Early Career Teacher Policy

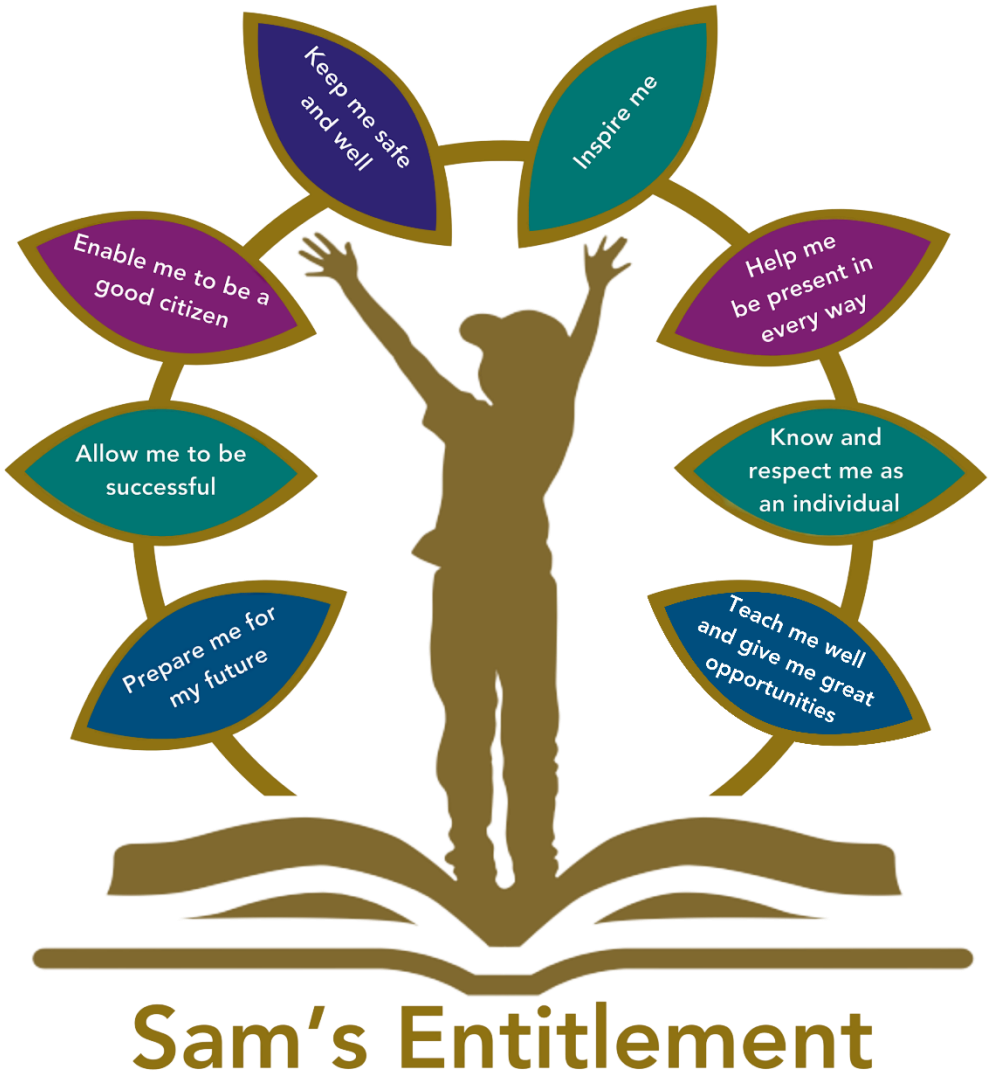
Reviewed on	Sept 26	Review frequency	Annually
Next review due	Sept 27	Template Yes / No	No
Owner	Paul Burton	Approved by	Executive

1. History of Policy Changes

Date	Page	Change	Origin of Change
Sep 26	4	References to updated documentation, specifically DfE ECT guidance and AB handbook	New 2026 guidance

2. Contents

1. History of Policy Changes 2
2. Contents 2
3. Introduction 3
4. Scope 4
5. Key Principles 4
6. Roles and responsibilities 4
7. Support and Escalation 5
8. Further information 5
9. Link to other HET policies (in alphabetical order) 5



3. Introduction

The first years of teaching are both exciting and demanding, forming a critical foundation in the professional journey of a new teacher.

