

The statutory requirements for ECTs can be found in the following DfE document:

[Statutory Induction Guidance 2021](#)

As you prepare to welcome your ECT this is to remind you that a suitable monitoring and support programme must be in place for the ECT, structured to meet their development needs. This includes:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework. Please ensure that your ECT is registered on an **ECF based Induction Programme**. ECTs are expected to serve the equivalent of two years induction, six school terms.
- A **mentor with QTS** should be designated to the ECT who has the time and ability to carry out the role.
- **One to one mentoring sessions** with the ECT should take place at least fortnightly and ideally should be timetabled.
- The ECT must not teach more than **90% of the timetable** of the school's existing teachers on the main pay range in the first year of induction and 95% in the second year. Planning, preparation, and assessment time (PPA) that all teachers receive should also be protected.
- The ECT should not normally teach outside the age range and or subjects for which they are employed and should not be presented on a day-to-day basis with discipline problems that are unreasonably demanding for their setting.
- Support and guidance should also be provided from a **designated induction tutor** who holds QTS. In some small schools this may be the Headteacher.
- An **observation of the ECT should take place each half term** and verbal and written feedback provided. Some ECTs receiving additional support may receive additional supportive observations.
- ECTs should have the opportunity to **observe experienced colleagues** in their own institution or in others where effective practice has been identified.
- ECTs should be **kept up to date on their progress**. There should be nothing unexpected when progress reviews and formal assessments take place.
- **Professional reviews of progress** should be conducted at the end of each term and a formal assessment at the end of the first and second year. These should be conducted by the induction tutor with the ECT. Mentors should not carry out formal assessments unless they are acting as the induction tutor.

If you are unclear about any of the above, please do not hesitate to contact us for clarification.