



Maritime
Academy
Trust

Early Career Teacher Policy

Date of Trust Board Approval:	22/09/26
Consultation Date:	N/A
Date of Issue:	September 2026
Date of Review:	September 2027

ropriate Body	mes Gateway Teaching School (TGTSH)	SH Statutory AB Hub
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1. Intent of Policy

1.1 Rationale

Statutory induction underpins early career teacher development following Initial Teacher Training (ITT). In accordance with [DfE Statutory Guidance: Induction for Early Career Teachers \(England\)](#), the Trust's induction programme provides structured support, guidance and professional development to ensure that Early Career Teachers (ECTs) establish effective practice and long-term career progression.

Underpinned by the statutory [Initial Teacher Training and Early Career Framework \(ITTECF\)](#), our induction model combines structured support and professional dialogue with consistent monitoring against the [DfE Teachers' Standards](#). Effective induction supports teacher development, retention and pupil outcomes across all Trust schools..

1.2 Aims & Objectives

The Trust aims to:

- Deliver a statutory induction programme underpinned by the [ITTECF Framework](#) and aligned with [DfE Statutory Guidance](#).
- Provide structured mentoring and instructional coaching from designated staff.
- Support ECTs to integrate into their school communities and understand their professional duties.
- Enable ECTs to demonstrate satisfactory performance against all [Teachers' Standards](#) by the end of their induction period.
- Ensure that monitoring, evidence collection and assessment draw directly from existing working documents ([DfE Statutory Guidance - Section 2](#)).
- Identify and address developmental needs promptly through targeted support ([DfE Statutory Guidance - Section 4](#)).

2. Statutory Framework and Special Circumstances

This policy complies with Department for Education (DfE) statutory guidance [Induction for Early Career](#)

Teachers (England), the ITTECF Framework, the Teachers' Standards and relevant regulations.

2.1 Appropriate Body Oversight

In accordance with DfE regulations requiring Teaching School Hubs to serve as Appropriate Bodies, the designated Appropriate Body (AB) for all schools within the Trust is the **Thames Gateway Teaching School Hub (TGTSH)**. As set out in DfE Statutory Guidance - Section 1, the Appropriate Body quality-assures induction provision, verifies that ECTs receive statutory entitlements and validates assessment recommendations submitted by school Headteachers.

2.2 Part-Time ECTs (Pro-Rata Provision & Reduced Induction)

In line with statutory regulations (DfE Guidance - Section 3), part-time ECTs complete a pro-rata induction period based on their FTE equivalent (e.g. a 0.5 FTE ECT ordinarily completes a 4-year induction period). However, if a part-time ECT working at 0.5 FTE or above has completed 2 full calendar years of service, meets all Teachers' Standards and has agreement from the Headteacher, the Appropriate Body may grant a reduction in the induction period to enable completion at the 2-year mark.

2.3 Statutory Absences (The 30-Day Extension Rule)

If an ECT accumulates **30 school days or more** of statutory absence (including sick leave, maternity/parental leave or other statutory leave) within either of the two years of induction, it will be added on as follows: 30 days or more in the first year will be added onto the end of the first year before the second year begins. At the start of the second year, the absence clock is reset; if there are 30 or more days of absence in the second year, the time will be extended onto the end of that year. This is in accordance with DfE Statutory Guidance - Section 3. The Induction Tutor will notify the Appropriate Body when the 30-day threshold is reached to update the expected completion date.

2.4 ECTs Transferring or Joining Mid-Induction

Where an ECT joins the Trust having completed part of their statutory induction at another institution, the school will obtain previous progress review records and formal assessment reports. Credit for previously completed terms of induction will be carried forward, subject to validation by the Appropriate Body.

3. Roles and Responsibilities

3.1 Trust Board and Local Governing Bodies

In line with DfE Statutory Guidance - Section 5 (Governance Responsibilities), the Trust Board and Local Governing Bodies are responsible for ensuring that:

- Schools comply with DfE statutory guidance for ECT induction.
- Schools possess the capacity, expertise and resources required to fulfill statutory obligations prior

to appointing an ECT.

