

## Policy document

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### *Early Career Teacher Induction and Entitlement Policy*

#### **1 Purpose**

- 1.1** This policy sets out how the Heart of Mercia Multi Academy Trust (the Trust) supports Early Career Teachers (ECTs) through their statutory induction period and ensures they receive their full Early Career Teacher Entitlement (ECTE).

The Trust is committed to providing high-quality professional development, mentoring, and support so that ECTs develop the knowledge, skills and confidence required to become highly effective teachers.

This policy outlines the roles and responsibilities of staff involved in the induction process and ensures that the Trust complies with statutory guidance issued by the Department for Education (DfE).

#### **2 Statutory Context**

- 2.1** All teachers employed in a relevant school in England must satisfactorily complete a statutory induction period following the award of Qualified Teacher Status (QTS), unless exempt.

The statutory induction period lasts the equivalent of two full-time school years (normally six terms). During this period ECTs must receive their ECTE.

The ECTE provides a structured two-year programme of professional development, mentoring and support based on the Initial Teacher Training and Early Career Framework (ITTECF).

The Trust works with an Appropriate Body, currently Prince Henry's Teaching School Hub, to quality assure the induction process and ensure statutory requirements are met.

#### **3 ECTE Programme – UCL Institute of Education**

- 3.1** The Trust delivers the ECTE through the UCL Institute of Education Early Career Teacher Programme.

The programme provides an evidence-informed professional development curriculum aligned with the ITTECF. It supports teachers in developing expertise in key areas of teaching practice including:

- behaviour and classroom culture
- how pupils learn
- subject and curriculum
- classroom practice
- adaptive teaching
- assessment
- professional behaviours

## Policy document

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The programme combines:

- structured professional development materials
- self-directed study modules
- regular mentor meetings and instructional coaching
- opportunities for reflection and classroom practice

ECTs engage with programme materials throughout the two-year induction period and apply their learning through structured mentoring conversations and classroom practice.

### 4 Entitlement for Early Career Teachers

- 4.1** ECTs employed within the Trust are entitled to receive their full ECTE. This includes:
- a structured two-year professional development programme based on the ITTECF
  - a trained mentor
  - an induction tutor
  - regular mentoring sessions
  - access to professional development aligned with the UCL programme
  - protected time for induction activities

ECTs must also receive a reduced timetable of:

- 10% reduction in teaching time during the first year of induction
- 5% reduction in teaching time during the second year of induction

This reduction is in addition to statutory Planning, Preparation and Assessment (PPA) time.

### 5 Roles and Responsibilities

#### 5.1 Principal / Headteacher

The Principal or Headteacher is responsible for ensuring that:

- the ECT has been awarded QTS
- a suitable induction programme and ECTE training programme is in place
- the ECT receives their full ECTE
- the ECT, Mentor and Induction Tutor are registered on the DfE 'Manage Training for Early Career Teachers' Service
- formal assessments are completed and submitted to the Appropriate Body
- mentors and induction tutors have sufficient time to conduct their roles.

#### 5.2 Induction Tutor

The Induction Tutor is responsible for:

- coordinating the induction programme
- monitoring ECT progress
- conducting progress reviews
- completing formal assessments
- ensuring appropriate support is provided where required

## Policy document

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### 5.3 Mentor

The Mentor provides instructional coaching and professional guidance throughout the two-year ECTE programme. Mentors will:

- meet regularly with the ECT
- provide targeted feedback on teaching practice
- support engagement with UCL programme materials
- help the ECT translate learning from the Early Career Framework into classroom practice.

## 6 ECT Monitoring and Assessment

### 6.1 ECT progress is reviewed regularly through:

- classroom observations
- mentoring discussions
- termly progress reviews
- two formal assessment points, at the end of year 1 and at the end of year 2

Assessment is made against the Teachers' Standards.

The Appropriate Body makes the final decision on whether the ECT has successfully completed induction.

## 7 Support for ECTs Experiencing Difficulties

### 7.1 Where an ECT is not making satisfactory progress:

- the induction tutor will clearly identify areas requiring improvement
- a support plan will be implemented
- additional mentoring and monitoring will be provided
- the Trust ECT Coordinator will be informed, who will liaise with the Appropriate Body

The Trust is committed to ensuring ECTs receive appropriate support and guidance to enable them to succeed.

## 11 Equality Impact

The Trust's responsibilities towards promoting equality, diversity and inclusion have been considered when developing project proposals.

## 12 Monitoring and Review

This policy will be reviewed at least annually by the Trust ECT Coordinator and HR Director to ensure compliance with current DfE statutory guidance. Any significant amendments will be presented to the Trust Board for approval.

## Policy document

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Date of review	Date agreed	LGBs	MAT Board	Review date	Comments
March 2026	March 2026	Summer 2026	April 2026	March 2027	