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TLT Early Career Teacher Entitlement (ECTE) Policy

TLT ECTE Policy
New in March 2026
Author:SW
Annual review by TLT Induction Tutors and Mentors
Trustee's People Panel
Approved by the People Panel 12 March 2026
Approved by the Trustee Board 24 March 2026
Reviewed and updated SW 01 October 2026
Approved by the Trustees' People Panel on 04 November 2026

This policy applies to all The Learning Trust schools: Chester International School; Belgrave Primary School; Christleton High School; Queen's Park High School.

The Policy is adopted and approved by: The Learning Trust Board of Trustees

Local governance oversight: Belgrave Primary School – LGB; Christleton High School – LGB; Chester International School & Queen's Park High School – Handbridge Site LGB

Review cycle: Annual | Next review: January 2027 – to be carried out by the Trust's Induction Tutors

At The Learning Trust, we are committed to fostering an environment where Early Career Teachers (ECTs) feel valued, supported, and empowered to succeed. We believe that investing in the growth of new teachers strengthens our school communities and enhances outcomes for all students. Through a structured, collaborative induction process, we aim to nurture professional confidence, encourage reflective practice, and promote continuous development, ensuring every ECT can thrive and make a positive impact on learners.

1. Aims

This policy outlines The Learning Trust's (TLT) arrangements for supporting, developing, and assessing Early Career Teachers (ECTs) in line with the national Early Career Teacher Entitlement (ECTE) and the statutory Early Career Teacher Programme (ECTP). The Trust is

committed to ensuring that all ECTs receive a high-quality induction that enables them to thrive, improve their practice, and have a positive impact on students' learning and progress.

Provide a structured, supportive, and developmental two-year induction for ECTs.
Ensure ECTs receive their full statutory entitlement under the ECTE.
Deliver induction with fidelity to the Initial Teacher Training and Early Career Framework (ITTECF).
Clarify roles, responsibilities and consistency expectations across the Trust to ensure all staff understand their role in the induction programme.
Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
Support ECTs to meet the Teachers' Standards by the end of their induction period.
Promote professional growth, wellbeing, and reflective practice.

2. Scope and statutory context

This policy applies to Early Career Teachers (ECTs), mentors, induction tutors, Headteachers, governors, and trustees across The Learning Trust. It is informed by: -

Statutory guidance: Induction for early career teachers (England).
Framework: Initial Teacher Training and Early Career Framework (ITTECF).
Teachers' Standards (DfE, December 2021 terminology update).
Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

Transitional arrangements:

From September 2025, ECT training programmes must be based on ITTECF, and the term 'ECTE' replaces 'ECF based training and induction@.

ECTs and mentors who started training before 1 September 2025 continue with ECF-based materials until August 2027. Those not completed by 31 August 2027 move to training based on ITTECF from 1 September 2027.

3. Governance and oversight

The Trust Board of Trustees approve this policy and monitors compliance. Day-to-day leadership of induction is at school level led by the Headteacher, with oversight from the

relevant Local Governing Body (LGB) (Staff Welfare and Development Committee), and the appointed Appropriate Body.

Each school must appoint an Appropriate Body, regardless of whether the training is provider-led or school-led.

4. Prior beginning the Induction process

Before the ECT takes up post, the Trust's HR team must undertake pre-employment checks verified by the appropriate body. The ECT must have been awarded Qualified Teacher Status (QTS), which must be checked by Trust's HR team with the Teaching Regulation Agency.

The school must register with specific providers:

- The Department for Education (DfE) – to register the ECT and select an approved school-led or provider-led programme
- The Appropriate Body for ECT assessment.

5. Roles and responsibilities

Please refer to the Appendices for role-specific onboarding checklists at the end of this policy: Appendix X (Headteacher), Appendix X (Induction Tutor), and Appendix X (Mentor).

5.1 Trust Board of Trustees

Approve and review the ECTE Policy annually.
Ensure capacity and resourcing (including timetable reductions) across Trust schools.
Receive assurance reports on ECT induction progress, quality, and compliance.

5.2 Local Governing Bodies (LGBs)

Ensure school-level compliance with statutory induction duties.
Receive strategic updates and termly reporting on ECT induction progress and quality.
Support resolution of concerns via the school's grievance procedures where appropriate.

5.3 Headteacher

Schools will ensure that ECTs are provided with the TLT Safeguarding and Child Protection Policy, Behaviour Policy, and TLT Staff Code of Conduct. They must also ensure that each

ECT knows the identity and role of the Designated Safeguarding Lead (DSL) and understands the school's procedures for Children Missing Education.

