

EARLY CAREER TEACHER POLICY

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As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and students. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

1. Introduction

Bradford Diocesan Academies Trust is committed to providing consistently high-quality teaching and learning in order to meet our mission. Our academies are committed to providing the culture and level of support to ensure that Early Career Teachers (ECT1 and ECT2) meet the needs of their students and have the best start to their teaching career. The support given to ECTs will ensure that they have the knowledge and skills they need to carry out their role, as well as help them to continually improve their performance and develop to their full potential which will in turn improve outcomes for our young people. Support for teachers early in their career is vital in providing the highest standards of education.

This policy pays due regard to, and should be read alongside, the following statutory and non-statutory guidance and relevant partnership websites:

<https://www.gov.uk/government/publications/early-career-teacher-entitlement>
[Initial teacher training and early career framework - GOV.UK \(www.gov.uk\)](#)
[BDAT People - Faculty of Professional and Career Development for BDAT \(bdat-people.org\)](#)
[Early Career Teachers \(ECT\) Training Course | Ambition Institute](#)

As BDAT ECTs are BDAT employees, all [BDAT policies](#) apply with the exception of the Appraisal Policy and Capability Policy. Further details on ECT induction support and development and ECT monitoring and assessment processes can be found in sections 5 and 6 of this policy.

2. Scope and purpose of policy

This policy relates to the appointment, induction, development, monitoring and assessment of the Trust's ECTs. It has regard for the latest statutory guidance, 'Early Career Teachers Entitlement'.

3. Roles and responsibilities

3.1 The Headteacher is responsible for making recommendation for the successful completion of the induction period to the Appropriate Body (AB) on behalf of the academy and for holding senior and middle leaders to account for providing effective monitoring and support for ECTs. In cases of unsatisfactory progress, the Headteacher should ensure that judgements have been quality assured and communication with the ECT and AB is effective and timely. Headteachers should ensure that ECFE Tutors and ECT mentors have training to allow them to develop the expertise, and directed time, required to fulfil this role.

3.2 A nominated senior leader will be responsible for holding ECFE Tutors to account and ensuring that the support, development, monitoring, and assessment processes follow statutory guidance, are kept up to date and reviewed annually. Senior leaders should ensure that identified mentors are highly effective teachers and have at least the potential to be highly effective mentors with sufficient time dedicated to the role. ECT mentors should be trained and undergo observation and feedback

on their mentoring. Academies should build stable teams of expert mentors with capacity in order to best serve our early career talent.

3.3 School ECFE Tutors are responsible for the timely registration and assessment process for ECTs. They are responsible for holding ECT mentors to account and ensuring that ECT provision is formal, structured, and flexible enough to provide bespoke support. The ECFE Tutor has responsibility for the training of ECT mentors, engagement with the ECT training programme, regular observations, and verification of the formal assessment of each ECT. ECFE Tutors liaise with the AB for reporting and assessment and where ECTs are at risk of failing to meet the Teacher Standards. ECFE Tutors will ensure that ECT mentoring and coaching is of a high standard.

3.4 ECT mentors provide support and guidance on a daily basis and will support training and provide instructional coaching to ECTs. They offer knowledge and resources including schemes of learning to support ECT workload. They communicate with the Induction Coordinator regarding ECT progress but are not responsible for making a judgement for the final assessment against teacher standards as this is undertaken by the ECFE Tutor.

3.5 The role of the ECFE Tutor and ECT mentor could be held by the same person in smaller academies but this is not ideal. In such circumstances, the time allocation will be adjusted accordingly. Academies should work to separate these roles and could consider gaining support from another academy for assessment purposes.

3.6 The ECT has a responsibility to participate in the training, self-study, coaching and monitoring activities which support the ECF.

3.7 The respective Higher Education Institute (HEI)/ School Centred Initial Teacher Training (SCITT) provider also has a role in ensuring that their ITTs continue to make good progress and can provide additional support where ECTs are facing significant difficulty.

3.8 Additional Quality Assurance (QA) or support can also be provided by the BDAT Central Education Team.

3.9 Formal QA is provided by the Appropriate Body (AB). The AB for the Trust is Exceed Teaching School Hub.

3.10 The Local Governing Body has a role in ensuring compliance to this policy and will hold Headteachers to account for the numbers of ECTs successfully completing the programme and meeting Teacher Standards.

4. ECT appointments

The appointment of ECTs will be made with consideration of the capacity of the academy to provide appropriate mentoring and support and fulfil the statutory obligations of monitoring, support, and assessment.

5. ECT induction support and development

5.1 The statutory monitoring and assessment period is two academic years for full time teachers. This is also the duration of the statutory entitlement to the ECF training programme. At the end of

this period ECTs will be formally assessed against the DfE Teacher Standards. Pro-rata adjustments will be made for part-time ECTs. These are statutory expectations and the Trust baseline expectation for professional practice and conduct. As with all BDAT staff, there is an expectation of high alignment with our mission and values.

