



EARLY CAREER TEACHERS (ECT) INDUCTION POLICY

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Trustees Standards Committee
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¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

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Introduction

At Four Cs, we see the first years of teaching as some of the most important in a teacher's career.

They are demanding, at times overwhelming, but also full of potential. It is in these early years that the habits, confidence, and identity of a great teacher are formed.

We believe that great teaching is not something you are born with, it is something you build, step by step, through practice, feedback, and reflection.

This policy sets out how we will support you to do exactly that.

Not simply to meet the Teachers' Standards, but to grow into a confident, capable teacher who makes a lasting difference to the pupils you teach.

1.0 Aims

At Four Cs Multi Academy Trust, we are committed to developing teachers who are thoughtful, skilled, and continually improving.

The aim of our Early Career Teacher (ECT) induction programme is to provide the structure, support, and challenge needed for ECTs to build strong instructional foundations and develop confidence in the classroom.

Through induction, we aim to ensure that all ECTs:

- establish clear and consistent classroom routines;
- develop strong pedagogical and subject knowledge;
- receive regular, precise feedback to improve their practice;
- reflect on their teaching and make purposeful improvements;
- have a positive impact on pupils across a range of contexts.

Induction at Four Cs is the beginning of a long-term professional journey, not a one-off process.

2.0 Rationale

2.1 The first two years of teaching are both challenging and critically important. With the right support, they can be a period of rapid growth and development.

At Four Cs, our induction programme is designed to provide that support through a carefully structured approach that combines:

- the statutory Initial Teacher Training and Early Career Framework (ITTECF);
- instructional coaching and mentoring;
- regular opportunities for observation and feedback;
- protected time for professional learning.

We believe that all teachers can improve with the right guidance, and our role is to provide clarity, consistency, and support so that this improvement can happen.

2.2 Our induction programme enables ECTs to build a secure foundation for a successful and sustainable career in teaching. All Four Cs schools follow the ECTE programme provided by Teach First, supported by the Peterborough and Cambridgeshire Teaching School Hub. Progress is reviewed against the Teachers' Standards, while the ITTECF is used as a professional development entitlement - not as an assessment tool.

3.0 Purposes

3.1 The purpose of induction at Four Cs is to develop confident, capable teachers through clear expectations, strong relationships, and high-quality professional development.

Our induction programme is designed to:

- provide support that is tailored to each ECT's development needs;
- ensure access to high-quality instructional coaching through a trained Mentor;
- model effective classroom practice and professional behaviours;
- support ECTs in understanding their role within the wider school community;
- encourage reflective practice grounded in evidence and experience;
- recognise and celebrate effective teaching;
- identify clear and achievable next steps for development;
- develop a secure understanding of the responsibilities of teaching;
- establish habits that support long-term professional growth;
- provide regular, focused feedback linked directly to classroom practice;
- support ECTs to meet the Teachers' Standards with confidence.

3.2 At Four Cs, all staff play a role in developing ECTs, creating a culture where new teachers feel supported, challenged, and valued. We recognise that the strength of induction lies in those who lead it and are committed to developing skilled Induction Tutors and Mentors so that every ECT benefits from consistent, high-quality support.

4.0 Roles and Responsibilities

4.1 Trustees and Local Governing Committee

Trustees and Local Governing Committees (LGCs) ensure that schools meet their statutory responsibilities for ECT induction.

Before appointing an ECT, careful consideration is given to the school's capacity to provide the time, support, and expertise required.

LGCs are kept informed about induction arrangements and ECT progress, ensuring appropriate oversight.

Each school will have:

- a named Induction Leader;
- a designated Induction Tutor;
- a Link Governor for ECT induction.

4.2 The Headteacher

The Headteacher has overall responsibility for ensuring that ECT induction is effective, supportive, and compliant.

While some responsibilities may be delegated, accountability remains with the Headteacher. Statutory responsibilities include:

- ensuring an appropriate induction programme is in place, including a 10% timetable reduction in Year 1 and 5% in Year 2;
- ensuring access to the full ITTECF programme;
- recommending to the Appropriate Body whether the ECT has met the Teachers' Standards.

In addition, the Headteacher will:

- take an active interest in the development of ECTs;
- ensure early support is provided where needed;
- keep governors informed of progress and outcomes.

4.3 Induction Tutor

The Induction Tutor oversees the quality and consistency of the induction programme within the school.

This includes:

- coordinating access to the ITTECF programme;
- ensuring mentoring is effective and consistent;
- supporting and developing Mentors;
- facilitating progress reviews and formal assessments;
- maintaining accurate records of support and development.

The Induction Tutor ensures that the process is both rigorous and supportive, with a clear focus on improvement.

4.4 Mentor

The Mentor plays a central role in the ECT's development.