Ensure that the Trust's HR team verifies QTS and eligibility with the Teaching Regulation Agency (TRA) before induction commences; appoint the Appropriate Body.
Use the DfE 'Manage training for early career teachers service' to set up ECTE and report the appointed Appropriate Body, nominated induction tutor, mentors and chosen training option.
Ensure a suitable post, including timetable reduction (Year 1: 10%; Year 2: 5%) in addition to statutory PPA, regular teaching of the same classes and comparable duties to peers.
Appoint an Induction Tutor and a separate Mentor wherever possible, ensuring training time to fulfill the roles.
Ensure completion of safeguarding, statutory and induction-related training.
Oversee assessment decisions, reporting and recommendations to the Appropriate Body, and quality assurance.
Ensure access to a high-quality ITTECF-aligned ECT training programme.
Notify the Appropriate Body of starters/leavers; ensure interim assessments take place when ECTs transfer between schools.

5.4 Induction Tutor

Lead and coordinate the statutory assessment process/element of the induction.
Conduct formal observations and professional reviews.
Complete written progress reviews each non-assessment term stating whether the ECT is on track, with summary evidence and agreed targets against the Teachers' Standards.
Update the Appropriate Body after each progress review.
Liaise with the Appropriate Body and Teaching School Hub.
Identify early concerns and coordinate appropriate professional development.
Lead/hold formal assessment meetings at the end of Year 1 (Term 3) and Year 2 (Term 6), drawing on existing working documents, and coordinating the input from other appropriate colleagues.
To provide regular monitoring and support.

5.5 Mentor

Provide regular, structured mentoring aligned to the ECT programme (ECTP).
Deliver coaching sessions (recommended weekly in Year 1; fortnightly in Year 2).
Complete mentor training as required.
For provider-led training, new mentors typically complete one year of mentor training; prior ITT mentor training may reduce hours.
Support the ECT in completing self-study, reflection, and application of learning.
Provide targeted instructional feedback and promptly raise concerns where progress is off track, or ECT appears to be having difficulties.
To ensure the ECT receives a high-quality ITTECF based induction programme.
Does not undertake summative assessments unless they are also the Induction Tutor.

5.6 Early Career Teacher (ECT)

Engage fully with all aspects of the induction programme (ECTP) including self-study, coaching, and professional development.
Participate in mentoring, training, observation, and formal assessments.
Reflect on practice, seek, and act on feedback.
Maintain professional conduct in line with the Teachers' Standards; comply with and maintain evidence relating to Teachers' Standards; keep personal records up to date.
Raise concerns promptly with the Induction Tutor, Headteacher or Appropriate Body.

5.7 Appropriate Body

Independently quality assure statutory induction; check fidelity to ITTECF (or ECF for legacy cohorts); confirm completion or extension.
Ensure the school is providing adequate support for the ECT, and that assessment is fair, consistent, and evidence based.
Conduct quality assurance checks and maintain records of registered ECTs (of 20% of schools).
Confirm completion, extension or failure of induction and notify the TRA.
Keep a record of each ECT registered for induction.

6. Early Career Teacher Entitlement

Each ECT will receive:

A two-year induction programme based on the ITTECF (from 1 September 2025).

Protected non-contact time: Year 1 – 10%; Year 2 – 5% (in addition to PPA).
A trained Induction Mentor and a named Induction Tutor.
Access to a full ITTECF-aligned training programme; structured professional development; sequences of self-study materials linked to the ITTECF.
High-quality mentoring (recommended weekly meetings in year 1/fortnightly in year 2)
Observation, feedback, and coaching opportunities; instructional coaching model aligned with the programme.

7. Early Career Training Programme

Schools have a choice of either a provider-led programme or a school-led programme. The Cheshire Teaching School Hub works with University College London to run a provider-led programme.

Any schools that run a school-led programme must undertake a fidelity check.

8. Monitoring, assessment, and support

The monitoring and support programme in place for the ECT will include:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the ITTECF Evidence Statements ('learn that' and Practice Statements.'
- Support and guidance from a designated Induction Tutor.
- Regular one-to-one mentoring sessions from a designated Induction Mentor who has the time and ability to carry out the role effectively; sessions with mentors will be scheduled within contracted hours wherever possible.
- Regular teaching of the same classes; reasonable demands and behaviour expectations; duties comparable to peers; reduced timetable (≤90% Y1; ≤95% Y2) in addition to PPA, and avoiding non-teaching duties without support. .
- ECT observation of experienced teachers.
- Observation of the ECTs teaching with written feedback.
- Conduct progress reviews each non-assessment term with written records.
- Professional reviews of progress by the Induction Tutor who will set and review targets against the Teacher Standards
- Formal assessments at the end of Year 1 (Term 3) and Year 2 (Term 6).
- Where progress is a concern, a support plan will be implemented immediately, and the Appropriate Body informed.

