



Nurturing **Ambition
Through a Living Faith**

ECT Policy

1. Mission, Vision, and Values

Mission Statement

Nurturing ambition through a living faith.

Vision Statement

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible Verse

"Let us not love with words or speech alone but with actions and truth."

— 1 John 3:18

2. Aims and Statutory Framework

Core Aims

At Darwen St James' C of E Primary Academy, we are committed to providing a supportive, structured environment that equips Early Career Teachers (ECTs) with the professional tools, mentoring, and pedagogical foundations necessary to become outstanding, successful practitioners.

Statutory Legislation & Guidance

This policy reflects current Department for Education (DfE) statutory requirements, including:

- **DfE Statutory Guidance: *Induction for Early Career Teachers (England)*.**
- **The Early Career Framework (ECF)** entitlement reforms.
- **The Education (Induction Arrangements for School Teachers) (England) Regulations 2012** (and subsequent amendments).
- **The Teachers' Standards.**
- **Appropriate Body Guidance:** Quality assurance protocols established by our designated Appropriate Body (Star Institute).

3. The 2-Year ECT Induction Programme

ECT induction typically lasts for **two academic years** (6 full terms or equivalent for part-time staff). The induction programme is underpinned by the Early Career Framework (ECF) and quality assured by our designated Appropriate Body.

3.1 Suitable Posts for Induction

Before an ECT begins induction, the Headteacher and Appropriate Body must confirm that the post is suitable. Each ECT will:

- Have an appointed **Induction Tutor** (holding QTS) for progress reviews and formal assessments.
- Have an appointed **Induction Mentor** (holding QTS) for regular, structured 1-to-1 coaching.

- Receive a **reduced timetable allowance** funded by the DfE:
 - **Year 1:** 10% reduction below the standard timetable (in addition to standard PPA time).
 - **Year 2:** 5% reduction below the standard timetable (in addition to standard PPA time).
- Regularly teach a consistent class within their trained age range.
- Not be assigned unreasonably demanding discipline challenges, non-teaching responsibilities, or unmanageable administrative tasks without appropriate preparation and support.

3.2 Professional Support and Mentoring

- **Structured Mentoring:** Weekly (Year 1) or bi-weekly (Year 2) dedicated 1-to-1 mentoring sessions grounded in the ECF.
- **Targeted Observations:** Regular classroom observations by the Induction Tutor/Headteacher, followed by prompt, constructive feedback.
- **Peer Observations:** Opportunities to observe experienced, expert teachers within the academy or across the Cidari Multi-Academy Trust.
- **Termly Progress Reviews:** Regular reviews against the Teachers' Standards during terms where formal assessments do not take place.

4. Assessment and Progress Monitoring

Assessments are based on evidence gathered naturally through teaching practice, progress reviews, and engagement with the ECF. ECTs are **not required** to create unnecessary paperwork or portfolios solely for induction.

None

YEAR 1: Terms 1 & 2 → Termly Progress Reviews (Induction Tutor)

Term 3 → FORMAL ASSESSMENT 1 (Headteacher & Appropriate Body)

YEAR 2: Terms 4 & 5 → Termly Progress Reviews (Induction Tutor)

Term 6 → FORMAL ASSESSMENT 2 / FINAL RECOMMENDATION (Headteacher)

Assessment Procedures

- **Formal Assessment Meetings:** Conducted by the Headteacher at the end of Year 1 (Term 3) and Year 2 (Term 6).
- **Reporting:** Formal reports are completed detailing progress against the Teachers' Standards, signed by the Headteacher, Induction Tutor, and ECT, and submitted to the Appropriate Body within 10 working days.
- **Interim Assessments:** Completed if an ECT leaves the academy mid-way through an assessment period after serving one term or more.

4.1 At-Risk Procedures (Cause for Concern)

If an ECT experiences difficulty or is not making sufficient progress toward meeting the Teachers' Standards:

1. **Immediate Intervention:** Areas requiring improvement are identified immediately during progress reviews.
2. **Support Plan:** A personalized, actionable support plan is put in place, outlining clear targets and enhanced mentoring support.
3. **Appropriate Body Notification:** The Appropriate Body is informed immediately and provided with copies of the review records and support plan.
4. **Ongoing Review:** Objectives are reviewed frequently to support the ECT in achieving satisfactory performance before final assessments.

5. Roles and Responsibilities

The Early Career Teacher (ECT)

- Provide evidence of Qualified Teacher Status (QTS) prior to starting induction.
- Engage fully with the ECF training programme, mentoring sessions, and progress reviews.
- Agree with the Induction Tutor on priorities and the effective use of reduced timetable allowances.
- Raise any professional concerns early with their Induction Tutor or Appropriate Body contact.

The Headteacher

- Verify QTS status and appoint trained Induction Tutors and Mentors with sufficient time allocated for their roles.
- Ensure the post meets statutory suitability requirements and an ECF-based induction is delivered.
- Conduct formal assessments and submit official recommendations to the Appropriate Body.
- Retain induction records and evidence securely for 6 years.

The Induction Tutor

- Coordinate day-to-day monitoring, termly progress reviews, and classroom observations.
- Provide clear feedback and update professional development targets against the Teachers' Standards.
- Coordinate formal assessment reports and inform the Headteacher/Appropriate Body immediately if progress concerns arise.

The Induction Mentor

- Hold regular 1-to-1 ECF mentoring sessions offering targeted coaching, subject/phase guidance, and practical support.
- Collaborate with the ECT and school staff to ensure high-quality ECF delivery.
- Maintain a supportive, non-assessor relationship with the ECT to foster open professional reflection.

The Local Governing Body

- Ensure full compliance with statutory guidance on ECT induction.
- Verify that the academy has appropriate capacity, mentoring time, and timetable reductions in place.
- Investigate formal concerns raised by an ECT via internal grievance procedures if necessary.

6. Policy Monitoring and Linked Documentation

Monitoring

This policy is reviewed annually by the Headteacher and approved by the Local Governing Body.

Linked Policies

- Appraisal & Capability Policy
- Pay Policy
- Grievance Policy
- Active Learning & Curriculum Policy
- Equality Information and Objectives Statement