At Hamwic Education Trust, we are guided by the principle of being *"All about the Child"*, placing pupils at the heart of everything we do. By asking *"What about Sam?"* — our notional pupil who represents every child in our care — we ensure that our decisions support the entitlement of all children to a high-quality, enriching education in a safe and inclusive environment.

This policy reflects our commitment to supporting Early Career Teachers (ECTs) through a structured induction programme that prepares them to inspire, safeguard, and educate every pupil, opening doors to diverse opportunities and enabling all to flourish.

4. Scope

This policy outlines Hamwic Education Trust's approach to the statutory induction of Early Career Teachers (ECTs), ensuring compliance with the Department for Education (DfE) statutory guidance (June 2026) and the HISP Teaching School Hub Appropriate Body Handbook (2026–27).

The induction period is a statutory requirement for all qualified teachers employed in relevant schools in England. It provides a structured programme of support, development, and assessment underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), with performance assessed against the Teachers' Standards.

This policy is designed to:

- Ensure all schools within the Trust meet statutory obligations.
- Provide clarity on roles and responsibilities.
- Link directly to and be used on combination with the Department for Education (DfE) statutory guidance (June 2026) and the HISP Teaching School Hub Appropriate Body Handbook (2025–27).
- Link to relevant HET policies, including capability and disciplinary procedures.

5. Key Principles

- ECTs must complete a two-year (six term) induction period (or reduced period in exceptional cases).
- Induction must be supported by a DfE-approved training programme (e.g. via HISP and EDT).
- ECTs are entitled to a reduced timetable:
  - Year 1: 90% of a full-time teacher's timetable.
  - Year 2: 95% of a full-time teacher's timetable.
- Monitoring and assessment must be fair, transparent, and based on the Teachers' Standards.
- Schools must register ECTs with the HISP Appropriate Body before induction begins.

6. Roles and responsibilities

ECTs must:

- Engage fully with their induction programme and ITTECF-based training.
- Participate in mentoring, observations, progress reviews, and assessments.
- Raise concerns promptly with their Induction Tutor or the Appropriate Body.

Mentors must:

- Provide weekly (Year 1) or fortnightly (Year 2) structured mentoring sessions.
- Offer subject/phase-specific coaching and support.

Induction Tutors must:

- Conduct termly progress reviews and formal assessments (Terms 3 and 6).
- Coordinate support and liaise with the Appropriate Body.
- Ensure monitoring is streamlined and evidence is drawn from existing practice.

Headteachers must:

- Ensure the post is suitable for induction.
- Appoint qualified mentors and tutors.
- Oversee the induction programme and ensure statutory entitlements are met.
- Notify the Appropriate Body of appointments, concerns, and assessment outcomes.

Governors must:

- Assure capacity and compliance.

- Investigate concerns raised by ECTs under grievance procedures.

HISP Appropriate Body will:

- Quality assure induction arrangements.
- Review progress and assessment reports via ECT Manager.
- Make final decisions on completion, extensions, or failure of induction.

7. Support and Escalation

- ECTs not making satisfactory progress must be supported via a Personal Support Plan (Year 1) or Cause for Concern Plan (Year 2).
- Capability procedures may run in parallel with induction if required, in line with HET policies.
- Appeals against induction outcomes are managed by the Teaching Regulation Agency.

8. Further information

- DfE Statutory Guidance – Induction for Early Career Teachers (England): Induction for early career teachers (England) - GOV.UK
- Teachers' Standards: Teachers' standards - GOV.UK
- HISP Appropriate Body Handbook: https://www.hispteachingschoolhub.org/page/?title=AB+Documentation&pid=42

9. Link to other HET policies (in alphabetical order)

- Capability Policy
- Disciplinary Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Whistleblowing Policy