Early Career Teacher Entitlement (ECTE) applies to primary and secondary teachers in maintained schools.

The Early Career Teacher Entitlement replaces Newly Qualified Teacher (NQT) status. That was a one-year programme, it had no core content but came with the added pressure in that teachers had to 'pass'.

## Aims

As a Trust we aim to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) from 1st September 2025.
- Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

## Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for ECTs (England) from 1st September 2021.
- The Department for Education's (DfE's) statutory guidance for ECTs (England) from April 2025
- The Early Career Framework reforms.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- The 'relevant standards' referred to below are the Teachers' Standards.

# The ECT induction programme

The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), with monitoring and an assessment of performance against the Teachers' Standards.

We work with a licensed provider to ensure our ECTs engage with a programme that has been designed to bring about lasting change in teachers' understanding and practice.

## The programme design is:

- Knowledge and evidence-based: The programme is informed by a deep understanding of the development needs of ECTs.
- Drawn from expert theory and current practice: The programme is co-designed by teachers and school leaders, teacher educators and academics with rich experience of translating evidence into practice.
- Learning embedded in practice, not an additional burden: ECTs apply new learning in work contexts to improve their own and their pupils' learning.
- Led by local teachers and leaders: The interactive learning platforms enable ECTs to reflect and share learning together.
- Flexible: School hubs and clusters can follow the proposed sequence or create their own to meet the needs of early career teachers and mentors.

## Each ECT will:

- Have an appointed school induction co-ordinator, who will have qualified teacher status (QTS)
- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- 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.
- Not have unreasonable demands made upon them.
- Have a mentor that is experienced and well-prepared for the role - mentors are supported to attend and participate in training as part of the ITTECF and the induction co-ordinator will

support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality.

- ECTs will log their professional development in accordance with the requirements of their ECT provider.
- Each school within the Trust ensures ECTs are registered with an Appropriate Body through the East Manchester Teaching School Hub.

## Support for ECTs

### Support provided at school level:

- The designated induction co-ordinator, mentor and subject leader will provide day-to-day monitoring and support.
- The induction co-ordinator will co-ordinate their assessments and formal observations.
- The mentor will provide regular structured mentoring sessions and developmental observations that are followed up with prompt and constructive feedback.

### Assessments of ECT performance:

- ECTs will be judged against the Teacher Standards, engagement with weekly resources and progress in observations.
- A progress review will take place per term (except when a formal assessment is due) and will be completed by the induction co-ordinator, in discussion with other relevant members of staff, including the ECT's mentor and the ECT.
- After each progress review, a report will be completed by the induction co-ordinator that indicates how the ECT is performing towards completion of induction – this will be signed by the Head and sent to the Appropriate Body.
- ECTs must be able to evidence how they have met the Teacher Standards.
- Formal assessments 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 induction co-ordinator and agreed and checked by the Head of School.
- After each formal assessment, a report will be completed that clearly shows how the ECT is performing against the relevant standards.
- The Head of School will also recommend to the Appropriate Body in the final assessment report whether the ECT's performance is satisfactory against the relevant standards.
- The final assessment report will be sent for the Appropriate Body to make the final decision on whether the ECT has passed their induction period.

### 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, approved by the Head.

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 still 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 co-ordinator and/or Head of School will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## Roles and responsibilities

### ECTs will:

- Meet with their induction co-ordinator at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their induction co-ordinator how best to use their reduced timetable allowance and guarantee engagement with their Early Career Teacher Entitlement (ECTE).
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Keep copies of all assessment reports.
- Fully engage in Professional Learning activities.

### When the ECT has any concerns, they will:

- Raise these with their induction co-ordinator 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 co-ordinator or within the school.

### Heads of School 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.
- Make sure the induction co-ordinator is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate Early Career Teacher Entitlement (ECTE) programme 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 trustees aware of the support arrangements in place for the ECT.
- 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.
- Keep all relevant documentation, evidence and forms on file for 6 years.

### Induction co-ordinators will:

- Support mentors and ECTs to engage with the programme.
- Ensure ECTs are formally observed at least once per term.
- Check engagement with ECT self-study tasks and observation feedback.
- Ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community.
- Update the Head on ECT progression.
- Complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done efficiently and with due consideration

of workload.

- Ensure all Induction tutors receive the relevant training from the appropriate body.

ECT mentors 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 Early Career Teacher Entitlement (ECTE) .
- Participate in all relevant training provided by the school, teaching hub and ECT provider.
- 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.
- Design and manage delivery of a school-based induction programme to support ECT's transition into school life.

# Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race  <input checked="" type="checkbox"/> Disability  <input checked="" type="checkbox"/> Gender  <input checked="" type="checkbox"/> Age  <input checked="" type="checkbox"/> Religion and belief  <input checked="" type="checkbox"/> Sexual orientation
Summary of any issue/proposed changes	<p>Page 5 - changed 'ECF' to ITTECF to reflect the new guidance. And the 'ECF' is now referred to as 'ECTE', Early Career Teacher Entitlement.</p> <p>Additional reference made to the new statutory guidance policy, April 2025</p> <p>Page 6 - ECF replaced with ITTECF</p> <p>Page 8 - 'ECF-based induction' replaced with Early Career Teacher Entitlement'</p> <p>Page 9 - 'ECF-based induction' replaced with Early Career Teacher Entitlement (ECTE)</p> <p>Page 10 - Addition of</p> <ul style="list-style-type: none"> <li>• Ensure all Induction tutors receive the relevant training from the appropriate body. Based on feedback from the Appropriate body to ensure all Induction Tutors have received training from the AB with regard to assessing ECTs against the Teachers Standards.</li> </ul> <p>'ECF-based induction' replaced with Early Career Teacher Entitlement (ECTE)</p>
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