Early Career Teachers Policy
Trust Policy & Procedures

Accountable Trust Committee	Education
Policy Area	Educational
Responsible Officer	Director of Education
Status	Published
Policy Rationale	Statutory
Categorisation	Trust wide
Implementation Date	1 September 2026
Publication	Trust website, trust elected
Review Cycle	Annual
Next Review Date	1 September 2027
Related Documents	
Trust Polices	
School Policies	
External	South Farnham ECT Procedures

Document Control

Date	Version	Comments
01/10/21	1.0	Trustee approved – board meeting 29/09/21
18/03/22	1.0a	Reference company name change to Learning Partners Academy Trust
17/07/2024	1.0b	Formatting amendment. Sent to trust board.
16/09/24	1.0b	Trustee approval - September 2024
12/06/26	2.0	Cover sheet changed Key contacts amended Change to section 2 legislative and statutory framework All links relevant to statutory expectations guidance added Roles and responsibilities added

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Please note this list may be updated by the responsible officer when change arises in the organisation, without the need for committee meeting review/approval.

1 Introduction

The Board of Trustees of Learning Partners Academy Trust (the "trust"), wish to ensure every newly qualified teacher starting their early years in teaching is supported to excel.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for Early Career Teachers (ECTs) and equip them with the tools to be an effective and successful teacher.

2 Legislative and Statutory Framework

This policy should be read alongside:

a) Statutory Guidance

Induction for Early Career Teachers (England)
Department for Education (Updated April 2025 and subsequent revisions). This statutory guidance applies to all schools and academies delivering statutory induction.

b) Related Guidance

- Appropriate Bodies Guidance: Induction for Early Career Teachers.
- Early Career Framework (for teachers who commenced induction before September 2025).
- Initial Teacher Training and Early Career Framework (ITTECF) from September 2025.
- Teachers' Standards
- Keeping Children Safe in Education
- Equality Act 2010
- Education Act 2002 Statutory guidance
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).

3 Early Career Framework

There are 3 approaches to enable the delivery of an ECF-based induction that schools can choose, as outlined below.

3.1 A funded provider-led programme

Schools can choose to work with providers accredited by the DfE who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. Schools must use an approved Appropriate body in their region .

The trust recommends that schools choose the first ECF-based induction route delivered through the South Farnham Teaching School Hub on behalf of *TeachFirst*;

3.2 To deliver their own training using DfE-accredited materials and resources

Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors to deliver their own ECT and mentor support;

3.3 To design and deliver their own two-year ECF-based induction programme.

This route will be subject to fidelity checks undertaken by the Teaching School Hub in order to ensure compliance.

All state-funded schools offering statutory induction will receive additional funding to deliver the ECF reforms. The funding will cover:

- 5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring;
- Mentor time for early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year.

4 Roles and Responsibilities

4.1 Board of Trustees

Trustees will:

- Approve this policy.
- Monitor Trust-wide effectiveness of ECT provision.
- Ensure statutory duties are fulfilled.

4.2 Trust Executive

Trust leaders will:

- Monitor consistency across schools.
- Ensure compliance with statutory requirements.
- Provide strategic oversight.
- Support quality assurance and moderation.

4.3 Headteachers and Principals

Headteachers will:

- Ensure induction arrangements comply with statutory guidance.
- Register ECTs with an Appropriate Body before induction begins.
- Ensure ECTs receive their statutory entitlement.
- Appoint suitable mentors and induction tutors.
- Monitor progress and wellbeing.

4.4 Induction Tutors

Induction Tutors will:

- Coordinate induction arrangements.
- Monitor progress against the Teachers' Standards.
- Conduct progress reviews and formal assessments.
- Liaise with mentors and the Appropriate Body.
- Identify concerns promptly and provide support.

4.5 Mentors

Mentors will:

- Provide regular instructional coaching and support.
- Facilitate professional reflection.
- Model effective practice.
- Contribute to professional development planning.
- Maintain appropriate records of mentoring activity.

Mentoring should remain developmental and distinct from formal assessment wherever possible.

4.6 Early Career Teachers

ECTs are expected to:

- Engage fully with their induction programme.
- Attend professional development activities.
- Participate in mentoring sessions.
- Reflect on feedback and professional learning.
- Demonstrate progress towards meeting the Teachers' Standards.

5 Appropriate Body

Schools will also have to nominate an Appropriate Body who will be responsible for:

- Monitoring of support in order to:
  - Check that ECTs are receiving their statutory entitlement.
  - Provide ECT fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.
- Monitoring of assessment: they will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards[1], based on the headteacher's recommendations. There will be two formal assessment points, one midway through induction and one at the end of the induction period.

The trust recommends that schools use the Appropriate Body services provided by South Farnham Teaching School Hub.

[1] https://www.gov.uk/government/publications/teachers-standards