



Early Career Teachers Policy (ECT)

This Early Careers Policy has been approved and adopted by the Xavier Catholic Education Trust in January 2026 and will be reviewed in January 2028

Committee Responsible: HR

Our Mission

‘To inspire, nurture and fulfil the calling of every person we encounter and the potential of every school we serve; growing together in faith, hope and love’.

Everything we do in Catholic education is to help ensure that every child we teach and every person we work with has the opportunity to realise their own calling and become the best version of themselves. Our aim is to enable potential with the highest-quality provisions, to go out into the world and make our unique contribution for the greater good of all God’s people here on Earth.

1. Scope and Purpose

Xavier Catholic Education Trust offers induction to Early Career Teachers (ECTs). This policy sets out how the Trust and its schools manage a personalised, statutory two-year induction programme to enable ECTs to satisfactorily meet the Teachers’ Standards and to thrive in professional practice. This policy applies to all ECTs employed in Trust schools and to staff involved in their induction, including governors, headteachers, induction tutors and mentors.

This policy has been developed to comply with the Department for Education (DfE) statutory guidance [Induction for early career teachers \(England\)](#) and is underpinned by the ITTECF Framework. It does not form part of any employee’s contract and may be amended at any time in line with updates to guidance.

2. Statutory Framework and Status of ECTs

All those involved in ECT induction within the school should be familiar with, and adhere to, the above **statutory guidance**, which is available at: [Induction for early career teachers](#).

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.

3. Appropriate Body (AB)

(School name) has appointed Xavier Teaching School Hub as its appropriate body, whose role it is to oversee the statutory induction process and ensure high-quality support for ECTs.

The Xavier 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, and access to ITTECF-based 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 Xavier appropriate body also has the authority to recommend the completion, extension, or failure of induction, and to advise on 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. The school is responsible for

maintaining regular communication with the appropriate body and submitting all required documentation in a timely manner via ECT Manager.

4. Prior to Starting Induction

Recruitment and checks: Schools follow their own Recruitment Policy, carrying out all relevant pre-employment checks and verifying Qualified Teacher Status (QTS). The ECT must provide evidence of QTS and eligibility to start induction.

Notification and start date: The school identifies and appoints an appropriate body and notifies them of the ECT's employment, start date and contract type via registration on ECT Manager. The appropriate body notifies the Teaching Regulation Agency (TRA) of the ECT's appointment.

ECTs part-way through induction: If an ECT has completed previous terms in another setting, it is the responsibility of the headteacher to request any previous reports after the point of employment and inform the appropriate body of their employment history.

5. Suitable Post for Induction

The headteacher and appropriate body will agree the post is suitable to facilitate fair and effective assessment against the Teachers' Standards. A suitable post:

- Provides necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
- Includes an ITTECF-based induction programme;
- Does not make unreasonable demands upon the ECT;
- Involves the ECT regularly teaching the same classes, normally within the appointed age range and/or subject;
- Includes planning, preparation and assessment processes similar to other teachers in the school;
- Have assigned an appropriate timetable in line with the ECT's entitlements on the programme.
- Does not present unreasonably demanding day-to-day discipline problems;
- Does not involve additional non-teaching responsibilities without appropriate preparation and support;
- Appoint an induction tutor and assign a mentor for high-quality support in school;
- Is underpinned by the school's agreement to the appropriate body service level agreement. (SLA found on the ECTE secure area linked [here](#)).

Requirements as to a suitable post are set out in statutory guidance (e.g., paragraph 2.18). The headteacher ensures supervision and training meet development needs. (page 16 of guidance document).

6. Timetable Reduction and Protected Time

To undertake induction activities, ECTs receive a reduced **teaching timetable**: no more than 90% of the timetable of other main pay range teachers in Year 1 (terms 1–3), and no more than 95% in Year 2 (terms 4–6). This equates to a 10% reduction in Year 1 and a 5% reduction in Year 2, **in addition to statutory PPA time**.

Off-timetable time is protected and intended for induction-related activities (e.g., observing experienced colleagues, mentoring meetings, engaging in the ITTECF training programme).

Schools are funded by DfE to support this entitlement and must ensure the time is protected and used effectively to support the ECT's progress against the Teachers' Standards.

7. Roles and Responsibilities

7.1 Local Governing Committee

Ensures regard to statutory guidance, that capacity and resources exist to support ECTs, and that posts are suitable. Monitors policy application and receives general termly reports on induction progress as appropriate.

7.2 Headteacher

Provides strategic oversight; ensures statutory requirements are met; appoints and supports an induction tutor and a mentor selects the ECF delivery approach appropriate to context; promotes wellbeing and workload management.

7.3 Induction Tutor

Please note that the DfE stipulate that the mentor and induction tutor should not be one and the same colleague due to the distinctive nature of the roles.

