

Bourne Education Trust

Early Careers Teachers Policy

Purpose

This policy outlines the school's approach to supporting Early Career Teachers (ECTs) through their statutory induction period, ensuring compliance with the Department for Education's (DfE) guidance: [Induction for early career teachers \(England\) \(June 2026\)](#). The aim is to provide a structured, supportive, and developmental experience that enables ECTs to thrive in their professional practice and meet the Teachers' Standards.

From September 2026 BET has partnered with the National Institute of Teaching (NlOT) as our preferred delivery partner. All ECT1s will follow the NlOT programme, whilst schools may opt to keep their current partner for ECT2. Further details about NlOT's ECT programme can be found [here](#).

Scope

This policy applies to all ECTs employed at Woodlands School as well as staff involved in their induction, including governors, headteacher, induction tutor and mentors.

Statutory framework

All those involved in ECT induction within the school should be familiar with, and adhere to, the above **statutory guidance**, which is available [here](#). They should also ensure that they keep up-to-date with developments and revisions from the DfE, as and when these occur.

It is important to note that ECTs are **employees of the school** and, as such, are subject to all relevant school policies and procedures, including those relating to safeguarding, professional conduct, and disciplinary matters. The only exception is that ECTs are not included in the school's standard performance management or appraisal cycle, as their progress is instead monitored through regular reviews and formal assessments as part of their statutory induction programme.

Roles and responsibilities

The roles and responsibilities of those involved in the ECT induction process are clearly set out in Section 5 of the above statutory guidance. Key responsibilities include:

Local Governing Committee

- Ensures compliance with the requirement for the school to have regard to the statutory guidance.
- Ensures that the school has the capacity to support the ECT and that the headteacher is fulfilling their responsibility to meet the requirements of a [suitable post for induction](#)

Headteacher

- Ensures the school meets all statutory induction requirements.
- Provides strategic oversight and ensures appropriate staffing and resources.
- Supports a culture of professional growth and wellbeing.
- Ensures that the ECT receives training and support based on the ***Initial Teacher Training and Early Career Framework (TTECF)***.

Induction tutor

- Registers the ECT with the appropriate body, following the process set out in this policy under [Registering ECTs](#)
- Registers the ECT with the DfE, in accordance with the DfE's guidance [here](#), and following the instructions under [Registering ECTs](#)
- Conducts termly **progress reviews** and **formal assessments** at the end of Year 1 and Year 2
- Ensures the ECT is assessed against the **Teachers' Standards**.
- Liaises with the **appropriate body**, submitting assessment reports, and responding to queries
- Coordinates with the **mentor** to ensure consistency and coherence in support
- Ensures that the ECT has access to **ITTECF-based training** and support
- Monitors the ECT's **engagement** with their Early Career Training Programme (ECTP), including their attendance at seminars
- Identifies any concerns early and implements **support plans** where necessary.
- Ensures the ECT has access to relevant **CPD and professional development** opportunities
- Ensures that **accurate records** of meetings, assessments, and progress are kept.

Mentor

- Provides regular, structured **support** to the ECT, focusing on professional development and classroom practice.

- Delivers **weekly mentoring sessions** in Year 1 (60 minutes) and **fortnightly sessions** in Year 2.
- Uses the **five-stage instructional coaching model**: Praise, Probe, Precise Actions, Plan, Practice.
- Supports the ECT in applying the **ITTECF** in their teaching.
- Facilitates **opportunities** for reflection, goal-setting, and deliberate practice.
- Provides informal **feedback and guidance** on lesson planning, behaviour management, assessment, and pedagogy.
- Promotes **wellbeing** and acts as a first point of contact for day-to-day support.
- Collaborates with the **induction tutor** to ensure joined-up support and monitoring.

ECT

- Engages fully with all aspects of the **induction programme** and mentoring process.
- **Reflects** on feedback and sets professional development goals.
- Demonstrates progress against the **Teachers' Standards**.
- Raises **concerns** or requests **support** from the induction tutor and/or headteacher when needed.

