



**LONGHILL**  
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

## **Early Career Teacher Entitlement Policy**

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Date ratified: 16.09.25

Review Date: June 2026

Based upon: DfE guidance for Early Career Teacher Entitlement, 2025

## **1. Introduction**

At Longhill High School we adhere to the statutory guidance from The Department of Education. As such, we will follow the Early Career Teacher Entitlement policy for early career teachers (England).

The first two years of teaching are not only very demanding but also of critical significance in the professional development of a new teacher. It is vital that early career teachers (ECTs) receive a smooth transition into the teaching profession through appropriate guidance, support and challenge. This then provides a firm foundation for career-long professional development. ECTs carry out two years of ECTE (full time equivalent) in line with the Department for Education's Early Career Teacher Entitlement (England) policy.

### **Linking in-house and external training**

ECTs receive a personalised in-house programme of support, monitoring and assessment, which is coordinated by the Professional Tutor and reinforces the external training schedule set out by TeachFirst/Aldridge Education who are our chosen training provider. We chose this training provider because both organisations have an ethos of serving disadvantaged communities and their combined efforts of providing ECTs with structured support, coaching, mentoring and high-quality training reflects the training they also receive in school.

The Professional Tutor will use the feedback from the diagnostic assessments to shape the nature of the training.

ECTs also receive weekly guidance from a mentor to support them through their professional development, using the Early Career Teacher Entitlement (ECTE). Other teaching and support staff in the school will also share their knowledge, skills and experience. For example, Literacy training is given such as how to: embed high levels of oracy; teach reading and writing, and adapt teaching for SEND students.

Before ECTs start their ECTE, they must be registered with an 'appropriate body', which has the main quality assurance role. Full details of the appropriate body's responsibilities can be found in the DfE's statutory guidance. Step Ahead Teaching School Hub are the awarding body for our ECTs.

## **2. Roles and Responsibilities**

The Deputy Head will register the ECTs on the DfE's website 'manage training for early career teachers.

The Headteacher will make recommendations about whether the ECT's performance against the relevant standards is satisfactory by using the evidence collected from lesson observation, book looks, student voice and engagement with Aldridge Education's training programme.

The Professional Tutor (with QTS) will oversee the ECTE which the Deputy Head will quality assure and support. Each ECT will be appointed with a designated ECT mentor with QTS. The governing body will ensure that the setting has the capacity to support the ECT and that the Deputy Headteacher and Headteacher are fulfilling their responsibilities.

The Professional Tutor and Deputy Head will ensure that mentors undertake the relevant mentor training as provided by Aldridge Education with additional in-school training.

The post that the ECT is being appointed will:

- provide the ECT with training as set out in the Early Career Entitlement (ECTE) which is based upon the Initial Teacher Training and Early Career Framework;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the ECTE;
- provide the ECT with a reduced timetable to enable them to undertake activities in their ECTE (year 1 this is 10% and 5% in year 2);
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

#### **The ECT's responsibilities:**

- provide evidence that they have QTS and are eligible to start their ECTE (Early Career Teacher Entitlement);
- meet with their Professional Tutor to discuss and agree priorities for their ECTE and keep these under review;
- agree with their Professional Tutor how best to use their reduced timetable allowance and guaranteed engagement with their ECTE training from Aldridge Education and in-school training;
- provide evidence of their progress against the standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their Professional tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor / within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their Professional Tutor the start and end dates of the ECTE and the dates of any absences from work;
- retain copies of all assessment forms.

#### **The Professional Tutor's responsibilities:**

- provide, or co-ordinate, guidance for the ECT's professional development (with the

- appropriate body where necessary);
- carry out regular progress reviews throughout the Early Career Teacher Entitlement in line with the DfE policy and share these progress review records with the ECT, Deputy Headteacher, Headteacher and appropriate body;
- inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their ECTE or about their personal progress
- will take prompt, appropriate action if an ECT appears to be having difficulties;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- provide mentors with structured systems to support the ITTECF and ensure they are fully aware of their responsibilities and deadlines;
- ensure ECTs and Mentors understand the ITTECF;
- support mentors in monitoring the ECTs' progress against the Teachers' Standards by, for example, undertaking joint observations;
- provide extra support to mentors where ECTs are experiencing difficulties ensure, on behalf of the Headteacher, that the named contact at the appropriate body is alerted to any concerns about an ECT's progress

#### **The Mentor's responsibilities:**

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECTE within the same school to help ensure the ECT receives a high-quality training programme;
- provide, or broker, effective support, including literacy training (developing students' reading, writing and oracy) and adaptive teaching for SEND students as well as subject specific training;
- take prompt, appropriate action if an ECT appears to be having difficulties.

#### **The Deputy Head's responsibilities:**

- Ensure the ECT is registered with an appropriate awarding body and external training provider as accredited by the DfE;
- Ensure the ECT has the reduced timetable in line with DfE policy;
- along with the appropriate body and Professional Tutor, be jointly responsible for the monitoring, support and assessment of the ECT;
- to inform the Headteacher of progress of ECTs so they are able to comment accurately in the final assessment report;
- act on behalf of the Headteacher where appropriate and inform them of how the school's ECTE is meeting DfE's requirements;
- make the governing body aware of the arrangements that have been put in place to support ECTE.

In certain situations, the Head Teacher (or assigned Deputy Head) is expected to:

- obtain assessment forms and/or interim assessments from the ECT's previous post (to inform target setting) and send copies to the appropriate body as early as possible, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing the ECTE satisfactorily;
- ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the standards;
- notify the appropriate body as soon as absences total 30 days or more periodically inform the governing body about the institution's ECTE arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the ECTE period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce ECTE;
- provide interim assessment reports for staff moving school in between formal assessment periods;
- notify the appropriate body when an ECT serving ECTE leaves the institution.