9. Professional Progress Reviews of the ECT

- Induction Tutors will review the ECTs progress against the Teacher Standards in termly progress reviews (Progress Reviews: End of Term 1, Term 2, Term 3 (Year 1), and Term 1 & 2 (Year 2).
- The Induction Tutor must create a written record of the progress review and provide it to the ECT. This must state if the ECT is on track to successfully complete induction with a summary of evidence and agreed targets in relation to the Teacher Standards
- The Induction Tutor must update the appropriate body after each progress review. If satisfactory progress is not being made, they must also provide a plan to assist the ECT to return to satisfactory progress

10. Formal Assessments

The Induction Tutor will carry out two formal assessments- one in year 1 (Term 3) and one in year 2 (Term 6).

- All evidence for this will be gathered during the progress reviews and through the induction programme.
- Judgements made will relate directly to the Teachers Standards
- The Headteacher will recommend to the Appropriate Body if the ECTs' performance against the Teacher Standards is satisfactory, unsatisfactory or whether an extension should be considered.
- All reviews and reports will be shared with the Appropriate Body.

11. At Risk Procedures

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

- Identify areas in which improvement is needed
- Set objectives to guide the ECT towards satisfactory performance against relevant standards
- Put in place an effective support programme to help the ECT improve performance

- Share the progress review record or formal assessment report with the support plan, with the Appropriate Body.

12. Special circumstances

Special circumstances—including absence, part-time working, extensions, and reductions—will be managed in line with statutory guidance. Consult the DfE's Induction for Early Career Teachers guidance document for any special circumstances, unsatisfactory progress, and appeals.

Statutory leave categories, including neonatal care leave, are exempt from automatic extensions; ECTs in these categories may choose whether to extend.

13. Completion, extension, or failure of induction

The Appropriate Body will determine whether the ECT has successfully completed induction, requires an extension, or has failed induction. ECTs have a right of appeal to the Teaching Regulation Agency (TRA). Appeals/decisions are managed as per statutory guidance.

14. Record-Keeping, confidentiality and data protection

Induction records have a six-year retention period; any transfer of records will be made securely to ensure confidentiality, in alignment with GDPR, and consistent with statutory guidance.

15.Quality Assurance

The school will ensure:

- Mentors and induction tutors receive up-to-date training.
- Fidelity checks (internal or via TSH/AB) take place regularly.
- Programme delivery remains compliant with DfE standards.
- Evidence collection is manageable, proportionate, and linked to professional growth.

15. Legislation and Statutory Guidance

This policy is based on:

Statutory guidance:

Induction for early career teachers (England), April 2025.
Initial Teacher Training and Early Career Framework (ITTECF), January 2024.
Teachers' Standards (updated December 2021 terminology).
Early career teacher entitlement: changes for 2025.
Manage training for early career teachers (DfE service).
Appropriate bodies guidance, May 2025.

16. Relevant TLT Policies

- TLT Safeguarding and Child Protection Policy
- TLT Staff Code of Conduct
- TLT Data Protection Policy
- TLT Teaching Staff Appraisal Policy
- TLT Staff Grievance Policy
- TLT Equality Policy
- TLT Pay Policy
- Behaviour Policy

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Appendix A – Local arrangements at Christleton High School

Name of School: **Christleton High School**

Appropriate Body (AB): **Cheshire Teaching School Hub**

Teaching School Hub (TSH): **St Joseph's College**

Local Governing Body (LGB): **Christleton High School**

ECT Programme Model (**Provider-led** / School-led): **Provider-led**

Lead Provider (if provider-led): **UCL Institute of Education**

Delivery Partner (if applicable): **Cheshire Teaching School Hub – Tarporley Group**

Headteacher: **Kevin Smith**

Induction Tutor: **Justin Davies**

Mentor(s): **Justin Davies, Nat Brown, Ruth Day, Joe Bryne**

Induction Start Date (as recorded on DfE Manage training service): **1st September 2026**

ECT training dates as set by the provider:

ECTP Session Dates 2026-20267
Module 1 - Tuesday 22 September 2026
Module 2 - Tuesday 3 November 2026
Module 3 - Tuesday 12 January 2027
Module 4 - Tuesday 2 March 2027
Module 5 - Thursday 15 April 2027
Module 6 - Thursday 10 June 2027

Progress Review Schedule (termly – list dates):

Date Progress Review 1 – December 2026; Progress Review 2 – March 2027; Progress Review 3 – July 2027

Dates are scheduled to meet deadlines for reports as specified by ECT manager.