Although there is no statutory obligation for an ECT to do so, if they are transferring from another school and were previously on a support plan, ECTs are strongly encouraged to let the headteacher and/or induction tutor know, so that appropriate support can be put in place, where necessary.

Registering ECTs

For the 2026-27 year **only**, schools must register all ECT1s with the Harris Institute to align with the NIOT programme. Schools may continue with their current provider for ECT2s.

IMPORTANT: ECTs must be registered before the start date of induction. The DfE do not allow start dates to be backdated.

In order to register ECT1s, please follow the steps below:

- Email AB@Harrisinstitute.org.uk requesting that your school is registered with them. Please share the following information in the email:
 - Name of school
 - Postcode of school
 - Name and email of headteacher
 - Name and email of Induction Tutor/Lead

- Harris will authorise your registration and send the named Induction Lead and Headteacher a username and password. You will then be able to log into [Harris ECT Manager](#) to add other users and register your **new ECTs**.
- ECTs must be registered by 31st August, to begin on 1st September.
- Register your new ECTs via [DfE Register Early Career Teachers \(RECT\)](#) with details as below:
 - **Lead Provider:** National Institute of Teaching
 - **Delivery Partner:** NIOT @ Harris Federation
 - [Appropriate Body:](#) Crystal Palace South London Teaching School Hub

Suitable post for induction

In order for the ECT to serve induction, the headteacher and appropriate body must first agree that the post is suitable for this person. The headteacher and appropriate body are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. The requirements as to what constitutes a suitable post are set out in paragraph 2.18 of the statutory guidance.

Induction programme structure

Provision within school

The school provides a structured programme that includes:

Year 1

- Weekly mentoring sessions (60 minutes).
- Structured instructional coaching using the five-stage feedback model.
- Engagement with ITTECF-based training and resources.
- Termly progress reviews and a formal assessment at the end of the year.

Year 2

- Fortnightly mentoring sessions (60 minutes).
- Continued professional development and coaching.
- Engagement with ITTECF-based training and resources.
- Final formal assessment at the end of the induction period.

Additional elements

- Opportunities to observe experienced colleagues.
- Time allocated for planning, reflection, and collaboration.

Reduced teaching timetable

In line with statutory guidance, ECTs are entitled to a reduced teaching timetable to support their professional development during the induction period. In Year 1, ECTs will receive a 10% reduction in their teaching timetable. In Year 2, this is reduced to a 5% reduction. This time is in addition to the statutory Planning, Preparation and Assessment (PPA) time allocated to all teachers.

The off-timetable time is intended to be used for induction-related activities, such as observing experienced colleagues and engaging with the Early Career Teacher Entitlement (ECTE) training programme. Schools are funded by the Department for Education to support this entitlement and must ensure that the time is protected and used effectively to support the ECT's progress against the Teachers' Standards.

ITTECF-based training

ECTs at Woodland School have access to an ITTECF-based training programme developed by the National Institute of Teaching. Schools who access Teach First or are continuing a previous programme with ECT2s will continue with their provider.

All ECTs complete structured online self-study modules via the **NlOT Prism platform**, or (if ECT2) continuing with **Teach First's Brightspace platform**, both of which are aligned with the ITTECF. In addition to self-study, ECTs attend **seminars, delivered by the nominated ECTE Lead Schools — 12 seminars in Year 1 and 6 seminars in Year 2**. These sessions are designed to deepen understanding of key pedagogical concepts and provide opportunities for collaboration and reflection. For those following the NlOT programme please see the trust wide delivery calendar on BET-NET [here](#).

Seminar attendance is a mandatory part of the programme and ECTs must inform their induction tutor and Teaching School Hub if they are unable to attend one or more sessions. Attendance is closely monitored and forms part of the ECT's engagement with the induction programme.

Assessment and progress monitoring

All ECTs are regularly assessed against the **Teachers' Standards** throughout their induction period.

For ECTs on **full-time contracts**, formal assessments are conducted at the end of **Year 1 (term 3)** and **Year 2 (term 6)**. For ECTs on **part-time contracts**, formal assessments take place once they have completed the **full-time equivalent of three and six terms**.



