



Early Career Teacher (ECT) Induction Policy

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1. Purpose and Scope

1.1 This policy sets out Exceed Academies Trust's approach to supporting Early Career Teachers (ECTs) through the statutory Early Career Teacher Entitlement (ECTE), aligned to the Initial Teacher Training and Early Career Framework (ITTECF). It applies to all Trust academies and outlines roles, responsibilities, programme structure, and statutory compliance. The Trust is committed to fostering a supportive, values-driven environment that promotes professional growth, retention, and system-wide improvement.

2. Statutory Framework

2.1 From September 2025, the Early Career Framework (ECF) is replaced by the ITTECF. The ECTE remains a two-year entitlement, including a 10% reduced timetable in Year 1 and 5% in Year 2, alongside observation and mentoring support. This policy reflects the latest DfE statutory guidance (April 2025).

2.2 ECTs and mentors who began induction before 1 September 2025 will continue on their ECF-based programme. If not completed by August 2027, they will transition to the ITTECF-based ECTE from September 2027 for the remainder of their induction.

3. Roles and Responsibilities

3.1 Exceed Academies Trust recognises the critical role of high-quality induction in supporting the next generation of teachers. Key responsibilities are as follows:

- Headteachers – ensure statutory induction is in place, provide resources and time, and work with the Induction Tutor to recommend outcomes to the Appropriate Body.
- Induction Tutors – oversee induction, track and assess progress against the Teachers' Standards, coordinate support plans, and lead coaching-on-coaching sessions.
- Mentors – provide weekly coaching using instructional coaching, attend required training, record action steps via Steplab, and model effective teaching practice.
- Early Career Teachers – engage in self-study, attend all events, participate in instructional coaching, and demonstrate progress against the Teachers' Standards.
- Appropriate Body – register ECTs, provide monitoring and fidelity checks, and ensure statutory requirements are met.

4. Setting up Induction

4.1 All ECTs must be registered with an Appropriate Body (AB) before induction begins. Teaching School Hubs (TSHs) are the designated ABs. Exceed Academies Trust uses Exceed Teaching School Hub as its AB for all academies except where conflicts of interest apply. The default training route is provider-led via Ambition Institute through Exceed TSH. Induction must commence as soon as employment begins, with support tailored to September, January, or April starts.

5. Programme Structure

5.1 ECTs and Mentors participate in a two-year programme, including conferences, clinics, self-study, and instructional coaching. Engagement expectations include:

- ECTs – 100% engagement with self-study and completion of modules across each term, avoiding cramming.
 - For ECTs in the first-year coaching is a weekly expectation. Instructional coaching must be delivered at least once every two weeks. Pastoral coaching must take place during the weeks that instructional coaching is not being used.
 - For ECTs in the second year, instructional coaching and self-study must take place every two weeks.
- Mentors – 100% engagement with coaching cycles, attending training and capturing action steps.
- Induction Tutors – regular monitoring via Steplab, leading coaching for mentors sessions, and providing oversight.

5.2 The programme is structured with conferences, clinics, and coaching to provide ongoing professional development. ECTs must attend all events.

6. Mentor Training and Support

6.1 From September 2025, provider-led programmes include one year of mentor training, session materials, diagnostic tools, and enhanced subject/phase resources including SEND. Mentors have protected time to fulfil their role. The Trust also encourages mentors to consider the NPQLTD as part of their professional development.

7. Induction Tutor Support

7.1 Induction Tutors receive support from Exceed Teaching School Hub, including regular briefings, peer networks, and one-to-one guidance. They must be familiar with statutory guidance, AB processes, and HR policies. Coaching-on-coaching sessions enable them to develop and quality assure mentoring within their academies.

8. Assessment and Support

8.1 Progress reviews take place each term (without grading). Formal assessments occur at the end of terms 3 and 6 against the Teachers' Standards. If concerns arise, an Entitlement Enhancement Plan (support plan) is implemented early, with the AB and HR notified. ECTs leaving the Trust mid-induction must have an interim or final assessment completed.

9. Absence and Leave

9.1 Absences are managed in line with DfE guidance, which includes provisions for maternity, paternity, sickness, and neonatal care leave. The AB advises on how absences affect induction length.

10. School-Based Induction

- 10.1 Schools should consider providing tailored induction such as safeguarding, behaviour, assessment, and curriculum policies. Activities are planned by the Induction Tutor and Mentor based on ECT needs.

11. Enhanced Offer

- 11.1 Where common needs are identified, the Trust may offer additional training or support opportunities across schools. These will be carefully planned to avoid overwhelming ECTs or Mentors.

12. Quality Assurance

- 12.1 Quality assurance is aligned to Exceed Teaching School Hub and Appropriate Body processes. The Trust Board receives regular reports on programme quality, engagement, and outcomes.

13. Linked Trust Policies

- 12.1 This policy links to the Trust's Pay Policy and relevant HR policies. ECT pay decisions are informed by the statutory induction process.