Mentor Training Status (if provider-led): **Justin Davies - training complete, Nat Brown - training complete, Ruth Day - training complete, Joe Byrne - training complete**

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Appendix B – Local arrangements at Queen's Park High School

School name: **Queen's Park High School**

Appropriate Body (AB): **Cheshire Teaching School Hub**

Teaching School Hub (TSH): **St Joseph's College**

Local Governing Body (LGB): **Handbridge Site Governing Board**

ECT Programme Model (Provider-led / School-led): **Provider Led**

Lead Provider (if provider-led): **UCL Institute of Education**

Delivery Partner (if applicable): **Cheshire Teaching School Hub - Tarporley Group**

Executive Headteacher: **Tom Kearns**

Head of School: **Katrina Brown**

Induction Tutor: **Lisa Phillips**

Mentor(s): **Sean Taylor, Finola Sutton, Owen Bell, Simon Parker, Charlotte Nash, Anthony Dutta, Ceri Bearcroft**

Induction Start Date (as recorded on DfE Manage training service): **1st September 2026**

ECT training dates as set by the provider:

ECTP Session Dates 2026-20267
Module 1 - Tuesday 22 September 2026
Module 2 - Tuesday 3 November 2026
Module 3 - Tuesday 12 January 2027
Module 4 - Tuesday 2 March 2027
Module 5 - Thursday 15 April 2027
Module 6 - Thursday 10 June 2027

Progress Review Schedule (termly – list dates):

Progress Review 1 – December 2026; Progress Review 2 – March 2027; Progress Review 3 – July 2027
Dates are scheduled to meet deadlines for reports as specified by ECT manager.

Mentor Training Status (if provider-led):

Sean Taylor - training complete
Finola Sutton - Training Year 2;

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Owen Bell, Simon Parker, Charlotte Nash, Anthony Dutta, Ceri Bearcroft – Training Year 1

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Appendix C – Local arrangements at Belgrave Primary School

School name: **Belgrave Primary School**

Appropriate Body (AB): **Cheshire Teaching School Hub**

Teaching School Hub (TSH): **St Joseph's**

Local Governing Body (LGB): **Belgrave Primary School LGB**

ECT Programme Model (Provider-led / School-led): **Provider-led**

Lead Provider (if provider-led): **Best Practice moving to UCL**

Delivery Partner (if applicable): **Cheshire Teaching Hub**

Headteacher: **J Benton**

Induction Tutor: **J Benton**

Mentor(s): **T Clifton**

Induction Start Date (as recorded on DfE Manage training service): **September 2024**

ECT training dates as set by the provider: **As specified by training provider**

Progress Review Schedule (termly – list dates):

- **Review 1 – December**
- **Review 2 – March**
- **Review 3 - July**

Mentor Training Status (if provider-led):

- **T Clifton – complete in July 2026**

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Appendix D – Local arrangements at Chester International School

School name: **Chester International School**

Appropriate Body (AB): **Cheshire Teaching School Hub**

Teaching School Hub (TSH): **St Joseph's College**

Local Governing Body (LGB): **Handbridge Site Governing Board**

ECT Programme Model (**Provider-led** / School-led): **2026/27 – Best Practice 2026 Onwards - UCL**

Lead Provider (if provider-led): **UCL**

- Delivery Partner (if applicable): **Cheshire Teaching School Hub**

Executive Headteacher: **Tom Kearns**

Head of School: **Matt Yeoman**

Induction Tutor: **Lisa Phillips**

Mentor(s): N/A – There are no ECTs at CIS in 2026-2027

Induction Start Date (as recorded on DfE Manage training service): **N/A**

ECT training dates as set by the provider:

ECTP Session Dates 2026-20267
Module 1 - Tuesday 22 September 2026
Module 2 - Tuesday 3 November 2026
Module 3 - Tuesday 12 January 2027
Module 4 - Tuesday 2 March 2027
Module 5 - Thursday 15 April 2027
Module 6 - Thursday 10 June 2027

Progress Review Schedule (termly – list dates):

Progress Review 1 – December 2026; Progress Review 2 – March 2027; Progress Review 3 – July 2027

Dates are scheduled to meet deadlines for reports as specified by ECT manager.

Mentor Training Status (if provider-led): **N/A**

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Appendix E - Trust-Level ECTE Compliance Checklist

Use this checklist for termly QA and reporting to the LGB/Trust Board on progress, assessment outcomes, support plans, and compliance with timetable reductions.

