



The Cornovii Trust

Early Career Teacher Entitlement (ECTE) and Induction Policy

Effective from 2nd July 2025

**The Trustees of The Cornovii Trust (TCT) adopted this policy on:
2nd July 2025**

Shared for information with TCT local Governing Boards

Chair of TCT Trustees: Janet Furber

This policy will be reviewed in light of operating experience and/or changes in legislation or every three years whichever is soonest.

Early Career Teacher Entitlement (ECTE) and Induction Policy

1. STATEMENT OF INTENT

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.

At The Cornovii Trust, we recognise that the appointment and successful induction of an Early Career Teacher (ECT) strongly contributes to the development of both the Trust, the school and the ECT. Teachers are the foundation of the education system, and ECTs bring innovation, enthusiasm and the most contemporary evidenced-based teaching to the classroom. In turn, our schools are committed to supporting those new to the profession to have a rewarding and successful career.

The Early Career Teacher Entitlement (ECTE) underpins an entitlement to a fully funded, two-year package of structured training and support for Early Career Teachers. It requires compliance with the national programme and includes core areas of:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

The ECTE is not, and will not be used, as an assessment framework or an additional assessment tool.

This is the statutory assessment period which continues to build on the Initial Teacher Education (ITT) programme to:

- Support the ECT to evidence that their performance against the relevant standards is satisfactory by the end of the assessment period
- Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- Provide support to an ECT failing to make satisfactory progress against the Teacher Standards.

ECTs are entitled to a 10% reduction in their teaching timetable for their first year, 5% in their second. They are also entitled to high quality support during this two-year period.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

The Cornovii Trust will adhere to all statutory guidance to offer ECT's a supportive and robust induction into the profession. Giving ECT's the best possible start to their careers.

2. LEGAL FRAMEWORK

2.1 This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE 'Induction for Early Career Teachers (England)'
- DfE Early Career Teacher Entitlement
- DfE Early Career Teacher Entitlement Support
- DfE (2011) Teachers' standards
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

2.2 This policy should be read in conjunction with the following school/Trust policies:

- Child Protection and Safeguarding
- Capability Policy
- Data Protection & Privacy Policy
- Staff Code of Conduct

3. STATUTORY INDUCTION

3.1 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. The programme should support the ECT in evidencing that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher

3.2 The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

3.3 The statutory ECT Induction period is two full-time academic years, or equivalent. This may be reduced or extended in special circumstances (see the Statutory Induction Guidance).

3.4 ECTs who are employed on a part-time basis are required to serve the full-time equivalent induction period of two full academic years.

3.5 Absences totalling 30 days or more per year will require the induction period to be automatically extended (with the exception of statutory maternity leave, paternity leave, shared parental leave, adoption leave or parental bereavement leave) by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school, the minimum period of employment of one term or equivalent must be served in a new school/institution.

3.6 Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but an induction programme must be put in place immediately it becomes clear that the extended contract will continue for a further term or more.

3.7 The DfE permits some teachers to be employed in schools without having completed the statutory ECT induction period (Annex B of the Statutory Induction Guidance).

3.8 If an ECT leaves the school before completing their induction period, the Headteacher will complete an interim assessment form and the Appropriate Body notified. Each full term completed will qualify to the potential completion of statutory induction at a new institution.

3.9 It is important to state that an ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see para 4.6-4.7 of the Statutory Induction Guidance). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to complete a satisfactory induction period.

4. ROLES AND RESPONSIBILITIES

4.1 ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start the statutory induction.
- Agreeing on the start and end dates of the induction period, including any absences.
- Meeting with Mentors to agree on priorities for their programme and review these at regular intervals.
- Participating in the agreed monitoring and development programmes, including the required classroom observations, progress reviews and formal assessment meetings.
- Engaging with the self-study element of the programme
- Providing evidence of progress against the Teacher Standards.
- Raising any concerns that they have with their mentor.
- Speaking to senior leaders if there are concerns regarding their support from mentors.
- Consulting with the Appropriate Body if there are difficulties with resolving issues with the school.

4.2 The Headteacher is responsible for:

Before:

- Establishing that the school and the post meets the requirements for ECT induction.
- Ensuring that the ECT has been awarded QTS.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Registering the ECT with the Appropriate Body, informing them of the period of induction. The Appropriate Body has the main quality assurance role within the induction process. It will work with the ECT and school to provide support and assistance with the ECT's induction programme
- Informing the Governing Body about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Ensuring that arrangements are in place to facilitate the effective protection and secure transfer of data.

At the Outset:

- Informing the ECT as to who will act as the Appropriate Body.

