

Liberty Academy Trust
Early Career Teachers (ECT) Policy

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1 Introduction

- 1.1 Liberty Academy Trust (LAT) offers induction to early career teachers (ECTs). This policy sets out how we aim to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the [Teachers' Standards \(2012\)](#) by the end of this period.
- 1.2 From September 2025, all Early Career Teachers are entitled to a statutory programme referred to as the **Early Career Teacher Entitlement (ECTE)**. The ECTE replaces earlier references to “ECF based training” and ensures ECTs receive a high quality, evidence informed, two year package of training, mentoring, and professional development underpinned by the **Initial Teacher Training and Early Career Framework (ITTECF)**. LAT will ensure that all induction arrangements meet the statutory requirements of the ECTE
- 1.3 Liberty Academy Trust is committed to supporting Early Career Teachers in a way that reflects our wider responsibility to our students, colleagues, and communities. We uphold principles of fairness, dignity, and respect throughout the induction process, ensuring that every ECT is supported to thrive in an inclusive, equitable, and ethically led environment. We recognise the important role ECTs play in shaping the future of education and we are committed to providing induction experiences that promote wellbeing, sustainability, and professional integrity. Our practices are designed to nurture reflective, socially responsible educators who contribute positively to the Trust, the local community, and the broader educational landscape.

2 Scope and purpose of this policy

- 2.1 This policy has been developed to comply with current relevant legislation and the statutory guidance '[Induction for early career teachers \(England\)](#)'.
- 2.2 This policy does not form part of any employee's contract of employment and may be amended at any time.
- 2.3 ECTs are bound by their contractual rights and obligations, including those that relate to the management of performance, absence and professional conduct.
- 2.4 The remainder of this policy refers to periods of induction and probation, which specifically relate to the ECT programme of work. Colleagues that are new to the trust will also separately benefit from the Trust's general induction and probation processes.

3 Prior to starting induction

3.1 We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.

3.2 We will identify and agree an organisation to act as the delivery partner in accordance with the guidance and will notify them of the appointment of the ECT. The delivery partner, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with LAT and the ECT in advance. The delivery partner should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor (see 3.5, below), and will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment.

3.3 **Training Delivery Route.** LAT will deliver its ECT training through a **provider led** OR **school led** model in accordance with the ECTE requirements.

If using a provider led model, we will ensure ECTs receive all training materials and sessions from a DfE approved Lead Provider.

If using a school led model, we will implement accredited ITTECF aligned materials with appropriate quality assurance from our delivery partner / appropriate body.

Both models comply with statutory guidance for ECTE delivery.

3.4 The Principal will agree with the delivery partner whether the post that it is intended the ECT will serve induction in is suitable for this purpose, to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post:

3.4.1 provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards (2012);

- will provide the ECT with an ITTECF based induction programme;
- will not make unreasonable demands upon the ECT;
- will involve the ECT regularly teaching the same classes, normally within the age range and/or subject of the post that they have been employed to teach;
- will involve similar planning, preparation and assessment processes to other teachers in the academy they teach;
- will not present unreasonably demanding discipline problems without additional support on a day-to-day basis;
- will not involve additional non-teaching responsibilities without appropriate preparation and support.

- 3.5 We will also ensure that in the first year of induction (terms 1-3) there will be a reduced timetable of no more than 90% of other main pay range teachers to undertake induction activities. In addition, during the second year (terms 4-6) there will be a reduced timetable of no more than 95% of other main pay range teachers to undertake induction activities. The ECT will agree with their induction tutor how best to use their reduced timetable allowance. **This is in addition to the timetable reduction received for planning, preparation and assessment (PPA) time.**
- 3.6 The Principal will appoint a **school-based tutor and mentor** for the ECT who is expected to hold QTS, and who has the necessary skills and knowledge to provide regular support and guidance and assess the ECT's progress against the Teachers' Standards, and will ensure that they are appropriately trained and have sufficient time to carry out the role effectively.
- 3.7 The tutor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for day-to-day monitoring and support and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the induction tutor who will seek to resolve them (unless these concerns are related to their tutor, in which case they should raise with the Principal).
- 3.8 The induction **tutor** guides the ECT's professional development and completes the statutory requirements of the role. They carry out regular progress reviews and two formal assessments, the results of which are shared with the ECT, Principal and Delivery partner. It is the Induction Tutor who leads the ECT and their mentor in planning ECF provision, working in collaboration with the **Delivery Partner**.
- 3.9 In addition, the Principal will appoint a **school-based designated mentor** who is expected to hold QTS and have the necessary skills and knowledge to provide effective mentoring and have sufficient time to carry out the role effectively. The mentor will gain knowledge from formal mentor training. The mentor will provide regular one-to-one structured, mentoring sessions to support the ECT during their induction and provide effective targeted feedback. **This is a separate role to that of the induction tutor and it is expected that it should be carried out by a different individual.**
- 3.10 **Mentors** meet regularly with the ECT for structured mentor sessions to provide effective targeted feedback and work collaboratively with the ECT and other colleagues involved in the ECT's induction. They provide or broker effective support, mentoring and coaching and take prompt action if an ECT appears to be having difficulties.
- 3.11 Both the **tutor** and **mentor** are expected to undertake relevant training for their role in advance. This training is usually provided by the **delivery partner**.
- 3.12 **Safeguarding and Statutory Training** As part of induction, all ECTs will receive safeguarding training in line with Keeping Children Safe in Education (KCSIE) requirements. This will include:

- child protection procedures;

- reporting and recording expectations;
- statutory updates;
- safeguarding culture and responsibilities within LAT.

3.13 Schools can make claims for the time spent by the ITT mentor. More information can be found: [Claim funding for mentor training - GOV.UK](#)

4 The induction period

4.1 **Role of the Appropriate Body.** The Appropriate Body has statutory responsibility for:

- ensuring the induction is based on the ITTECF for ECTs starting induction from September 2025;
- checking the induction post is suitable;
- quality-assuring assessment, progress reviews, and support;
- making the final decision on whether the ECT has satisfactorily met the Teachers' Standards.

4.2 LAT will work closely with the Appropriate Body to ensure all statutory requirements are met throughout the induction process.

4.3 Any problems with the Appropriate Body should be raised as soon as possible and flagged to the Director of Education.

4.4 The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based on a school year of three school terms). Where the ECT has or is serving some of the induction period in another setting, or in non-standard settings such as in the FE sector, the delivery partner will determine the equivalence to two school years. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

4.5 Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the delivery partner a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards (2012).

4.6 Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.

- 4.7 Where an ECT is eligible to carry out short-term supply work, and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

5 Monitoring, support and assessment during the induction period

- 5.1 Monitoring and support will take place throughout the induction period. This will be structured to meet the professional development needs of the ECT. It will include:

5.2 a programme of ITTECF based training,

5.3 ongoing support and guidance from the induction tutor,

5.4 regular mentoring provided by the designated mentor,

5.5 the ECT observing experienced teachers either in this academy or another appropriate institution where effective practice has been identified, and

5.6 the following, which the ECT should keep track of and participate in effectively:

5.6.1 A programme of ITTECF based training, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ITTECF 'learn how to' statements and practice.

5.6.2 We recognise that the ITTECF is not an assessment tool and is separate from the formal assessment of an ECT's performance against the Teachers' Standards. The ITTECF is not – and must not be used as – a means of assessing trainees and ECTs. Instead, it is an entitlement to training and professional development.

5.6.3 The induction tutor or another suitable internal or external person with QTS will regularly **observe the ECT's teaching against the Teachers' Standards, normally monthly**. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.

5.6.4 The induction tutor will carry out a professional progress review based on the evidence of the ECT's teaching, taking place in each term where a formal assessment (see 5.5) is not scheduled. A written record of each progress review will be retained and provided to the ECT, stating whether the ECT is on track to complete induction, summarising the evidence collected and the agreed development targets. As a result, objectives may be reviewed to take account of the needs and strengths of the ECT. The induction tutor will update the Principal after each progress review, and

will notify the delivery partner and the ECT themselves whether they are making satisfactory progress.

5.6.5 A **formal assessment** will normally be carried out in the final term of the first year and the final term of the second year, by the Principal or the induction tutor. We will agree with the ECT exactly when these assessment dates will be.

5.6.6 The assessment will use evidence gathered from the ECT's work as a teacher, from their induction programme, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the delivery partner.

5.6.7 The person carrying out the formal assessment will complete a **formal assessment report** showing an assessment of the ECT's performance against the Teachers' Standards (2012). The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the induction tutor, the Principal (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the delivery partner shortly after each meeting.

5.7 Performance will be assessed against the Teachers' Standards (2012) throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking in to account the work context, within that framework. Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, using existing documents.

6 Leaving or joining part way through induction

6.1 If an ECT joining the academy is part way through their induction period and has carried out part of their induction at another institution, the Principal will contact the ECT's previous delivery partner to:

- Obtain copies of any progress review records or assessment reports;
- Establish how much induction time remains to be served.

6.2 If, because of 6.1 above, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Principal will alert the Director of Education and / or the Director of Safeguarding .

6.2.1 If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out, then the Induction Tutor or Principal will complete an **interim assessment** before they leave in order to ensure that their progress since the last assessment is

captured. This will include any concerns about progress which may have arisen (see paragraph 8, below).

6.2.2 If the induction period is extended by the delivery partner after completion, and the ECT leaves before completing the extension, the Principal will complete an interim assessment.

6.3 The Principal will notify the delivery partner that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

7 Absences during the induction period

7.1 If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Principal will notify the delivery partner as soon as the absences total this number.

