The Park Federation Academy Trust

Montem Academy

Early Career Teacher (ECT) Policy

2026-2027

DOCUMENT UNCONTROLLED WHEN PRINTED

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Helen Abell
Date of approval	September 2021
Date of review	July 2026
Date of next review	July 2027

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled.
Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

1.	Aims	4
2.	Legislation and statutory guidance	4
3.	The ECT induction programme	4
4.	Roles and responsibilities	6
5.	Monitoring arrangements	8
6.	Links with other policies	8

1. Aims

At the Park Federation we aim to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF).
- Provide Early Career Teachers (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 induction programme.

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 1 September 2021
- 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.

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

3. The ECT induction programme

The induction programme will act as a bridge between initial teacher training and a career in teaching. It will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF, with monitoring and assessment of performance against the Teachers' Standards.

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

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

At Montem Academy, we deliver the full UCL Induction Programme through partnership with our chosen delivery partners – Teaching School Hub (TSH) Berkshire. The programme takes a recurring weekly approach to study and coaching so that teachers, and the mentors supporting them, can engage in powerful partnerships for improvement. The programme is quality assured and approved by the DfE, with The Teaching School Hub Berkshire also designated as our 'appropriate body' for the ECT Programme.

The exemptions to a qualified teacher having satisfactorily completed an induction period to be able to be employed in a relevant school in England have been updated to reflect the changes brought about by the introduction of a new approach to recognising overseas teaching qualifications. Under this new approach, teachers from outside the United Kingdom who are awarded QTS, having made an application to do so after 1 February 2023, are required to complete induction if they have less than two years' full-time experience when awarded QTS.

3.1 Posts for induction

Each ECT will:

- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- 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, their 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
- 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 pupil discipline problems on a day-to-day basis

3.2 Support for ECTs

We support ECTs with:

- A full Induction programme (FIP) that is a DfE-funded and approved, provider-led programme offering dedicated support, professional learning and development to ECTs, Mentors and Tutors.
- 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, with their induction tutor reviewing and revising objectives in relation to the relevant standards, and their current strengths/needs.
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of ECT performance

Our ECTs will be judged against the Teacher Standards, engagement in weekly/bi-weekly meetings and accompanying tasks/reading and progress drawn out from observations. Progress reviews will also take place every half term, except when a formal assessment is due.

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 induction tutor and 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.

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 will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will 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. 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 Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 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, to be reviewed. 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 Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4. Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have achieved 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 guarantee engagement with their ECF-based induction
- 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
- 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

4.2 Role of the Principal

The Principal 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 ECF-based induction 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 Academy Council 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 of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the 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, Principal and relevant 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

4.4 Role of the induction mentor

The induction mentor will:

- Meet weekly during the first year and bi-weekly in year two 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 ECF-based programme
- 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

4.5 Role of the Board

The Board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school 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 ETC in line with the Trust's grievance policy
- 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 on a termly basis

5. Monitoring arrangements

This policy will be reviewed **annually** by Helen Abell (CEO) in consultation with the schools in The Park Federation. At every review, it will be approved by the Board of Governors.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Code of Conduct