- Ensuring that the ECT has been provided with and read the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the ECT knows the identity and role of the Designated Safeguarding Lead and any deputies.
- Ensuring that the ECT knows the school's response to children who go missing from education.
- Ensuring that the ECT's timetable is no more than 90% of the timetable of the school's existing teachers on the main pay range.
- Allocating the ECT a mentor who has QTS, making sure that they have received suitable training and have the time to carry out the role effectively. The mentor may not be from the same subject specialism as the ECT.
- Ensuring that a personalised induction programme is in place.
- Providing the ECT with a named contact to which they may raise any concerns about the induction programme.
- Ensuring that the ECT member engages with the self-study element of the programme

During Induction:

- Ensuring that the progress of the ECT is reviewed regularly via an agreed frequency of progress checks and a formal annual assessment,
- Retaining accurate records of employment that will count towards the induction period.
- Submitting completed reports to the Appropriate Body for review.
- Making a recommendation to the Appropriate Body on whether the ECT's performance is satisfactory or requires an extension if not meeting the Teacher Standards.
- Participating in the Appropriate Body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
 - o Obtaining interim assessments from the ECT's previous post
 - o Alerting the Appropriate Body when an ECT may not be completing induction satisfactorily
 - o Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
 - o Notifying the appropriate body if an ECT is absent for a total of 30 days or more per year
 - o Regularly informing the Governing Body about the school's induction procedures
 - o Discussing with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
 - o Providing progress reports for staff moving in between formal assessment periods
 - o Informing the Appropriate Body when an ECT serving induction leaves the school

4.3 The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process, and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

4.4 The headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process, and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

4.5 The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

4.6 The Trust, through the Executive SLT Team, is responsible for:

- Ensuring that schools are compliant with this policy.
- Ensuring that this policy is updated within the statutory timescales.
- Ensuring that the school has the capacity to support the ECT in the role and that the Headteacher is fulfilling their responsibilities.

5. MONITORING, SUPPORT AND ASSESSMENT

The process of assessment:

5.1 Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.

5.2 The criteria used for formal assessments will be shared between the ECT and the Headteacher and agreed in advance.

5.3 Formative assessment (e.g., lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs.

5.4 Termly observations of ECTs' lessons will be conducted with feedback provided promptly, constructively, and fairly. A brief written record will be made on each occasion. It should indicate strengths and where any development needs have been identified. Where appropriate and agreed, these will form the basis of subsequent observations, including those that the school conducts as part of their regular quality assurance process, to support the ECT to consolidate and/or improve their practice.

5.5 All ECTs will be provided with the opportunity to undertake regular observations of experienced teachers and indeed of each other, where practical and appropriate.

5.6 All teachers who have a part in the ECT's development will be responsible for assessing the ECT, so to gain a reliable overall view.

5.7 An annual assessment report, supported by regular progress checks, will be coordinated by the Induction Tutor signed by the Headteacher, or induction tutor, giving details of:

- Areas of strength
- Areas requiring development.

- Evidence used to inform judgement
- Targets for coming term
- Support to be provided by the school.

These will be set out against the Teacher Standards and must be shared with the ECT before submission to the Appropriate Body. The ECT has the opportunity to comment independently on the quality of the support provided in their programme. The Appropriate Body is responsible for ensuring that the ECT's entitlement to the ECF training programme has been made fully available.

5.7 Should an ECT not be making satisfactory progress, the Headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily. The Appropriate Body will be informed, and the Headteacher must ensure that additional monitoring and support measures are put in place immediately. An agreed improvement plan will be created by the ECT's Induction Tutor with appropriate objectives, and an effective support program in place to help the ECT improve performance. This should include:

- The identified weaknesses
- The agreed objectives set in relation to the satisfactory completion of induction
- Details of additional monitoring and support put in place
- The evidence used to inform the judgement: and details of the improvement plan for the next assessment

There should be no surprises to the ECT.

5.8 The first-year report forms an interim assessment only, with the second-year report providing the summative and final judgement against which the awarding of successful ECT status is made. This is the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the relevant standards is satisfactory or unsatisfactory.

5.9 In rare occasions serious capability problems may be identified. If prior to the end of the induction period serious capability problems are identified, which may lead to dismissal before the end of the induction period, the Trust Capability Policy should be followed. The capability process should be followed in parallel with the induction process in such circumstances.

6. COMPLETING THE INDUCTION PERIOD

6.1 ECTs will have successfully completed their induction period when they have served the full-time equivalent of two school years (reduced or extended if relevant as stated earlier), and the Appropriate Body making a recommendation to the TRA (Teaching Regulation Agency), taking into account the recommendations of the Headteacher following submission of completed assessment forms.

6.2 If, at the final assessment, the Appropriate Body decides that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

6.3 Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

6.4 An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing. This process will also be applied to all our academies.

6.5 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

7. RECORD KEEPING

7.1 Records will be kept in accordance with the Trust's Data Protection & Privacy Policy

7.2 Assessment forms will be completed at the end of each formal assessment period by mentors, signed by the Headteacher and submitted to the Appropriate Body in a timely manner.

7.3 Assessment reports will be retained for six years, as recommended by the DfE.

7.4 ECTs will be advised by the school to retain their original copies of assessment reports.

8. CONFIDENTIALITY

8.1 The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. All ECTs will be made aware of who has been granted access to their assessments.

8.2 A Governing Body are allowed to request termly general reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the Governing Body to access the assessment forms to review the situation.

8.3 In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the Appropriate Body has the discretion to decide if the ECT can be exempt from induction. The Appropriate Body will ensure that every effort has been made to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the Appropriate Body will consider the strength of evidence that an error has occurred or that records are missing or lost.

9. MONITORING AND REVIEW

- 9.1 The Trust Board is responsible for reviewing this policy.
- 9.2 The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Headteacher immediately.
- 9.3 Any changes to this policy will be communicated to all members of staff.
- 9.4 To be reviewed in light of operational experience and/or changes in legislation

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