



EARLY CAREER TEACHERS POLICY

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Agreed by CEO: July 2025
Owner: Director of Education
Source: Trust

“We know that high-quality teaching is the thing that makes the biggest difference to young people’s academic successes,”
Education Endowment Foundation.

1. Introduction and Rationale

This policy outlines Everychild Partnership Multi-Academy Trust's commitment to providing a high-quality, supportive, and structured induction period for all Early Career Teachers (ECTs) across its schools, in line with the Department for Education's (DfE) Initial Teacher Training and Early Career Framework (ITTECF), effective from September 2025.

‘The ITTECF sets out the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching, and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. ECTs will purposefully revisit the elements of teaching introduced in ITT to deepen their knowledge and understanding. The ITTECF remains designed to equip all trainees and ECTs with a shared body of knowledge and skills, irrespective of subject or phase.’

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>

We recognise that high-quality teaching is the most significant factor in improving pupil outcomes, particularly for our primary-aged children. This policy ensures that all ECTs within our Trust receive a comprehensive entitlement to professional development and expert support, building upon their Initial Teacher Training (ITT) and equipping them with the knowledge, skills, and behaviours to become great primary educators.

This policy reflects the integration of the ITT Core Content Framework and the Early Career Framework into a single, cohesive ITTECF, designed to provide a continuous professional development journey for teachers from their initial training through their first two years of qualified teaching.

2. Aims and Purposes

The ECT induction process at Everychild Partnership Trust is designed to:

- **Provide a high-quality Early Career Teacher Entitlement (ECTE):** Ensure all ECTs participate in a DfE-funded, ITTECF-based training programme, either via an accredited lead provider or through a rigorous school-led programme utilizing DfE-accredited materials.
- **Deepen Pedagogical Expertise:** Support ECTs in primary settings to revisit and deepen their understanding of the ITTECF's core pedagogical knowledge and skills, with a focus on practical application in the primary classroom.
- **Foster Adaptive Teaching:** Develop ECTs' ability to adapt their teaching responsively to meet the diverse needs of all primary pupils, with a particular emphasis on supporting pupils with Special Educational Needs and Disabilities (SEND).
- **Strengthen Subject and Phase-Specific Application:** Ensure ECTs can effectively apply the ITTECF content to the primary curriculum, considering the unique developmental stages and learning needs of young children.
- **Cultivate High-Quality Mentorship:** Provide robust training and ongoing support for mentors, enabling them to deliver expert, diagnostic, and tailored guidance to ECTs.

- **Promote Reflective Practice and Evidence Engagement:** Encourage ECTs to engage critically with educational research, reflect on their practice, and continuously seek feedback for improvement.
- **Ensure Statutory Compliance:** Meet all statutory requirements for ECT induction as set out by the DfE, ensuring fair and consistent assessment against the Teachers' Standards.
- **Support Wellbeing and Retention:** Create a supportive environment that prioritises ECT wellbeing, manages workload, and promotes long-term retention within the profession and our Trust.

3. Scope and Key Principles

This policy applies to all ECTs undertaking statutory induction within Everychild Trust's schools, and to all staff involved in supporting and assessing ECTs.

Key Principles underpinning our Early Career Teacher Entitlement (ECTE) approach:

- **Entitlement:** Every ECT has an entitlement to a structured two-year programme of professional development and support based on the ITTECF.
- **Evidence-Informed:** Our approach is built upon the best available educational research, ensuring practices are impactful and effective for primary pupils.
- **Continuity and Progression:** The ECTE builds coherently on ITT, fostering continuous expertise development throughout the early career.
- **Adaptive Support:** Support for ECTs is responsive to individual needs, informed by diagnostic assessment, and tailored to primary subject and phase contexts.
- **Expert Mentorship:** ECTs will be supported by highly trained and effective mentors who provide specific, actionable feedback.
- **Assessment for Learning:** Assessment during induction is primarily formative, used to inform development, with formal assessment solely against the Teachers' Standards.
- **Collaborative Culture:** We foster a culture of professional collaboration, where ECTs learn from and contribute to the wider Trust community.