- The school implements appropriate induction arrangements and reports regularly on ECT progress.
- Formal concerns or grievances raised by individual ECTs that cannot be resolved at school level are investigated according to agreed Trust procedures.

3.2 Headteachers

The Headteacher holds overall accountability for the monitoring, support and assessment of ECTs within their school. Specific statutory responsibilities (per [DfE Statutory Guidance - Section 5](#)) include:

- Verifying that the ECT holds Qualified Teacher Status (QTS) and is eligible to commence statutory induction.
- Ensuring the teaching post is suitable for induction, offering the necessary variety of experience and appropriate age/subject ranges.
- Appointing qualified teachers to distinct roles of **Induction Tutor** and **Mentor**, ensuring both are allocated dedicated time to carry out their duties.
- Making formal recommendations to the Appropriate Body (TGTSH) on whether the ECT has met the [Teachers' Standards](#).
- Notifying the Appropriate Body promptly if an ECT is at risk of not meeting standards or if cumulative statutory absences total 30 days or more.

3.3 Induction Tutor / Trust ECT Coordinator

Per [DfE Statutory Guidance - Section 5 \(Induction Tutors\)](#), the Induction Tutor carries operational responsibility for managing, coordinating and assessing the ECT's progress. Duties include:

- Coordinating an induction programme at school level.
- Conducting termly progress reviews during terms where formal assessment reports are not required ([DfE Section 2: Progress Reviews](#)).
- Leading formal assessment meetings (end of Year 1 / Term 3 and end of Year 2 / Term 6) and completing assessment documentation ([DfE Section 2: Formal Assessments](#)).
- Carrying out formal lesson observations and providing timely written and oral feedback.
- Ensuring monitoring and record-keeping draw on standard working documents to prevent administrative burden.

3.4 Mentor

To maintain a clear separation between developmental coaching and formal assessment ([DfE Statutory Guidance - Section 5 \(Mentors\)](#)), a dedicated Mentor is assigned to support the ECT. Mentor responsibilities include:

- Holding scheduled coaching sessions (weekly in Year 1; fortnightly in Year 2) aligned with [ITTECE curriculum materials](#). Where a session cannot take place due to staff absence, school closure or calendar clashes, reasonable efforts will be made to reschedule as soon as practicable.
- Providing subject- or phase-specific instructional coaching, modelling and practical advice.
- Assisting the ECT in reflecting upon their practice and implementing effective classroom strategies.
- Liaising with the Induction Tutor if the ECT encounters any difficulties.

3.5 Early Career Teacher (ECT)

As per DfE Statutory Guidance - Section 5 (Early Career Teachers), the ECT is expected to engage in their professional development by:

- Providing proof of QTS prior to starting induction.
- Participating in agreed ECF/ITTECF training sessions, mentoring, classroom observations and reviews.
- Working with their Induction Tutor to set developmental targets and review progress against the Teachers' Standards.
- Raising operational concerns or difficulties with their Mentor or Induction Tutor promptly.

4. Induction Programme & Entitlements

4.1 Key Entitlements & Workload Protections

Statutory entitlements guaranteed by DfE Statutory Guidance - Section 2:

Induction Component	Provision 1	Provision 2	UK Statutory Link
Release Reduction	Reduction (max 90% release)*	Reduction (max 95% release)*	Section 2: Release Time
Allowance	Standard statutory PPA (guaranteed)	Standard statutory PPA (guaranteed)	Statutory Entitlements
Mentoring Frequency	Weekly timetabled sessions	Weekly timetabled sessions	Section 5: Mentors
ECF Training Offer	Induction Programme (SH)	Induction Programme (SH)	ECF Guidance

4.2 Support and Professional Development

ECTs receive professional development through the following mechanisms (ITTECF Delivery Model):

- **Classroom Observations:** Regular observations by the Induction Tutor, mentor and/or senior leaders, followed by constructive feedback meetings.
- **Peer Observations:** Structured opportunities to observe experienced teachers within their school

and across partner Trust schools.

