ALEC REED ACADEMY
PROUD TO LEARN

Early Career Teacher (ECT) Policy

Policy Owner:	Erika Théron	**Approved By:**	Principal and Leadership Team
Target Audience:	Teachers	**Requirement to Publish on Website:**	Yes
Purpose:	To promote best practice and establish consistency in teaching and learning across the academy.	**Statutory Policy:**	No
Review Date:	Sept 2029	**Approval Date:**	Sept 2026
Oversight by: **Board Member/ Committee**	Education Sub committee		

Version	Description of Change	Date of Policy
1	Updated in line with national guidance	Jan 2019
2	Change of terminology NQT - ECT	Jan 2021
3	Slight amendments in line with national standards	Sept 2023
4	Updated to reflect all thoroughness of the academy	Sept 2026

1. Purpose and Principles

The Academy is committed to attracting, developing and retaining high-quality teachers. We recognise the importance of supporting teachers at every stage of their professional journey, from Initial Teacher Training (ITT) through to the successful completion of the Early Career Teacher (ECT) induction period.

The purpose of this policy is to:

- Ensure compliance with statutory requirements for ECT induction.
- Provide a high-quality ECF-based induction programme for Early Career Teachers.
- Support trainee teachers undertaking ITT placements within the Academy.
- Promote excellent teaching, professional development and reflective practice.
- Establish clear roles and responsibilities for all staff involved in teacher development.
- Build a sustainable pipeline of highly effective teachers for the Academy and wider profession.

The Academy views ITT and ECT development as a continuum of professional learning, ensuring that trainees and early career teachers receive consistent support, mentoring and opportunities for professional growth.

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2. Early Career Teacher (ECT) Provision

2.1 Aims

The Academy aims to:

- Deliver an induction programme that fully complies with current statutory guidance for Early Career Teachers.
- Ensure that ECTs receive a high-quality induction underpinned by the Early Career Framework (ECF).
- Enable ECTs to develop the knowledge, skills and behaviours required to meet the Teachers' Standards.
- Provide appropriate support, challenge and professional development.
- Create a culture in which ECTs feel valued, supported and empowered to become highly effective practitioners.

2.2 Induction Programme

The Academy will ensure that every ECT:

- Is appointed to a suitable induction post.
- Receives an ECF-based induction programme.
- Has a designated Induction Tutor and Mentor.
- Receives their statutory timetable reduction.
- Has access to high-quality professional development opportunities.
- Receives regular coaching, mentoring and feedback.
- Has opportunities to observe experienced practitioners.
- Participates fully in academy-wide professional learning.

The induction period will normally last two years for full-time ECTs, or the equivalent period for part-time teachers, in accordance with national requirements.

2.3 Support and Monitoring

ECTs will receive:

- Regular mentor meetings.
- Classroom observations with developmental feedback.
- Progress reviews throughout the induction period.
- Formal assessment points as required by statutory guidance.
- Access to coaching, lesson study and collaborative professional learning.
- Appropriate support where concerns arise regarding progress.

Where an ECT is experiencing difficulties, the Academy will implement an additional support programme, including clear targets, additional mentoring and regular review meetings.

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3. Initial Teacher Training (ITT)

3.1 Commitment to ITT

The Academy is committed to supporting the development of future teachers through partnership with accredited Initial Teacher Training providers, universities and school-centred training organisations.

The Academy believes that trainee teachers benefit from:

- Exposure to excellent classroom practice.
- High-quality mentoring.

- Structured professional development.
- Experience within a diverse and ambitious school community.
- Opportunities to develop confidence, subject knowledge and classroom expertise.

3.2 Support for Trainee Teachers

Trainees undertaking placements at the Academy will receive:

- A comprehensive induction programme.
- Support from an appropriately trained mentor.
- Opportunities to observe excellent practice.
- Structured feedback on teaching and professional development.
- Experience across a range of classes and pupil groups.
- Guidance on behaviour management, assessment and curriculum planning.
- Access to relevant Academy training and professional development opportunities.

Trainees are expected to:

- Take responsibility for their own professional development.
- Adhere to all Academy policies and procedures.
- Maintain professional standards of conduct and confidentiality.
- Engage positively with feedback and mentoring.
- Meet the expectations of their training provider.

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4. Roles and Responsibilities

4.1 The Principal

The Principal will:

- Ensure compliance with statutory ECT induction requirements.
- Approve suitable induction arrangements.
- Ensure appropriate staffing, mentoring and support arrangements are in place.
- Maintain effective partnerships with ITT providers.
- Ensure quality assurance of both ECT and ITT programmes.
- Ensure accurate records are maintained.

4.2 Professional Tutor / ITT Coordinator

The Professional Tutor will:

- Coordinate all ITT placements.

- Liaise with training providers and higher education institutions.
- Ensure trainees receive appropriate induction and support.
- Monitor the quality of trainee experiences.
- Support mentors and departmental staff involved in ITT delivery.
- Coordinate professional studies sessions where appropriate.

4.3 ECT Induction Tutor

The Induction Tutor will:

- Oversee the ECT induction process.
- Coordinate assessments and progress reviews.
- Monitor progress against the Teachers' Standards.
- Liaise with mentors, senior leaders and the Appropriate Body.
- Ensure appropriate support is provided where concerns arise.

4.4 Mentors

Mentors supporting ECTs or ITT trainees will:

- Provide regular developmental coaching and feedback.
- Model effective teaching practice.
- Support target setting and professional reflection.
- Conduct observations and review progress.
- Liaise with Academy leaders and training providers as required.

4.5 ECTs and Trainees

ECTs and trainees are expected to:

- Engage fully with their development programme.
- Attend mentoring and review meetings.
- Reflect on feedback and implement agreed actions.
- Participate actively in professional development opportunities.
- Maintain high standards of professionalism at all times.

4.6 Trustees

Trustees will:

- Receive assurance that statutory induction arrangements are in place.
- Monitor the effectiveness of teacher development programmes.
- Ensure sufficient resources are provided to support ECTs and trainees.

- Hold leaders accountable for the quality of induction and professional development provision.

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5. Assessment and Quality Assurance

The Academy will work with its Appropriate Body, ECF provider and ITT partners to ensure that:

- Induction arrangements meet statutory requirements.
- Assessments are completed accurately and on time.
- Mentoring arrangements are effective.
- Professional development provision is of a high quality.
- ECTs and trainees receive a consistent and positive experience.

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6. Funding and Resources

Any funding received to support ITT placements or ECT programmes will be used to:

- Provide mentoring and coaching support.
- Deliver professional development activities.
- Release staff for training and mentoring responsibilities.
- Provide resources and materials that support professional learning.

The Academy recognises the significant contribution made by mentors and departments in supporting trainee and early career teachers and will allocate resources appropriately to sustain high-quality provision.

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7. Monitoring and Review

This policy will be reviewed annually by the senior leader responsible for Teaching and Learning and approved by the Board of Trustees.

The effectiveness of the policy will be evaluated through:

- ECT assessment outcomes.
- Feedback from ECTs and trainee teachers.
- Feedback from mentors and training providers.
- Quality assurance visits and reports.
- Recruitment and retention data.

This version removes duplication, places the statutory ECT programme at the centre of the policy, and positions ITT as the feeder pathway into the Academy's wider teacher development framework. It should also be updated to reflect the latest DfE **"Induction for Early Career Teachers (England)" guidance and the Early Career Framework reforms in place during 2026**