5.2 Support for ECTs should be provided in the form of a formal ECT programme for ECT1 teachers (alongside other new staff), support for engagement with the formal ECF programme delivered by BDAT's Central Team, and provision of a suitable ECT mentor and regular observation and feedback with instructional coaching. ECT1 staff should have a teaching timetable of no more than 90% of that of a main scale teacher and weekly instructional coaching to enable professional learning and the application of the ECF. The timetable reduction for ECT2 staff is 5% with fortnightly coaching.

5.3 A majority of academy training and induction is delivered through ECT mentors and weekly coaching rather than extensive additional training sessions. This should include opportunities to practise, co-plan and develop subject knowledge and subject pedagogy by observing and working with team members. As novice teachers, ECTs will benefit from explicit instruction, modelled examples, instructional coaching and deliberate practice. ECTs should also be supported to form positive relationships and be an active part of their academy and Trust community. Strategies designed to avoid unnecessary workload and to promote their wellbeing should form part of the weekly mentoring sessions.

5.4 New ECT mentors should receive training from the BDAT Central Team/Ambition Institute as the ECF provider and the ECFE Tutor to prepare them for the role. Training should focus on the requirements of the ECF, the induction process and timeline and effective mentoring. BDAT's Central Team will provide enhanced support for ECT mentors.

5.5 The development of ECT knowledge, understanding and peer support will be enhanced by the BDAT ECF programme delivery and associated networking. All BDAT ECTs participate in an ECF programme, including Teach First ECT1 teachers.

5.6 In cases where an ECT requires additional support, the Central BDAT Education Team would offer guidance with regard to the additional support and with reference to HR and the AB.

5.7 ECFE Tutors and academy CPD Leads need to be conversant with the content of the ECF framework and the sequencing of the ECT programme and adjust academy CPD accordingly.

6. ECT monitoring and assessment

6.1 ECT mentors will provide weekly/fortnightly short observations to support instructional coaching. Induction Tutors will observe ECTs at least once per cycle with written feedback that will contribute to the ECT assessment against the Teacher Standards and incorporate reference to the ECT Career Entry and Development record as a baseline at the start of ECT1.

6.2 The period of employment that can contribute to the assessment of an ECT against the Teacher Standards can be reduced in exceptional circumstances at the discretion of the AB and on recommendation from the Headteacher. The minimum period for assessment is two school terms. Early assessment must be with the agreement of the ECT and if they wish to serve the full induction period this must be permitted. Early assessment should be wholly justified by the Headteacher as access to the ECF programme, its associated funding and accompanying reduction in timetable is a

two-year entitlement for all ECTs. The induction period for part-time ECTs will be the equivalent of two full-time academic years.

6.3 Concerns about an ECT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension of the formal induction period in conjunction with the AB. In these instances, clear targets and support will be identified and reviewed as soon as concerns arise. The ECT should be made aware of the required improvements, support programme and timeline mentor observations, and assessment judgements will be quality assured by ECCE Tutors.

6.4 Where concerns about the programme of an ECT against Teacher Standards remain, an additional support plan should be implemented with reference to the AB.

6.5 The ECT induction period can be extended for special circumstances such as maternity or extended absence.

6.6 The ECTs and Headteachers should be kept informed about progress against Teacher Standards.

6.7 ECCE Tutors will ensure that AB assessment and reporting deadlines are met.

6.8 Weekly/fortnightly targets set by the ECT mentor will form the focus for professional learning during the induction period. Use of a full PGP will thus start at the end of the two-year induction.

6.9 The two-year induction period has no adverse impact on pay or career progression. The ECTs are able to progress before the end of their induction e.g. on completion of successful year 1.

6.10 If an ECT leaves an institution having started but before completing their assessment, including an extension, the Headteacher should complete an interim assessment report and notify the AB.

7. ECT concerns

Where ECTs have concerns about the support offered by their mentor, these should be raised firstly with the mentor, then with their ECCE Tutor and then with the senior leadership team, including the Directors of Education , if unresolved. Concerns that remain unresolved in school should be referred to the AB.

Where ECTs have concerns about assessment, these should be raised with their ECCE Tutor in the first instance and then with the senior leadership team, including the Directors of Education , if unresolved. Concerns that remain unresolved in school should be referred to the AB.

Appendix 1

Statutory requirements for ECT induction and further guidance

Use this checklist to make sure your school is meeting the statutory requirements for early career teacher (ECT) induction.

This checklist is based on the DfE's <https://www.gov.uk/government/publications/early-career-teacher-entitlement> and the [Early Career Framework reforms](#)

It's designed to cover the requirements for a **standard induction process**. It doesn't cover special circumstances (see pages 34 to 40 of the statutory guidance for those requirements)

Your school's appropriate body may have specific procedures they want you to follow. Adapt this document to include any additional procedures.