- **Targeted Coaching:** Evidence-informed instructional coaching sessions focused on the modules laid out by the appropriate body's (Thames Gateway) programme, including: behaviour management, pedagogy, SEND support, oral language (oracy) and cognitive science.

4.3 Targeted Intervention, At-Risk Procedures & Link to Capability

If an ECT experiences difficulty in meeting the required Teachers' Standards, the school will implement structured intervention as required by DfE Statutory Guidance - Section 4 (Unsatisfactory Progress):

1. **Early Identification & Dialogue:** The Induction Tutor will discuss concerns directly with the ECT, detailing the areas needing improvement.
2. **Structured Action Plan:** A support plan will be implemented, setting clear targets over an appropriate timeframe (typically 3 to 6 weeks, depending on the nature and severity of the concern) with specified support measures.
3. **Enhanced Support Measures:** Additional mentoring, joint planning, targeted peer observations and modelling by experienced staff will be arranged.
4. **Appropriate Body Notification:** The Appropriate Body (TGTSH) will be informed promptly to ensure external oversight and guidance.
5. **Interface with Capability Procedures:** Where an ECT fails to make sufficient progress despite structured support under the ECT action plan, the school may instigate the Trust's formal Capability Policy alongside or following the ECT support process, in accordance with statutory guidelines.

5. Assessment, Quality Assurance & Record Keeping

5.1 Assessment Framework & Schedule

Formal assessment of performance against the Teachers' Standards takes place at defined intervals over the two-year induction period in accordance with DfE Statutory Guidance - Section 2 (Formal Assessments):

- **Progress Reviews:** Conducted by the Induction Tutor in Terms 1, 2, 4 and 5 to monitor progress and review targets.
- **Formal Assessment 1:** Held towards the end of Year 1 (Term 3). A formal report is completed, shared with the ECT and submitted to the Appropriate Body.
- **Formal Assessment 2:** Held towards the end of Year 2 (Term 6). The final assessment evaluates performance across all Teachers' Standards and forms the basis of the Headteacher's recommendation for successful induction completion.
- **Note** - If an ECT leaves before a natural assessment point, the school should inform the appropriate body and the school will be required to complete an interim assessment which gives comment on the teacher's progress towards the Teacher's Standards

5.2 Evidence Base & Workload Protection

Assessment judgements are grounded in day-to-day teaching practice ([DfE Guidance on Workload Reduction](#)). Evidence is drawn directly from existing working documents such as lesson planning, assessment records, pupil work and observation notes. ECTs are **not required** to construct separate portfolios of evidence for assessment purposes.

5.3 Documentation and Record Retention

Copies of all progress review records, formal assessment reports and support plans will be provided to the ECT, Headteacher and Appropriate Body. All relevant induction records will be retained securely by the Trust for six years in accordance with statutory requirements ([DfE Statutory Guidance - Section 5](#)).

6. Addressing ECT Concerns

If an ECT has concerns regarding their induction programme, mentoring or support allowance, they should pursue resolution through the following escalation pathway ([DfE Statutory Guidance - Section 4](#)):

1. Raise concerns directly with the assigned **Mentor** or **Induction Tutor**.
2. If unresolved, escalate the concern to the school **Headteacher**.
3. If concerns persist, contact the Trust ECT Coordinator (currently the ERT Teaching & Learning Lead)
4. ECTs may also contact the named contact at the Appropriate Body at any stage:

Appropriate Body Contact: Catherine Root, Designated ECT Induction Lead / Manager, Thames Gateway Teaching School Hub.

7. Policy Monitoring and Review

This policy will be reviewed annually by the Education Director and presented to the Trust Board for formal approval. Reviews will incorporate updates to statutory guidance published on [GOV.UK Statutory Guidance](#), the [ITTECF Framework](#) and evaluation feedback from schools across the Trust.