



# EARLY CAREER TEACHERS (ECT) POLICY

*for adoption by all CDAT schools*

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

<b>Approved by</b>	<b>Date</b>	<b>Review Schedule</b>	<b>Date of next review</b>
Trust Board	September 2024	Annually	September 2025

## 1. Introduction

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of any Early Career Teacher (ECT). Therefore, all CDAT schools ensure that ECTs benefit from an induction process based around high-quality guidance, support and training. This programme will enable an ECT to form a secure foundation upon which to build a successful teaching career.

## 2. Support for ECTs

The Department for Education has selected 4 expert teacher training providers who have each developed their own accredited materials based on the early career framework. These providers are:

- Ambition Institute
- Education Development Trust
- Teach First
- UCL

Each set of materials covers five core areas:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

CDAT have no preference as to which provider schools choose to use to provide support to their ECT(s). Details of current provision can be found here:

<https://support-for-early-career-teachers.education.gov.uk/>

It is also expected that all ECTs in CDAT schools will be encouraged to access the package of ECT support provided by Chester DBE: <https://chesterdbe.co.uk/events>

## 3. School Role

Within each school, key individuals have an important part to play in the support and induction of ECTs. In larger schools these roles may be shared between two or three individuals, whereas in the smallest schools it may be that the headteacher becomes the key point of contact for ECTs.

The DfE have published detailed guidance for schools to outline roles and responsibilities:

[https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction\\_for\\_early\\_carrier\\_teachers\\_England\\_statutory\\_guidance\\_.pdf](https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_carrier_teachers_England_statutory_guidance_.pdf)

This guidance deals with all aspects of the induction of ECTs, including:

- The role of the Appropriate Body
- Roles and responsibilities in schools
- The induction programme
- Timescales for induction, including extending/reducing induction periods in particular circumstances
- Assessment and review of progress
- Concerns

CDAT schools will ensure that they follow the guidance as set out in the DfE document.

## 4. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with CDAT's Director of Education or the CEO; if this does not resolve issues that the ECT has, they should finally approach the named Appropriate Body contact.