7.2 The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

7.3 Paragraph 7.1 above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted, and their performance will be assessed against the Teachers' Standards (2012).

7.4 Neonatal care leave, which is also exempt from automatic induction extension in line with updated statutory guidance

8 Where there are concerns

8.1 If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards (2012), the induction tutor should state this clearly within the progress review record and outline the support plan to be put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the delivery partner of this determination and share both the progress review record and support plan for the delivery partner to review.

8.2 If during the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress, the tutor should inform the delivery partner and the Principal. The Tutor is responsible for ensuring appropriate measures are put in place immediately and will:

- make clear the areas in which improvement is needed;

- give the ECT the opportunity to comment on and discuss the concerns;
- find out if there are any issues (both in or outside of work) that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support;
- put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards (2012);
- make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

The Principal is responsible for monitoring that these actions are taken.

- 8.3 If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Principal and delivery partner.
- 8.4 If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, **the Principal will discuss the following with the ECT**, brief details of which will be included on the formal assessment report:
- 8.4.1 the identified weaknesses and the evidence used to inform the judgement;
- 8.4.2 give the ECT the opportunity to comment on and discuss the concerns;
- 8.4.3 the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
- 8.4.4 the additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;
- 8.4.5 details of the improvement plan for the next assessment period;
- 8.4.6 the consequences of failure to complete the induction period satisfactorily.
- 8.4.7 As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the delivery partner alongside the corresponding support plan.
- 8.5 If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may

lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the delivery partner. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period for a decision to be made by the delivery partner whether or not the ECT has failed to satisfactorily complete induction.

9 Completion of the probation period

- 9.1 The first six months of an ECT's employment is subject to a probationary period and performance and suitability for continued employment will be assessed in line with the school / Trust probation process.

10 Completion of the induction period

- 10.1 A **final assessment** will normally be carried out at the end of the induction period, by the Principal or the induction tutor. The tutor will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period, and may require input from other colleagues as appropriate.
- 10.2 Any judgements made will relate to the Teachers' Standards (2012), based on what can reasonably be expected of an ECT by the end of their induction period, and considering the work context, within that framework. Copies of the evidence used will be provided to the ECT and the delivery partner.
- 10.3 Following this final meeting, the person carrying out the formal assessment will complete a **final assessment report** which will include a recommendation to the delivery partner as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.
- 10.4 The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the induction tutor, the Principal (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the delivery partner within 10 working days of the final assessment meeting.
- 10.5 The delivery partner will make the final decision as to whether or not the ECT's performance against the Teachers' Standards (2012) is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Principal made in the formal assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision.
- 10.6 The decision will either be that the ECT:

- a. Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
- b. Requires an extension of the induction period; or
- c. Has failed to satisfactorily complete the induction period.

10.7 If the decision is to extend the period of induction or that the ECT has failed their induction period, the delivery partner will also notify the Teaching Regulation Agency (TRA) within three working days.

11 Right of appeal to the Appeals Body

11.1 If the delivery partner extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working days of the decision to the Appeals Body, which is the TRA. The delivery partner will inform the ECT of their right of appeal and how to exercise that right.

12 Failure to complete induction and dismissal

12.1 We expect all ECTs will have a positive experience and receive a level of support and development commensurate with their needs and the demands of programme of study.

12.2 However, failure to complete the ECT induction period satisfactorily means that the ECT is no longer eligible to be employed *as a teacher* in a relevant school, which includes maintained schools and non-maintained special schools.

12.3 As a Trust we follow the principle of the Regulations in relation to an ECT who has failed induction working in a relevant school, and apply them to our Trust. Therefore, we will normally dismiss an ECT who has failed induction:

12.3.1 Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or

12.3.2 Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or

12.3.3 Within 10 working days of being told the outcome of an appeal where an appeal is heard, and the outcome of the appeal is that the ECT is judged as having failed induction.

13 General Principles Underlying This Policy

13.1 Confidentiality

13.1.1 The induction process will be treated confidentially and we will ensure that arrangements are in place to facilitate this, including the secure

transfer of data between us and the delivery partner. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process, and members of the executive team on request for a general report on progress.

13.2 Consistency of Treatment and Fairness

13.2.1 LAT is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Academy Trust is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

13.3 Retention and data protection

13.3.1 The board of trustees and Principal will ensure that all written induction records are retained in a secure place, for six years or longer if there are reasons to do so, if this complies with the Data Protection Act. As part of the application of this policy, LAT may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with the requirements of Data Protection Legislation.

14 Review of policy

14.1 This policy is reviewed annually by the Executive. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Social responsibility statement:

Liberty Academy Trust acts with integrity and accountability in all aspects of its operations. We strive to make a positive impact on our students, staff, communities, and the environment by promoting equity, sustainability, and ethical practices. Our commitment to social responsibility underpins every decision we make, ensuring that we contribute to the well-being of society while fostering an inclusive and respectful educational culture.