4. The Early Career Teacher Entitlement (ECTE) Programme

All ECTs within Everychild Partnership Trust will undertake a two-year ECTE programme structured around the ITTECF. This will typically include:

- **A DfE-funded Training Programme:**
 - This programme will be based explicitly on the ITTECF, covering all 'Learn that...' and 'Learn how to...' statements.
 - It will include enhanced content on adaptive teaching, supporting pupils with SEND, high-quality oral language (oracy), early cognitive development, and evidence literacy, all contextualized for the primary phase.
 - The programme will leverage diagnostic tools to identify individual ECT development needs and provide tailored support.
 - ECTs will engage in engaging in-person and online learning, self-directed study, and collaborative learning with peers.

'The school's headteacher is responsible for choosing and appointing 'an appropriate body'. Appropriate bodies:

- ensure ECTs receive their statutory entitlements
- ensure that support, assessment and guidance for ECTs are in place
- assure the quality of school-led training programmes
- give advice if an ECT is on reduced or part-time ECTE.

The 'appropriate body' will translate the framework into a carefully sequenced curriculum of training and professional development to support trainees and ECTs to build their expertise across all aspects of the framework. See **Appendix 2** for DfE approved lead providers.

<https://www.gov.uk/guidance/set-up-and-manage-the-early-career-teacher-entitlement>

- **Dedicated Mentor Support:** Each ECT will be allocated a named mentor.
- **Timetable Reduction** (see also **Appendix 1**):
 - 10% timetable reduction in Year 1 of induction.
 - 5% timetable reduction in Year 2 of induction.
 - This time is for ECTE activities (training, mentoring, self-study) and is in addition to the statutory 10% non-contact time for planning, preparation, and assessment (PPA).
- **Regular Progress Reviews and Formal Assessments:** Monitoring of progress and formal assessments will occur as per statutory guidance.

5. Roles and Responsibilities

Effective ECT induction requires a collaborative effort from all stakeholders.

5.1. The Trust Board and Local Governing Bodies (LGBs)

- Ensure full awareness of the DfE's statutory guidance on Induction for Early Career Teachers (England) and the ITTECF.
- Oversee that sufficient capacity and resources are in place across the MAT to fulfil all obligations related to ECT induction.
- Receive regular updates on induction arrangements and the outcomes of formal assessment meetings; this will typically be captured through the termly headteacher (LGB) and Trustee report (Trustees).

5.2. The Headteacher

The Headteacher in each school holds overall responsibility for the implementation of the ECTE. Statutory responsibilities include:

- Registering the school to manage training for ECTs via the DfE's online service.
- Appointing an Induction Tutor for each ECT.
- Selecting and registering a designated mentor for each ECT (expected to hold QTS).
- Registering the ECT with an Appropriate Body.
- Registering the ECT with the chosen ITTECF training provider.
- Informing the Appropriate Body of satisfactory (or unsatisfactory) completion of induction against the Teachers' Standards.
- Observing each ECT as required, but at least once per term, providing constructive feedback.
- Taking prompt action to address any difficulties an ECT may encounter, communicating concerns to the training provider and Appropriate Body.
- Keeping the LGB informed about ECTE arrangements and assessment outcomes.

5.3. The Induction Tutor

The Induction Tutor provides regular monitoring, support, and coordination of assessment for the ECT. This role is separate from the mentor role (unless exceptional circumstances require combining them, in which case strict separation of mentoring and assessment activities must be maintained). The Induction Tutor will:

- Hold Qualified Teacher Status (QTS) and possess the necessary skills and knowledge for the role.
- Be allocated sufficient time to carry out their duties effectively.
- Conduct regular progress reviews with the ECT.
- Carry out formal assessments against the Teachers' Standards at the designated points (final term of Year 1 and final term of Year 2).
- Ensure assessment judgments are rigorous, fair, and based on existing evidence of the ECT's teaching.
- Provide clear, written and oral feedback, including areas of strength, areas for development, and agreed targets.
- Collaborate with the mentor, school leadership, and Appropriate Body regarding the ECT's progress.

