

# The GLC Early Career Framework Entitlement [ECFE] Induction Policy

This Policy was ratified by the Board of Directors on:	Summer 2026
This Policy will be reviewed by the GLC Board on:	Summer 2027

## **GLC Mission Statement**

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

## **Equalities Statement**

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

## 1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Teacher Entitlement [ECTE] from September 2025.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers, with a strong focus on the updated ECTE framework content.
- 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: [Early career teacher entitlement - GOV.UK](#)
- The 'relevant standards' referred to below are the Teachers' Standards.

## 3. The ECT induction programme

The induction programme will be underpinned by the Early Career Teacher Entitlement [ECTE] from September 2026. This framework enables ECTs to understand and apply the knowledge and skills set out within it, with a strengthened focus on special educational needs and disabilities [SEND], high-quality oral language [oracy], early cognitive development, and evidence literacy. The ECT training programmes will be based on the initial teacher training and early career framework [ITTECF] – an updated framework based on a combination of initial teacher training [ITT], core content framework [CCF], and the early career framework [ECF].

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 by Saffron Teaching School [2025-2026] as our 'appropriate body'.

### 4.1 Posts for induction

Each ECT 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. This reduced timetable must facilitate engagement with the ECTE.
- 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.

### 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, explicitly aligned with the ECTE framework content [SEND, oracy, cognitive development, evidence literacy]. These sessions will utilise diagnostic tools where available to personalise support.
- 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, ensuring alignment with the ECTE.
- Chances to observe experienced teachers, either within the school or at another school with effective practice, potentially focusing on areas highlighted within the ECTE.

### 4.3 Assessments of ECT performance

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 ECT's induction tutor, overseen by the Head of School. 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 engagement with the ECTE-based induction programme.

Copies of the evidence relied on will be provided to the ECT and the appropriate body.

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 Head of School 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 Head of School, 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.

If an ECT leaves their post unexpectedly [e.g., during a term] before a formal assessment can be completed, the Induction Tutor must complete an interim assessment report. This report must be submitted to the Appropriate Body to ensure the ECT's progress is recorded for their next employer.

All formal assessment reports must be evidence-based and include:

- Clearly defined **SMART** [Specific, Measurable, Achievable, Relevant, Time-bound] targets for the following assessment period.
- A detailed record of the specific support and professional development provided by the school to help the ECT meet those targets."

### 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 improvements are needed are clearly identified, with reference to the relevant standards and potentially specific aspects of the ECTE.

- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards, with clear and measurable targets linked to the ECTE.
- An effective support programme is put in place to help the ECT improve their performance, potentially involving targeted mentoring, additional observations, or specific professional development opportunities related to the ECTE.

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 Head of School will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period, ensuring continued alignment with the ECTE.

In rare cases where an ECT's performance is such that capability procedures are instigated, the induction process must continue to run in parallel. The ECT must continue to receive their ECTE entitlement [including reduced timetable and mentoring] throughout the capability process.

If an ECT is dismissed on the grounds of lack of capability before the end of their induction period, this does not prevent them from completing their induction at a different institution at a later date. A full induction period must be completed before a final judgment of 'pass' or 'fail' can be made

The appropriate body should be informed at all stages of the process.

## **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, ensuring these align with the ECTE.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE-based induction.
- Provide evidence of their progress against the relevant standards, drawing upon their experiences and learning within the ECTE framework.
- 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 that would result in an extension to the Early Career Teacher induction 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.

### **Automatic Extensions [Absence]**

The induction period will be automatically extended if an ECT's absences total 30 days or more per year [or a pro-rata equivalent for part-time staff], except where the absence is due to statutory maternity, paternity, adoption, shared parental, bereavement, carer's, or neonatal care leave.

ECTs who take statutory maternity, paternity, adoption, shared parental, bereavement, carer's, or neonatal care leave have a legal right to decide whether they wish to extend their induction period to reflect the duration of their absence. This decision should be made in consultation with the Induction Tutor and the Appropriate Body.