- Holds QTS and provides regular support and oversight of the ITTECF induction programme and entitlements;
- Attends regular training as organised by Xavier TSH and remains up to date with all requirements as outlined in the ECTE weekly bulletin;
- Registers the ECT with DfE ([Manage training for early career teachers](#)) and with XTSH as the appropriate body on [ECT Manager](#); confirms induction start date;
- Coordinates ITTECF-based training and monitors engagement (e.g. self-study modules and seminars);
- Quality assures the support provided by the mentor, ensuring regular high-quality meetings are in place and instructional coaching is effectively impacting the progress of the ECT;
- Schedules, conducts and records termly professional progress reviews and formal assessments at end of Year 1 and Year 2;
- Observes (or arranges observations of) teaching regularly against the Teachers' Standards and provides prompt, constructive feedback with brief written records;
- Maintains accurate records and uploads progress reviews and assessments to ECT Manager in a timely manner;
- Alerts the appropriate body early where concerns arise and implements targeted support plans in line with appropriate body guidance;
- Updates the headteacher after each progress review and communicates on-track/satisfactory progress judgements to the appropriate body and ECT.

7.4 Mentor

- Holds QTS and provides regular one-to-one structured mentoring focused on classroom practice and professional development;

- Attends regular training as organised by Xavier TSH and remains up to date with all requirements as outlined in the ECTE weekly bulletin;
- Delivers weekly mentoring in Year 1 (approximately 60 minutes) and fortnightly in Year 2;
- Uses a five-stage instructional coaching approach (Praise, Probe, Precise Actions, Plan, Practice);
- Supports application of ITTECF principles, facilitates observation of effective practice, and encourages reflection and deliberate practice;
- Promotes wellbeing and acts as first point of day-to-day support; collaborates with the induction tutor.

7.5 Early Career Teacher (ECT)

- Engages fully with all aspects of the induction programme and mentoring;
- Attends regular training as organised by Xavier TSH and remains up to date with all requirements as outlined in the ECTE weekly bulletin;
- Attends specified mentor meetings in line with the programme requirements;
- Reflects on feedback, sets goals and demonstrates progress against the Teachers' Standards;
- Raises concerns promptly with the induction tutor or headteacher when needed;
- Attends scheduled seminars and notifies the induction tutor and XTSH in advance if unable to attend.

8. Introduction Period Length and Employment Patterns

The minimum induction period is normally the full-time equivalent of two standard school years (usually six terms). Where part of induction is served in other settings (including FE), the appropriate body determines equivalence to two school years and applies any special circumstances to reduce or extend induction.

For part-time ECTs, the induction period is the full-time equivalent of two standard school years. In specific cases, part-time ECTs may have their induction reduced where they have completed a period covering - but not equivalent to - two full school years and can demonstrate they meet the Teachers' Standards.

Fixed term/temporary posts of one term or more may count towards induction. Short-term supply work of less than one term (with whole-class teaching) cannot count; if extended beyond one term, an induction programme will begin (the start date cannot be backdated).

9. ITTECT Programme Delivery

The headteacher selects one of the DfE-approved approaches for ECTP delivery to suit school context. Within the school or Trust, ECTs typically access a programme delivered by Xavier Teaching School Hub, including structured online self-study modules (e.g. Teach First's Brightspace platform) and seminars - typically 12 in Year 1 and 6 in Year 2. Seminar attendance is mandatory and monitored.

10. Monitoring, Support and Assessment

Monitoring and support are structured to meet ECT professional development needs and include ECTE-based training, ongoing support from the induction tutor, regular mentoring, observation of experienced teachers, and the following processes:

- Observations: The induction tutor/mentor or another suitable observer with QTS regularly observes teaching against the Teachers' Standards and provides prompt, constructive feedback; a brief written record is kept, and development needs are identified in line with the five-part feedback model exemplified in the Teach First training;
- Progress reviews: In terms without a formal assessment, the induction tutor conducts a professional progress review based on evidence of teaching; a written record is provided to the ECT stating a judgement, summarised evidence and agreed development targets; objectives may be reviewed to reflect needs and strengths;
- Formal assessments: Normally carried out in the final term of Year 1 and the final term of Year 2 by the headteacher or induction tutor; assessment uses evidence from teaching, induction activities and contributions from colleagues; the ECT adds comments; reports are signed by ECT, induction tutor and headteacher (if different) and uploaded to ECT Manager shortly after each meeting;
- Quality assurance: The appropriate body rigorously quality-assures each progress review and assessment report; reports not meeting appropriate body requirements may be rejected on ECT Manager and schools asked to adapt and re-submit with appropriate body support.