☐ QTS eligibility verified with TRA for each ECT

☐ ECT registered via DfE Manage training for early career teachers' service

☐ Appropriate Body appointed and confirmed

☐ Induction Tutor and Mentor formally assigned and trained

☐ Timetable reductions implemented (Year 1: 10%; Year 2: 5%) in addition to PPA

☐ ITTECF-based training programme selected (provider-led or school-led) and recorded

☐ Termly progress reviews completed with written records stating “on track” status and targets

☐ Appropriate Body updated after each progress review

☐ Formal assessments completed at Term 3 and Term 6; AB recommendations submitted

☐ Support plan in place where progress concerns are identified

☐ Transitional arrangements applied for pre-Sept 2025 starters (ECF materials to Aug 2027)

☐ Neonatal care leave and other statutory leave correctly handled (no automatic extension; ECT choice)

☐ Trustee and LGB oversight reports produced (termly)

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Appendix F – Headteacher Onboarding Checklist

☐ Verify Qualified Teacher Status (QTS) and ECT eligibility with the Teaching Regulation Agency (TRA) before induction begins.

☐ Ensure the school appoints an Appropriate Body for statutory induction (required for all training routes, including school-led).

☐ Register the ECT, Induction Tutor and Mentor on the DfE "Manage training for early career teachers" service.

☐ Confirm the school's chosen ECT training model (provider-led or school-led) is fully aligned with the ITTECF.

☐ Appoint a suitably experienced Induction Tutor and a separate Mentor wherever possible.

☐ Ensure the ECT has a suitable post, including regular teaching of the same classes and reasonable demands comparable to other teachers.

☐ Implement statutory timetable reductions (Year 1: 10%; Year 2: 5%) in addition to PPA.

☐ Ensure the ECT has access to safeguarding, statutory and induction-related training.

☐ Ensure mentoring sessions and training time are protected within contracted hours wherever possible.

☐ Monitor the ECT's progress through reports from the Induction Tutor and support early intervention where needed.

☐ Ensure termly progress reviews and formal assessments (Term 3 and Term 6) are completed and submitted to the Appropriate Body on time.

☐ Make recommendations to the Appropriate Body regarding completion, extension, or failure of induction.

☐ Ensure accurate record keeping of progress reviews and assessment reports.

☐ Ensure statutory leave (including neonatal care leave) is managed in line with DfE guidance.

☐ Facilitate appeal processes if an ECT is judged to have failed induction, in line with Teaching Regulation Agency procedures.

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Appendix G– Induction Tutor Onboarding Checklist

☐ Confirm appointment as Induction Tutor has been recorded on the DfE "Manage training for early career teachers" service.

☐ Confirm the school's appointed Appropriate Body and establish contact details.

☐ Understand the distinction between the Induction Tutor role and the Mentor role (assessment is the responsibility of the Induction Tutor).

☐ Familiarise yourself with the school's chosen ECT training model (provider-led or school-led) and ITTECF alignment.

☐ Agree a timetable for termly progress reviews with the ECT and conduct reviews in each non-assessment term, recording whether the ECT is on track.

☐ Provide the ECT with written records of each progress review, including evidence and agreed targets.

☐ Update the Appropriate Body after each progress review.

☐ Ensure at least half termly teaching observations take place with written feedback provided promptly and a review meeting

☐ Coordinate support promptly where concerns about progress are identified and inform the Appropriate Body.

☐ Lead formal assessment meetings at the end of Term 3 and Term 6 and submit assessment reports on time.

☐ Ensure assessment judgements are based on evidence gathered over time against the Teachers' Standards.

☐ Retain copies of assessment reports and provide copies to the ECT as appropriate.

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Appendix H – Mentor Onboarding Checklist

☐ Confirm appointment as Mentor has been recorded on the DfE "Manage training for early career teachers" service.

☐ Complete the mentor training required by the school's ECT training programme/provider. This requirement relates to mentoring an ECT and is distinct from any mentor training undertaken in connection with Initial Teacher Training (ITT).

☐ Understand the distinction between the Mentor role (support and coaching) and the Induction Tutor role (assessment).

☐ Establish a regular mentoring schedule (recommended weekly in Year 1 and fortnightly in Year 2).

☐ Use an instructional coaching approach aligned to the ITTECF and the school's chosen ECT programme.

☐ Support the ECT to engage with self-study materials and apply learning to classroom practice.

☐ Observe the ECT's teaching (where appropriate) and provide timely, constructive feedback.

☐ Help the ECT reflect on progress against the Teachers' Standards.

☐ Liaise appropriately with the Induction Tutor to support the ECT's development.

☐ Raise concerns promptly with the Induction Tutor if the ECT appears to be making insufficient progress.

☐ Maintain proportionate records of mentoring sessions in line with school expectations.