#### **The Governing Body:**

- should ensure the school is complying with Early Career Teacher Entitlement for all ECTs (England) by looking at the most recent DfE guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's ECTE arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an ECT.

### **3. Monitoring, support and assessment**

An ECT's progress is regularly monitored by the Professional Tutor throughout the ECTE period, so they can show they are meeting the DfE's Teachers' Standards consistently, with appropriate support put in place as required. This support will include the updated training content surrounding adaptive teaching for special educational needs, developing high levels of oracy and knowing how to develop students' reading and writing.

#### **Lesson observations**

Observations will be undertaken by the Professional Tutor as directed by the DfE policy. Furthermore, the Deputy Head leading on Teaching & Learning will undertake at least two for every ECT per year. All observers hold QTS. Feedback will be given in a prompt manner and is constructive with a written record of strengths/ improvements and areas to develop including how to do this. The ITTECF framework will be used.

#### **Appropriate body expectations:**

At the start of the first year there is an observation of the ECT's teaching by the Professional Tutor, so that initial targets can be set. The target setting meeting at the start of the year is a good opportunity for the Professional Tutor to also explain all the support and monitoring that will be in place. Targets will be based on the ECT's previous practice (if areas for development have been identified) and the school's priorities.

### **Termly progress reviews**

DfE Statutory Guidance states that *"The Professional Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction [ECTE] period, with progress reviews taking place in each term where a formal assessment is not scheduled."*

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the Professional Tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track against the ITTECF, briefly summarising evidence collected by the Professional Tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The Professional Tutor will update the headteacher on the ECT's progress after each progress review. The Professional tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.

Where the Professional Tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track which is in line with all stakeholders' policies.

### **Appropriate body expectations:**

The outcomes of the progress reviews will be submitted to the appropriate body, stating whether the ECT is making satisfactory progress.

If the ECT is not making satisfactory progress, further information will be disclosed to the appropriate body that outlines what additional support has been put in place. This will usually be through a six-week support plan but can be for different periods.

A system for collecting evidence should be agreed between the ECT and Professional Tutor at the start of the year to ensure that evidence is accessible and can be monitored regularly. The ECT is expected to collect a variety of different types of evidence, so the Professional Tutor can make informed decisions about how well the ECT is progressing.

### **Annual assessments**

These will be carried out by the Professional Tutor and the Deputy Head in charge of Teaching and Learning and not the mentor, this is in line with DfE guidance where “ECTs should have formal assessments carried out by either the headteacher or the Professional Tutor.”

ECTs receive an assessment in the final term of the first year (term 3) and in the final term of the second year of ECTE (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments is drawn from the ECT’s work as a teacher during their ECTE. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents.

Formal assessment reports are completed for both formal assessments. These reports clearly show assessment of the ECT’s performance against the ITTECF at the time of the assessment.

The final assessment meeting is at the end of the ECTE, and will form the basis of the headteacher’s recommendation to the appropriate body as to whether, having completed their ECTE, the ECT’s performance against the Teachers’ Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT adds their comments. They are then signed by the Professional Tutor, Headteacher and the ECT.

Once signed, the ECT is given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

#### **Appropriate body expectations:**

Assessment reports are completed during a formal meeting with the professional tutor during the two weeks leading up to the assessment due date. Mentors are not responsible for monitoring and assessment, so they should be not carrying out the annual formal assessments but their evidence can partially inform these.

Reports for year 2 ECTs are completed in accordance with the relevant awarding body’s guidelines and are electronically signed by the Headteacher, ECT and Professional Tutor. Assessment reports should be signed off by all parties as close to the assessment due date as possible, and certainly within ten working days.

## **4. Continuing professional development**

We adhere to the DfE Statutory Guidance on ECTs reduced timetable so that in the first year an ECT must not teach more than 90% of the timetable of the school’s existing teachers on the main pay range and in the second-year n must not teach more than 95%.

This additional non-contact time should be used to specifically enable ECTs to undertake activities in their ECTE. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

There is regular and frequent time set aside for the ECT to carry out development activities. Longhill High school recognises that ECTs sometimes need to attend training courses and other developmental activities at times outside their scheduled CPD time. We aim to accommodate this where possible, but the ECT is expected to request any change in timetable at least two weeks prior to the activity.

## **5. Part-time ECTs and ECTs starting mid-year**

Longhill High school recognises that extra consideration needs to be taken when supporting part-time ECTs and ECTs starting mid-year, to ensure they receive similar opportunities to other ECTs in the school and are not disadvantaged.

We will:

- Seek advice from the appropriate body to ensure lesson observations, progress reviews and other monitoring is scheduled at appropriate intervals;
- Provide extra opportunities for part-time ECTs who may need to catch up from staff meetings and events that have occurred on non-working days;
- Carry out extra monitoring meetings for ECTs starting mid-year, for the first term at least, to identify any potential challenges due to taking over already-established classes; and
- Ensure that, when timetabling CPD time for part-time ECTs, they receive adequate time to carry out meaningful development activities

## **6. Completion and ECTs experiencing difficulties**

New teachers sometimes experience difficulties, and a Professional Tutor may feel an ECT is not progressing satisfactorily against the ITTECF. Where this is the case, extra support will be provided as soon as the need is identified and in accordance with all stakeholders: StepAhead, Aldridge Education/Teach First and DfE policy.

The appropriate body will make the final decision as to whether the ECT has met the standards for the ECTE, or whether an extension is required. If an ECT has not met the standards, the appropriate body will form a panel to consider whether an extension is required. On successfully meeting the ITTECF, the appropriate body will be informed. The ECT will then join the school's appraisal cycle.