5.4. The ECT Mentor

The mentor provides high-quality, ITTECF-based support and guidance to the ECT. The mentor will:

- Hold QTS and be an experienced teacher, ideally with expertise in the same primary phase or subject area as the ECT.
- Attend the required DfE-funded mentor training (one-year programme for new mentors).
- Provide regular, structured one-on-one mentoring sessions with the ECT (typically weekly in Year 1, bi-weekly in Year 2), utilizing provided mentor session materials.
- Use diagnostic tools to tailor support to the ECT's specific development needs.
- Model effective practices, provide focused, bite-sized feedback, and facilitate deliberate practice.
- Help the ECT apply the 'Learn that...' and 'Learn how to...' statements of the ITTECF to their specific primary context.
- Crucially, the mentor does not undertake formal assessment of the ECT against the Teachers' Standards. Their role is purely supportive.
- Maintain records of mentoring activities and discussions to inform progress reviews.
- Act quickly and appropriately if the ECT is experiencing difficulties, escalating concerns to the Induction Tutor.

5.5. The Early Career Teacher (ECT)

The ECT is expected to be proactive in their own professional development and will:

- Engage fully with all aspects of the ECTE programme, including self-directed study, taught sessions, and mentoring.
- Actively participate in regular meetings with their mentor and induction tutor.
- Utilise their allocated timetable reduction for ECTE activities.
- Seek and respond to feedback from their mentor, induction tutor, and other colleagues.
- Maintain evidence of their progress against the Teachers' Standards, drawn from their teaching practice.
- Raise any concerns about their induction programme with their Induction Tutor in the first instance, escalating to the Appropriate Body if unresolved.
- Adhere to all school and MAT policies and procedures.

6. Programme Content and Professional Development

The ITTECF sets out the knowledge, skills, and behaviours that ECTs are entitled to learn and develop across five core areas, linked to the Teachers' Standards:

1. **Behaviour Management:** Establishing and maintaining a positive, predictable, and safe primary classroom environment, understanding and teaching social-emotional skills, and addressing misbehaviour effectively with young children.
2. **Pedagogy:** Planning and delivering well-structured primary lessons, using effective exposition, modelling, questioning, and scaffolding, mindful of primary-specific learning contexts and varying working memory capacities.
3. **Curriculum:** Developing secure subject and curriculum knowledge across the primary national curriculum, including early reading (systematic synthetic phonics), literacy, numeracy, and high-quality oral language (oracy).
4. **Adaptive Teaching:** Understanding and responding to the diverse needs of primary pupils, particularly those with SEND, by adapting teaching without lowering expectations, and making effective use of teaching assistants.
5. **Professional Behaviours:** Fulfilling wider professional responsibilities, engaging in sustained professional development, building effective relationships with colleagues and primary parents/carers, and managing workload and wellbeing.

From 2025, ITTECF providers will also be expected to use 'the best available evidence from this country and around the world, assured by the Education Endowment Foundation (EEF)' to emphasise:

- **SEND Integration:** Significant content on adaptive teaching and supporting pupils with SEND, including practical application in primary classrooms and collaboration with SENCOs.
- **Oracy and Early Cognitive Development:** Dedicated focus on developing high-quality oral language skills and understanding early cognitive development in primary pupils.
- **Evidence Literacy:** Supporting ECTs to engage with educational research and evidence to inform their practice.

Our school-level enhancements to the core programme (as delivered by the nominated 'approved lead provider/delivery partner') will also include and emphasise:

- **Provision for underserved learners:** Significant content on adaptive teaching and supporting pupils who have been identified as 'underserved'; this will include practical application of evidence-informed strategies in collaboration with SENCOs, inclusion teams and associated champions.