At Four Cs, mentoring is instructional, and relationship driven. Mentors build strong professional relationships with ECTs, creating a space where honest reflection, challenge, and growth can take place.

Mentors:

- meet regularly with ECTs to support their development;
- observe teaching and provide focused, actionable feedback;
- model effective practice and support rehearsal of strategies;
- guide engagement with the ITTECF;
- contribute evidence to support progress reviews.

Mentors do not formally assess ECTs. Their role is to support, guide, and develop.

5.0 **Entitlement**

ECTs are expected to engage actively in their professional development. In return, Four Cs schools are committed to supporting, guiding, and challenging them every step of the way.

ECTs are entitled to:

- a structured induction programme from the start of their appointment;
- full access to the ITTECF programme;
- opportunities to visit the school and discuss expectations prior to starting, where possible
- regular mentoring and coaching sessions;
- opportunities to observe experienced colleagues;
- opportunities to collaborate with other ECTs;
- a reduced timetable (10% in Year 1 and 5% in Year 2), in addition to PPA;
- regular observation with timely, constructive feedback;
- targeted professional development based on identified needs;
- access to appropriate tools and technologies to support reflection.

6.0 Lesson Observation, and Target Setting

6.1 Observation and feedback are central to improving practice. ECTs are formally observed once each half term. These observations are developmental in nature and focus on specific aspects of teaching. Targets are reviewed regularly through mentoring meetings and formally at the end of each term. They are designed to be clear, manageable, and focused on improving classroom practice.

7.0 Assessment and Quality Assurance

7.1 Assessment during induction is designed to be fair, transparent, and focused on supporting improvement. It draws on a range of evidence, including:

- lesson observations;
- pupil progress;
- professional discussions;
- work scrutiny.

ECTs are supported to reflect on their own practice and understand their progress over time.

Formal assessment reports are completed at the end of Terms 3 and 6 and include:

- areas of strength;
- areas for development;
- supporting evidence;
- clear next steps.

7.2 Engagement with the ITTECF is reviewed termly as part of professional development. It is not used as an assessment tool.

7.3 At the end of the induction period, the Headteacher will make a formal recommendation to the Appropriate Body as to whether the Early Career Teacher has met the Teachers' Standards. The Appropriate Body makes the final decision on whether the ECT has successfully completed induction.

7.4 Progress review reports are submitted in Terms 1, 2, 4 and 5, all via ECT Manager.

8.0 At Risk Procedures

8.1 If concerns arise about an ECT's progress, they will be addressed early and with care.

Being identified as 'at risk' does not mean failure. It means that additional support, clarity, and structure will be put in place to help the ECT improve.

Support will include:

- a clear identification of development areas;
- achievable and specific targets;
- modelling of effective practice;
- regular review of progress;
- communication with the Appropriate Body where required.

8.2 If concerns continue, support will be adapted and strengthened to ensure the ECT has the best possible chance of success.

8.3 The Headteacher and Appropriate Body will work together with the school to ensure that all reasonable steps are taken to support the ECT.

9.0 Addressing ECT Concerns

9.1 ECTs are encouraged to raise any concerns about their induction, mentoring, or support. Concerns should be raised within the school in the first instance. If they cannot be resolved, ECTs may contact the Appropriate Body directly.

10.0 Monitoring and Review

The Trustee Standards Committee has the responsibility for implementing, monitoring and reviewing this policy. Any issues, which arise, which do not fall within the remit of this Committee or are relevant to other areas of the Trust, will be brought to the attention of the relevant committees and /or individuals.

The Trustees will review this policy in line with the procedure for policy review.

Date for review - if no other reason for review (see policy review procedure) this policy will be reviewed every three years.

Appendix: Statutory Requirements and Compliance

This policy is underpinned by statutory guidance from the Department for Education and reflects the requirements of the Early Career Framework.

- Induction is a statutory two year period and must be satisfactorily completed against the Teachers' Standards.
- ECTs receive a 10% timetable reduction in Year 1 and 5% in Year 2, in addition to statutory PPA. This is calculated on a full-time equivalent basis and applied pro rata where applicable.
- ECTs are entitled to a structured programme of professional development based on the ITTECF, which is not used for assessment.
- Each ECT is supported by a Headteacher, Induction Tutor, and Mentor, with oversight from an Appropriate Body (AB).
- The Appropriate Body provides quality assurance and makes the final decision on whether induction is successfully completed.
- Progress reviews take place during the induction period, with formal assessments at the end of Terms 3 and 6.
- ECTs receive copies of all reports and may add comments to formal assessments.
- Where concerns arise, additional support and monitoring will be put in place and the Appropriate Body informed as required.
- Induction may be extended in cases such as part-time working or significant absence.
- ECTs have the right to raise concerns and appeal outcomes in line with statutory guidance.