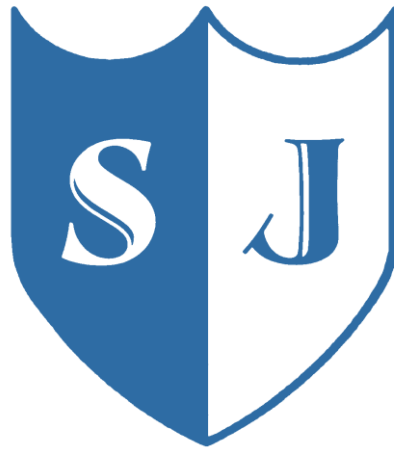


St. Joseph's Catholic Primary School



ECT Policy

Approved by:

Date: September 2026

Next review due by:

September 2027

Policy Abbreviations

DFE	Department of Education
ECF	Early Career Framework (the framework to support induction and professional development in the first two years)
ECT	Early Career Teacher (a teacher in the first two years of teaching)
QTS	Qualified Teacher Status
SLT	Senior Leadership Team

Policy Intention

At St Joseph's, our Early Career Teacher (ECT) induction programme intends to

- Run a funded 2-year ECT induction core programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme - Induction mentor fulfilling a separate and distinct role to the induction tutor
- ECTs will be formally assessed twice – once midway through the 2-year period and once at the end – with a progress review each term where a formal assessment does not take place
- ECTs will get a 5% timetable reduction in their second year of induction (they'll still get a 10% reduction in the first year, as they do now)

The Early Career Teacher induction programme at St Joseph's will provide the very best support, guidance and Early Career Framework-based training as the central aspect of induction provided by Ambition Institute which is DFE accredited as an ECF provider.

The carefully structured ECT induction programme builds on initial teaching training and sets out what ECTs should learn about and learn how to do. It's designed to support development in 5 core areas and is an induction programme that is engrained in a culture of continuous learning through highly effective mentor guidance and instructional coaching that ultimately will enable our ECTs to form a secure foundation that underpins effective teaching, learning and the teacher standards upon which a successful teaching can be built.

Our Aims

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs through an entitlement of support that champions the development and empowerment of all ECTs.

This induction aims and entitlement includes

- Two-year programme of structured training and support that is underpinned by the Early Career Framework (ECF) which covers five core areas of teaching: behaviour management, pedagogy, curriculum, assessment and professional behaviours
- To bridge and build on ITT and provide a platform for self-development in the first two years of teaching
- To ensure that the ECT engages with the ECF programme, facilitated by our chosen accredited provider, Ambition Institute
- To provide appropriate guidance and support through the role of a trusted mentor whose own practice and guidance is steeped in shared, current educational philosophy.
- Weekly one-to-one instructional coaching with mentor using online portal Steplab on Ambition Institute. Instructional coaching with ECT and mentor will involve dialogues focusing on models of deliberate practice and modelling involving scripting and feedback.
- To ensure a culture of self-directed study, implement actions from instructional coaching and enquiry to encourage research-informed practice, reflection.
- To support Early Career Teachers in building high quality, professional relationships with all members of the school community so that this impacts positively on the quality of learning across the school and fulfils the schools mission statement 'Guided by Jesus, learning together, striving for excellence'.
- To provide opportunities to recognise and celebrate good practice
- To help ECTs meet all requirements of statutory induction in line with DFE guidance
- To enable our ECTs to take responsibility for their own learning and increase their capacity to lead the learning of others.
- To help ECTs perform successfully against the Teachers' Standards. Head teacher or induction tutors should formally assess ECTs at two assessment points – one in the final term of the first year and the final term of the second year.

All staff will be kept informed of the ECT induction policy and encouraged to participate, wherever possible, in its implementation and development. It is important that there is both a sense of shared ownership and collective responsibility. This policy reflects a structured, whole school approach to Early Career Teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Outcomes

- All ECTs will receive their entitlement to a coherently structured programme of professional development and tailored support which will enable them to thrive and succeed.
- The induction process will positively contribute towards the personal and professional development of the ECT and form a secure foundation upon which a successful teaching career can be built.
- All ECTs will be successful in meeting the Teacher's Standards, which, in turn will ensure that the ECT has a positive impact on the children and young people for whom they teach.

Roles and Responsibilities

At St Joseph's, we strongly believe in our collective responsibilities to support, nurture and champion our beginner teachers. The following roles and responsibilities are based on those outlined within the DfE's statutory induction guidance for ECTs.

The Governing Body and Trustees

The governing body will be fully aware of the contents of the DfE's statutory guidance on induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs and will ensure school complies with statutory guidance.

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the ECT Induction Tutor is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements
- If it wishes, request general reports on the progress of the ECT

The Head Teacher

The Head teacher at St Joseph's Catholic Primary School plays a significant and leading role in the process of inducing early career teachers to the profession. The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

Statutory responsibilities are:

- Have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- check that the ECT has been awarded QTS
- ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- Appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability, training and sufficient time to carry out their respective roles effectively.
- Ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year.
- Ensure that an appropriate induction programme is in place
- Ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Ensure that assessments are carried out and reports completed and sent to the appropriate body

- Ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
- Recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- Make the governing board aware of the support arrangements in place for the ECT
- Ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

There may also be circumstances where the Head teacher may need to:

- alert the appropriate body where an ECT may be at risk of not completing induction satisfactorily
- ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- notify the appropriate body as soon as absences total 30 days or more
- notify the appropriate body when an ECT serving induction leaves the school

Induction Tutor

The role of induction tutor is separate from the role of the mentor. The induction tutor is expected to:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs and provide guidance and effective support to the ECT (with the Appropriate Body if necessary)
- co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body.
- carry out termly progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines (refer to Section 11 for further information)
- ensure that the ECT's teaching is observed, and feedback provided on a half-termly basis
- ensure that all documentation concerning an ECT is uploaded to ECT manager in a timely manner and in line with the requirements of the Appropriate Body.
- take prompt and appropriate action if an ECT appears to be having difficulties
- design and co-ordinate a programme of induction that complements the ECF
- support the ECT mentor team
- keep the Headteacher informed of the ECT's progress
- ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards.

ECT Mentor

The role of the mentor is separate from the role of the induction tutor. The mentor is expected to:

- act as a critical friend, mentor, and coach
- provide effective support and engage fully with the mentor training and development provided
- Meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the early career framework

- ensure that they are fully prepared for each meeting
- work collaboratively with the ECT and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF-based induction programme which meets the training needs of the ECT in their care
- provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring for ECT
- work with the ECT to identify, on a half-termly cycle, their development needs
- share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

Early Career Teacher (ECT)

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- provide evidence of their progress against the Teachers' Standards

When the ECT has any concerns, they will:

- Raise these with their Mentor and/or Induction Tutor as soon as they can
- Raise these with the Head teacher
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

Monitoring arrangements

This policy will be reviewed annually by the ECT Induction Tutor. At every review, it will be approved by the full governing board.