Pre-induction

REQUIREMENTS	✓
Check that the ECT has been awarded qualified teacher status (QTS) – you do this through the Teaching Regulation Agency .	
Register the ECT with Exceed Teaching School Hub the appropriate body before they take up the post.	
Make sure the post is suitable for induction. A suitable post is expected to: - Have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory. - Have prior agreement with an appropriate body to quality assure the induction process. - Provide the ECT with an ECF-based programme - Provide the ECT with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period. - Include the appointment of an ECFE tutor and mentor, who are expected to hold QTS (there's more on this below) - Provide the ECT with a reduced timetable to enable them to undertake activities in their ECF programme (there's more on this below) - Involve the ECT regularly teaching the same class(es) - Involve similar planning, teaching and assessment processes to those that other teachers in similar posts engage in	

REQUIREMENTS	✓
Not make unreasonable demands of 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 your setting. Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support	
Appoint an ECFE tutor to provide regular monitoring and support, and co-ordination of assessment. The ECFE tutor is expected to: Hold QTS Have the necessary skills and knowledge to work successfully in the role and be able to assess the ECT's progress against the Teachers' Standards Be given sufficient time to carry out their role effectively. Headteachers may act as ECFE tutors.	
Appoint an ECF mentor to provide regular mentoring. The ECF mentor is expected to: • Hold QTS • Have the necessary skills and knowledge to work successfully in the role. • Be given sufficient time to carry out their role effectively. Mentors and tutors should be 2 different people but may be the same person in <u>exceptional circumstances</u>. Mentors should receive training.	
Timetable mentoring sessions. These should be during teaching hours. In exceptional circumstances (e.g., timetabling constraints) mentoring can take place outside of teaching hours, but it should always be scheduled withing contracted time.	
Make sure you're providing a reduced timetable: The ECT must have a timetable that is no more than 90% of the timetable of your school's existing teachers on the main pay range during their first year, and no more than 95% of the timetable of your school's existing teachers on the main pay range during their second year. This is in addition to timetable reduction for PPA time, to which ECTs are also entitled	
Put an appropriate monitoring and support programme in place that meets the ECT's professional development needs. This is expected to include: A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the ECF's evidence and practice statements (see pages 8 to 25 of the ECF)	

REQUIREMENTS	✓
Regular 1-to-1 mentoring sessions with their mentor Support and guidance from their ECFE tutor Professional reviews of progress, conducted by their ECFE tutor, to set and review development targets against the Teachers' Standards Observation of the ECT's teaching, with written feedback Observation by the ECT of experienced teachers, either at your school or another school	
Inform your governing board of the support that has been put in place for ECTs serving induction in your school.	
Ensure all ECTs have read the BDAT ECT Policy	

During and after induction

REQUIREMENTS	✓
Observe the ECT's teaching practice at regular intervals (observations can be done by the ECFE tutor or another suitable person with QTS), and is in addition to the observation by the mentor. • The ECT and observer should meet to review any teaching that has been observed. • Feedback should be prompt and constructive. • A brief written record should be made, including any development needs that have been identified	
Review the ECT's progress against the Teachers' Standards at regular intervals, with progress reviews held every term in which a formal assessment does not take place (the <u>ECFE</u> tutor should do this). As part of this, review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the ECT.	
Keep written records of progress reviews and provide these to ECTs after each meeting. Make sure these: • Clearly state whether the ECT is on track to successfully complete induction • Briefly summarise the evidence collected by the ECFE tutor • State the agreed development targets The ECFE tutor should notify the appropriate body and ECT, after each progress review, about whether the ECT is making satisfactory progress. Make sure that the appropriate body also receives copies of progress reviews.	
Conduct formal assessments: • At the end of the first year (term 3)	

REQUIREMENTS	✓
At the end of the second year (term 6) These can be carried out by the headteacher or the ECFE tutor. <u>They should not be carried out by the mentor.</u>	
Complete reports after both formal assessments, showing assessment of the ECT's performance against the Teachers' Standards. Provide copies of these reports, and the evidence used to inform them, to the ECT and the appropriate body.	
Inform the appropriate body, and the Trust and put support in place, if the ECT is not making satisfactory progress.	
Participate in the appropriate body's quality assurance procedures.	
Notify the appropriate body if the ECT's absences total 30 days or more. Note: the induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more – with the exception of statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave and parental bereavement leave. See page 36 of the statutory guidance for more detail.	
Make sure the ECT knows how to raise concerns about their ECF programme or their progress, both within your school and elsewhere.	
At the end of the induction period, make a formal recommendation to the appropriate body about whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or if an extension should be considered.	
Retain records relating to ECT induction for at least 6 years, in line with BDAT's GDPR Policy.	