Where an ECT chooses not to extend their induction following a period of statutory leave, they will still be assessed against the full Teachers' Standards. It is therefore essential that sufficient evidence is available to demonstrate that the standards have been met consistently.

### **5.2 Role of the Head of School**

The Head 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 [see section 4.1 above], ensuring it allows for full engagement with the ECTE.
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively, including time to support the ECT's engagement with the ECTE.
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively, including time for structured mentoring sessions aligned with the ECTE.
- Make sure an appropriate ECF-based induction programme is in place that aligns with the updated ECTE framework.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching, with specific attention to their application of ECTE principles.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body, reflecting the ECT's progress within the ECTE framework.
- 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, including the alignment with the ECTE.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory, considering their development within the ECTE.
- 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.
- In addition to internal monitoring, the Head of School must ensure that for any ECT joining the Trust mid-induction, all previous assessment reports are obtained from the ECT's previous Appropriate Body to ensure continuity of support.

### **5.3 Role of the induction tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT [with the appropriate body where necessary], ensuring this support is aligned with the ECTE.
- Carry out regular progress reviews throughout the induction period, focusing on the ECT's development within the ECTE.

- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate, and ensuring these assessments consider the ECT's progress against the relevant standards and within the ECTE.
- Carry out progress reviews in terms where a formal assessment doesn't occur, focusing on the ECT's ongoing development within the ECTE.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Head of School, and relevant body, with clear links to the ECTE framework.
- 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, ensuring the ECTE is referenced where appropriate.
- Make sure that the ECT's teaching is observed and feedback is provided, with feedback explicitly linked to the ECTE framework content.
- 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, ensuring support is tailored to address areas linked to the ECTE.
- 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:

- Meet with the ECT for structured mentor sessions to provide targeted feedback [Year 1: 1 hour per week/ Year 2: 1 hour per fortnight], using diagnostic tools where available to tailor support and session materials, ensuring these are explicitly aligned with the updated ECTE framework [SEND, oracy, cognitive development, evidence literacy].
- 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 ECTE-based programme.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching, and/or mentoring – aligned with the updated ECTE framework.
- Act promptly and appropriately if the ECT appears to be having difficulties, ensuring interventions are linked to the ECTE.

New mentors will undertake a one-year training programme, with potential reductions in training hours for those with prior mentor training from ITT programmes. This training should equip mentors to effectively support ECTs within the ECTE framework. To ensure the quality of the entitlement, mentor sessions are expected to be formally timetabled during teaching hours. Scheduling these sessions within directed time [such as after school] should only occur in exceptional circumstances.

#### **5.5 Role of the Board**

The GLC Board will:

- Make sure the school complies with statutory guidance on ECT induction, including the requirements of the ECTE.
- Be satisfied that the school has the capacity to support the ECT within the ECTE framework.
- Make sure the Head of School is fulfilling their responsibility to meet the requirements of a suitable induction post, allowing for full engagement with the ECTE.
- 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 induction arrangements and the roles and responsibilities of staff involved in the process, particularly in relation to the ECTE.
- If it wishes, request general reports on the progress of the ECT on a termly basis, potentially including information on their engagement with and progress within the ECTE.

- The GLC Board of Directors holds the ultimate responsibility for ensuring the institution complies with statutory induction requirements. This includes a specific responsibility to investigate any concerns raised by an ECT regarding their induction or support as part of the Trust's formal grievance procedures.

## **6. Monitoring arrangements**

This policy will be reviewed annually by Dan George [Primary Trust Teaching & Learning Lead]. The review will explicitly consider any further updates to DfE guidance regarding the Early Career Teacher Entitlement. At every review, it will be approved by the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Performance management and probation
- Staff code of conduct and whistleblowing
- Pay
- Teaching and learning
- Curriculum
- Subject policies.