In terms where a formal assessment is not scheduled, the school conducts a **progress review** to monitor the ECT's development and identify any areas requiring additional support.

The **induction tutor** is responsible for uploading each term's progress review or formal assessment to the Teaching Hub's online assessment system. These submissions are then reviewed by the appropriate body to ensure consistency, accuracy, and compliance with statutory requirements.

Failure to make satisfactory progress

If an ECT is not making satisfactory progress against the Teachers' Standards, the school will notify the appropriate body and take prompt and structured action to support improvement. This includes putting in place additional monitoring and targeted support, which may involve more frequent observations, focused mentoring, and a tailored support plan with clear objectives and review points.

The induction tutor will work closely with the mentor and appropriate body to ensure the ECT receives appropriate guidance and opportunities to improve. If performance remains unsatisfactory despite support, the school will inform the appropriate body, who may decide to extend the induction period or, in serious cases, fail the induction. ECTs have the right to appeal a decision to fail induction. Throughout this process, the school will maintain clear records and ensure the ECT is kept fully informed, with no surprises at the point of formal assessment.

Appropriate body

Woodlands School has appointed The Harris Institute (or current provider for ECT2) as its appropriate body, whose role it is to oversee the statutory induction process and ensure high-quality support for ECTs.

The appropriate body plays a critical role in ensuring the quality and integrity of the statutory induction process for ECTs. It is responsible for monitoring the fidelity of the induction programme, ensuring that ECTs receive their statutory entitlements, including reduced timetables and access to appropriate training and mentoring. The appropriate body provides guidance and oversight to the school, validates formal assessment outcomes, and ensures that progress reviews and assessments are conducted in line with statutory expectations.

The appropriate body also has the authority to recommend the completion, extension, or failure of induction, and to advise on exemptions or reductions where applicable. School leaders will maintain regular communication with the appropriate body and

submit all required documentation to them in a timely manner, including progress reviews and formal assessments.

Safeguarding, wellbeing and inclusion

The school is committed to ensuring that ECTs feel safe, supported, and valued throughout their induction period. All ECTs receive comprehensive safeguarding training as part of their induction, including familiarisation with the school's safeguarding policies, procedures for reporting concerns, and statutory responsibilities under Keeping Children Safe in Education (KCSIE).

The induction programme includes structured support for workload management and wellbeing, recognising the challenges faced by new teachers. ECTs benefit from protected time for mentoring, planning, and professional development, and are encouraged to maintain a healthy work-life balance. The school promotes access to wellbeing resources, peer support networks, and opportunities for professional reflection.

An inclusive and respectful school culture is actively promoted, where ECTs are treated as valued members of the staff team. Diversity is celebrated, and all staff are expected to uphold the school's values of equity, respect, and collaboration.

ECTs are encouraged to raise any concerns - whether professional, personal, or wellbeing-related - with their mentor, induction tutor or headteacher. Open communication is prioritised, and concerns are addressed promptly and sensitively. The school ensures that ECTs know who to approach and how to access support, both within the school and via external services if needed.

Quality assurance and review

This policy is reviewed annually by the headteacher and governing body, or earlier if there are updates to DfE guidance. Feedback from ECTs, mentors and the school's induction tutor will be sought in order to inform any revision to the policy.

Relevant documents

Department for Education (2026), *Induction for early career teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies* available [here](#).

Department for Education (2026), *Appropriate bodies guidance: Induction and the Initial Teacher Training and Early Career Framework (ITTECF)*, available [here](#).

Department for Education (2024), *Initial Teacher Training and Early Career Framework (ITTECF)*, available [here](#).

Department for Education (2025), *Set up and manage the early career teacher entitlement*, available [here](#).

Published date:	Autumn 26
Author:	Chief People and Culture Officer
Approved by:	Deputy CEO
This policy is written with reference to:	Initial Teacher Training and Early Career Framework DfE Early Careers Framework
Next review:	Summer 27