



Transforming Lives  
EDUCATIONAL TRUST

**Early Career  
Teacher Induction  
Policy**

**February 2026**



## Version Control

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<b>Author:</b>	A Greenway (Education Improvement Officer)	
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<b>Statutory Policy:</b>	Yes	
	No	✓ Previously this policy was statutory because it was included in the DfE's guidance on <a href="#">statutory policies</a> , but this was <b>withdrawn</b> in March 2024 and replaced by the governance guides for maintained school and academy trusts which this policy relates to
<b>Printed Copies Are Uncontrolled</b>		

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## 1 – The TLET Way

Transforming Lives Educational Trust (TLET/The Trust) is a family of academies. Every TLET policy is rooted in and reflects our ambitions for pupils, students and wider stakeholders alike.

### OUR AMBITIONS -

**As a Trust family, our shared ambitions drive everything we do, we call this ‘The TLET Way’.**

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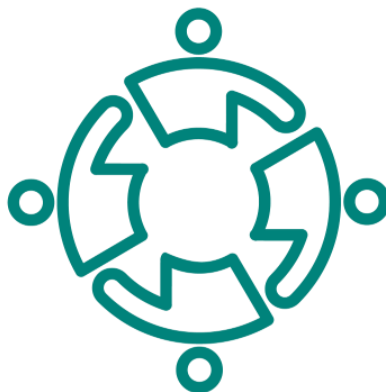
Through the transformative values of courage, kindness and loyalty, together we:



#### NURTURE POTENTIAL

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We flourish in the places we create together.



#### INSPIRE COMMUNITY

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We champion each other to make a difference.



#### DELIVER EXCELLENCE

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We strive to achieve our best.



## 2 – Definition of Terms

- 2.1 **Relevant Standards**, for the purposes of this policy, refers to the [Teachers' Standards](#).
- 2.2 **Appropriate Body**, for the purposes of this policy, refers to Coventry and Central Warwickshire Teaching School Hub.

## 3 – Scope

This policy refers to;

<b>Parents/Carers</b>		<b>Trustees</b>	
<b>Employees</b>	✓	<b>Volunteers</b>	
<b>Pupils/Students</b>		<b>Visitors</b>	
<b>Governors</b>		<b>Community</b>	

- 3.1 This policy applies to all Early Career Teachers (**ECT**) working within the Transforming Live Educational Trust (**The Trust/TLET**) who have started but not completed their induction period.

## 4 – Principles

- 4.1 The purpose of the Early Career Teacher Entitlement (ECTE) is to develop new teachers so they have a successful journey into their teaching career.
- 4.2 The ECTE entitles colleagues to a fully-funded two-year package of structured training linked to the research evidence.
- 4.3 The ECTE builds upon the initial teacher training. It combines a personalised programme of development and professional dialogue underpinned by the Initial Teacher Training and Early Carer Framework, with monitoring and an assessment of performance against the Teachers' Standards.
- 4.4 The ECTE 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.
- 4.5 Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

## 5 – Policy Statement

- 5.1 This policy provides the framework whereby TLET will:
- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Teacher Entitlement from September 2025;
  - Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
  - Ensure all staff understand their role in the ECT induction programme.

5.2 This policy is based on (updated links):

- The Department for Education (DfE) statutory guidance: Induction for early career teachers (England) <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>
- The Induction, training and support for early career teachers (ECTs) <https://www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects>
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 <https://www.legislation.gov.uk/ukxi/2012/1115/contents>

5.3 This policy complies with the [TLET Master Funding Agreement 2020](#) and the [TLET Articles of Association](#).

## 6 – Procedure

- 6.1 The induction programme will be underpinned by the ECTE, enabling ECTs to understand and apply the knowledge and skills set out in the ECTE.
- 6.2 TLET has opted for a funded, provider led programme, working with a provider accredited by the Department for Education. The provider is currently best Practice for ECTs in their second year and Teach First for ECTs in their first year. There is a programme of face-to-face and online training to ECTs and their mentors facilitated by the Trust's Education Improvement Officer. This programme is funded by the Department for Education.
- 6.3 Prior to the ECT serving their induction, the Principal and appropriate body must agree that the post is suitable.
- 6.4 For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period. Equally, ECTs with prior experience as an unqualified teacher may have their induction period reduced.
- 6.5 The programme is quality assured by Coventry and Warwickshire Teaching School Hub, our 'appropriate body', and the Trust's Education Improvement Officer.