11. Concerns, Support Plans and Capability

If it becomes apparent during progress reviews that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor will clearly record this and notify the appropriate body of the need for additional support. ECTs are entitled to additional support, this may be an informal early intervention, or the school may feel the need to implement a more formal support plan. Support plans are administered in line with appropriate body guidance and the best interests of the ECT.

If progress remains unsatisfactory, immediate measures are put in place: clear targets for improvement, opportunities for ECTs to comment and discuss concerns, exploration of any issues affecting performance, additional monitoring and targeted support, appropriate objectives linked to training, and clear timelines and review points.

Between formal assessments, where concerns persist, induction tutors continue regular reviews, revising objectives and support plans, linking these to the Teachers' Standards and sharing with the ECT, headteacher and appropriate body. Details of the support plan for the next assessment period and consequences of failure to improve are documented.

In very serious cases, the school or Trust may initiate capability proceedings in line with the Xavier Catholic Education Trust Capability Policy, which may lead to dismissal before the end of the induction period. The induction process runs parallel with capability. The appropriate body is informed but maintains a distinctly independent role from these HR procedures. It is important to note that the appropriate body does not advise on broader HR functions like general staff grievances, recruitment, pay, or day-to-day employment issues for all staff, which remain with school leadership, governors, or dedicated HR departments. This does not prevent the ECT from completing induction in another institution.

12. Absences During Induction

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of

statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, carer's leave, or neonatal care leave. In these circumstances the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

13. Joining or Leaving Mid-Induction

For ECTs joining part-way through induction, the headteacher (supported by XTSH as AB) will obtain copies of prior progress reviews and assessment reports and establish how much induction time remains. If prior concerns were raised, the headteacher will alert the appropriate body.

If an ECT is due to leave after completing one term or more but before the next scheduled formal assessment, the induction tutor or headteacher completes an interim assessment to capture progress since the last assessment, including any concerns. If the appropriate body extends induction and the ECT leaves before completing the extension, an interim assessment is completed, and the appropriate body is notified.

14. Completion, Decisions and Appeals

At the end of the induction period, a final assessment is carried out by the headteacher or induction tutor. The report recommends whether performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered. The appropriate body makes the final decision within 20 days of receiving the report, drawing on the recommendation and all available evidence, and notifies the ECT via ECT Manager.

If the decision is to extend or that induction has failed, the appropriate body notifies the Teaching Regulation Agency (TRA), ECT and headteacher in writing within three working days with conditions outlined. ECTs have the right to appeal to the TRA within 20 working days of the appropriate body decision; the appropriate body will inform the ECT of this right and how to exercise it.

15. Consequences of Failing Induction and Dismissal

Failure to satisfactorily complete induction means the ECT is no longer eligible to be employed as a teacher in a relevant school (maintained schools and non-maintained special schools). As an academy trust, Xavier Catholic Education Trust applies the principle of the regulations and will normally dismiss an ECT who has failed induction within the following timelines:

- Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal;
- Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought;
- Within 10 working days of being told the outcome of an appeal where the appeal outcome is that the ECT has failed induction.

16. Safeguarding, Wellbeing and Inclusion

ECTs receive comprehensive safeguarding training, including familiarity with Keeping Children Safe in Education (KCSIE) and school procedures for reporting concerns. The programme supports workload

management and wellbeing, with protected time for mentoring, planning and professional development, access to well-being resources and peer networks, and an inclusive culture grounded in equity, respect and collaboration.

ECTs are encouraged to raise professional, personal or wellbeing concerns with their mentor, induction tutor or headteacher; open communication is prioritised, and concerns are addressed promptly and sensitively.

17. Confidentiality and Data Protection

The induction process is treated confidentially; secure data transfer arrangements are in place between schools and the appropriate body. Written induction records are retained securely for six years (or longer where lawful and necessary) in accordance with Data Protection Legislation: the UK GDPR and the Data Protection Act 2018, and Trust policies (Workforce Privacy Notice; Retention and Destruction Policy). The Trust abides by equality legislation, including reasonable adjustments for disabled employees.

18. Quality Assurance and Review

Xavier Teaching School Hub quality-assures progress reviews and assessments. The Trust/school reviews this policy annually (or sooner if guidance changes) and monitors application and outcomes to ensure effectiveness. Feedback from ECTs, mentors and induction tutors informs revisions.

19. Policy Administration

- Policy owner: Headteacher (school level) / HR Committee (Trust level)
- Date of ratification: January 2026
- Next review date: January 2028

20. Relevant Documents

- [DfE \(2025\) Induction for early career teachers \(England\): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies.](#)
- [DfE \(2024\) Initial Teacher Training and Early Career Framework \(ITTECF\).](#)
- [DfE \(2025\) Set up and manage the early career teacher entitlement.](#)