7. Assessment and Quality Assurance

- **Assessment against Teachers' Standards:** Formal assessments will be conducted solely against the Teachers' Standards at the end of the first and second years of induction.
- **Formative Assessment:** Regular progress reviews will be conducted by the Induction Tutor, providing ongoing formative feedback and identifying areas for development.
- **Evidence-Based Judgments:** Assessment judgments will be informed by existing evidence from the ECT's daily teaching practice (e.g., lesson observations, spotlights on learning, planning, pupil work). ECTs will not be required to create additional paperwork solely for assessment purposes.
- **Appropriate Body Role:** The Appropriate Body (e.g., Trusts, Universities or Teaching School Hub) will maintain its main quality assurance role, overseeing the induction process, providing specialist advice, and making the final decision on satisfactory completion.
- **No Assessment against ITTECF:** The ITTECF is an entitlement to training, not an assessment framework. ECTs will not be assessed directly against the 'Learn that...' or 'Learn how to...' statements.

8. At Risk Procedures and Support

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be initiated:

- **Early Identification:** Prompt identification of concerns by the Induction Tutor or Headteacher.
- **Diagnosis and Support Plan:** A clear diagnosis of the exact nature of the problem, with tailored support strategies and agreed, attainable targets.
- **Modelling and Observation:** Opportunities for the ECT to observe experienced colleagues and receive focused observations with prompt, constructive feedback.
- **Collaborative Review:** Regular reviews with the ECT, Induction Tutor, mentor, and relevant school leadership, involving the ITTECF training provider and Appropriate Body as necessary.
- **Formal Warning:** If progress is insufficient, a formal warning will be issued, and concerns communicated without delay to the Appropriate Body.
- **Intensified Support:** A programme of intensified support will be put in place, outlining clear improvements required and the support to be provided.
- **Right to Raise Concerns:** ECTs have the right to raise any concerns about their induction programme with their Induction Tutor in the first instance, escalating to the Trust and/or Appropriate Body if not resolved within the school.

9. Transition Arrangements (for ECTs starting before September 2025)

ECTs who commenced their induction period before September 1, 2025, will continue to complete their induction under the Early Career Framework (ECF) guidelines and materials until August 31, 2027.

If an ECT has not completed their induction by August 31, 2027, they will transition to the ITTECF-based training and induction arrangements from September 1, 2027.

Mentors who completed their training under the ECF before September 2025 will have access to the new ITTECF mentor session materials to support their ongoing role.

10. Links with Other Policies and Guidance

This policy should be read in conjunction with, but is not limited to, the following statutory guidance and internal Trust policies:

- DfE Statutory Guidance: Induction for Early Career Teachers (England) (latest version)
- DfE: Initial Teacher Training and Early Career Framework (ITTECF)
- Teachers' Standards (2012)
- School Staff Handbook
- Performance Management Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality and Diversity Policy

Also see:

- <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>
- <https://www.gov.uk/guidance/set-up-and-manage-the-early-career-teacher-entitlement>
- <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

- <https://www.gov.uk/government/publications/teachers-standards>

Appendix

1. Funding and Time Allocation Summary

Element	Year 1 ECT Entitlement	Year 2 ECT Entitlement
Timetable Reduction	10%	5%
ECT Self-Directed Study	(Integrated within ECTE)	(Integrated within ECTE)
ECT Taught Sessions	(As per chosen provider)	(As per chosen provider)
ECT Mentoring Sessions	Regular (e.g., weekly)	Regular (e.g., bi-weekly)
Mentor Training (for new mentors)	1 year (DfE funded)	N/A

Funding for the ECTE is provided by the DfE to state-funded schools offering statutory induction. This funding covers the time off timetable for ECTs and the training and backfill for mentors.

2. Approved lead provider (provider-led)

Lead providers work with delivery partners such as trusts, teaching school hubs and universities to deliver training directly to ECTs and mentors. Collectively, we call lead providers and delivery partners 'training providers'.

Provider-led training is fully funded by DfE, so there's no cost for eligible schools. Find out about [eligibility and funding for early career teacher entitlement](#).

Providers might use face-to-face sessions as part of their training, so check where they're based before signing up.

The following lead providers offer training for ECTs from September 2025:

- [Ambition Institute](#)
- [Education Development Trust](#)
- [National Institute of Teaching, founded by the School-Led Development Trust](#)
- [Teach First](#)
- [UCL Institute of Education](#)

<https://www.gov.uk/guidance/set-up-and-manage-the-early-career-teacher-entitlement>