### 6.6 Posts for Induction

6.6.1 Through TLET, each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period;
- Have an appointed induction tutor, who will have qualified teacher status (QTS);
- Have an appointed induction mentor, who will have QTS;
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range;
- Regularly teach the same class or classes;
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts;

- Not be given additional non-teaching responsibilities without appropriate preparation and support; • Not have unreasonable demands made upon them;
- Not normally teach outside the age range and/or subjects they have been employed to teach; • Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

## 6.7 Support for ECTs

6.7.1 We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback;
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths;
- Opportunities to observe experienced teachers, either within the academy or at another academy with effective practice.

## 6.8 Assessment of ECT Performance

6.8.1 ECTs are exempt from normal appraisal procedures during their induction period.

6.8.2 Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor.

6.8.3 Formal assessment meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme.

6.8.4 Copies of the evidence relied on will be provided to the ECT and the appropriate body.

6.8.5 After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards.

6.8.6 The Principal will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards. 5.8.6 The ECT will add their own comments, and the formal assessment report will be signed by the Principal, induction tutor and the ECT.

6.8.7 A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

6.8.8 In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## 6.9 At Risk Procedures

6.9.1 If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified;
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards;
- An effective support programme is put in place to help the ECT improve their performance; • The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review;

6.9.2 If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## 6.10 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review;
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE based induction;
- Provide evidence of their progress against the relevant standards;
- Participate fully in the monitoring and development programme;
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings; • Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period;
- Keep copies of all assessment reports;

6.10.1 When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can;
- Contact the Trust's Education Improvement Officer who has leadership oversight of all ECTE matters.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor, at Trust level or within the academy.

## 6.11 Role of the Trust Education Improvement Officer (acting on behalf of the Principal)

The Trust Education Improvement Officer will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period; • Agree, in advance of the ECT starting, who will act as the appropriate body;
- Notify the appropriate body when an ECT is taking up a post and undertaking induction; • Ensure the

ECT's post is suitable according to statutory guidance (as outlined in **paragraphs 5.6 and 5.7**); • Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;

- Ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively;
- Ensure an appropriate ECTE based induction programme is in place;
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body;
- Maintain and keep accurate records of employment that will count towards the induction period;
- Ensure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- Make the Local Governing (**LG**) Board aware of the support arrangements in place for the ECT;
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory;
- Participate in the appropriate body's quality assurance procedures of the induction programmes; • Keep all relevant documentation, evidence and forms on file for 6 years.
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### **6.12 Role of the Induction Tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary); • Carry out regular progress reviews throughout the induction period;
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- Carry out progress reviews in terms where a formal assessment does not occur;
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Principal, Trust Education Improvement Officer and relevant body;
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments;
- Ensure that the ECT's teaching is observed and feedback is provided;
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the academy.
- Take prompt, appropriate action if the ECT appears to be having difficulties;
- Ensure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work;

### **6.13 Role of the Induction Mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback;
- Work with the ECT, and colleagues within the academy who are involved in the ECT's induction, to help Ensure the ECT receives a high-quality ECF-based programme;
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
- Act promptly and appropriately if the ECT appears to be having difficulties.

#### **6.14 Role of the Local Governing Board (LG Board)**

The LG Board will:

- Be aware of the number of ECTs employed by the academy;
- Be satisfied that the academy has the capacity to support all ECTs.

#### **6.15 The TLET Director of Education will:**

- Ensure the Trust and its academies comply with statutory guidance on ECT induction;
- Ensure the Trust and its academies are fulfilling their responsibilities to meet the requirements of a suitable induction post;
- Ensure that any concerns raised by an ECT are investigated in line with the TLET Staff Grievance Policy;
- If necessary, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process;
- If necessary, request general reports on the progress of the ECT on a termly basis;
- Facilitate intervention when needed.

#### **6.16 The Trust Education Improvement Officer will:**

- Register TLET ECTs with the DfE
- Register TLET ECT's with the chosen ECET training provider
- Have procedural oversight of all ECET matters
- Facilitate all in person ECT and ECM (Early Career Teacher Mentors) training sessions
- Facilitate intervention when needed

## 7 – Monitoring

- 7.1 It is the responsibility of the Trust Board and those to whom it delegates the authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring shall inform any reviews and future revisions to the policy, which will be carried out at regular intervals and no later than as stated on Page 2 of this policy.

## 8 – Related Documents

8.1 TLET Pay Policy

8.2 TLET Staff Capability

8.3 TLET Staff Grievance Policy