Cinnamon Brow C of E Primary School

'For I know the plans I have for you… Plans to give you hope and a future.'

Jeremiah 29:11

Early Career Teacher Policy

ECT

Whole School

Implemented	Autumn 2025
Agreed by Governors	TBC
Due for Review	Autumn 2027

Early Career Teacher (ECT) Policy

1. Purpose and Scope

This policy sets out how Cinnamon Brow C of E Primary School delivers the statutory Early Career Teacher Entitlement (ECTE)—the two year programme of training, mentoring and assessment at the start of a teacher's career. From 1 September 2025, the term ECTE replaces "induction", and the Initial Teacher Training and Early Career Framework (ITTECF) replaces the ECF as the content framework underpinning ECT training and mentoring. Our policy ensures ECTs receive their full legal entitlement, are fairly and consistently assessed against the Teachers' Standards, and are supported to thrive in our school's Christian ethos.

This policy applies to:

- All ECTs employed by the school.
- Staff with responsibilities for ECT support and assessment (Headteacher, Induction Tutor, Mentors).
- The Governing Board.
- Our external partners (Appropriate Body and Lead Provider/Delivery Partner). https://www.gov.uk/government/publications/induction-for-early-career-teachers-england

2. Statutory and Policy Framework

This policy has due regard to:

- DfE Statutory Guidance – Induction for Early Career Teachers (England) (updated 22 April 2025), which reflects the move to ECTE/ITTECF from September 2025. [gov.uk], [assets.pub...ice.gov.uk]
- Appropriate Bodies Guidance (updated 1 May 2025) – roles and quality assurance requirements for Appropriate Bodies under ECTE/ITTECF. [gov.uk]
- Early Career Teachers: your training and support entitlement (DfE, 22 April 2025) – ECT entitlements including training, mentoring, timetable reductions, progress reviews and formal assessments. [gov.uk]
- Teachers' Standards (England) – the only standards used for ECT assessment. (Referenced in statutory induction guidance.) [assets.pub...ice.gov.uk]
- School Teachers' Pay and Conditions Document (STPCD) 2025 and linked pay advice – for pay progression arrangements and local policy alignment. [assets.pub...ice.gov.uk], [gov.uk], [assets.pub...ice.gov.uk]
- Keeping Children Safe in Education (KCSIE) 2025 – safeguarding duties; all staff working directly with children must read at least Part One. [assets.pub...ice.gov.uk]

Terminology note: From Sept 2025: ECTE replaces 'induction'; training is based on the ITTECF (which integrates prior ITT Core Content Framework and the ECF). Existing ECF cohorts continue on ECF materials until Aug 2027, then transfer only if incomplete. [gov.uk], [glftsh.org], [neu.org.uk]

3. Our Delivery Model and Partners

- Lead Provider: Teach First (DfE-funded, Ofsted "Outstanding" for ECF/ECTP). Teach First delivers the Early Career Training Programme (ECTP) based on the ITTECF from Sept 2025. The programme

includes blended learning, subject/phase contextualisation and a one-year programme for new mentors. [teachfirst.org.uk], [files.ofsted.gov.uk]

- Regional Delivery Partner / Teaching School Hub: Generate Teaching Hub (Halton, Warrington and Wigan) – our local partner for ECT training and Appropriate Body (AB) quality assurance; schools register ECTs on their ECT Manager portal. [generatete...inghub.org], [generate.e...anager.com]
- Appropriate Body landscape: From 2024/25 onward, Teaching School Hubs are the main ABs; schools should register with their local Hub. Local authorities no longer act as ABs (except specialist ABs for certain independent/overseas contexts). [gov.uk]

4. Principles

1. Compliance and fairness: We will meet all ECTE statutory requirements and ensure fair, consistent assessment against the Teachers' Standards. [gov.uk]
2. Training / assessment: ECTP/ITTECF-based training is developmental and not an assessment tool; summative assessment is against the Teachers' Standards only. [assets.pub...ice.gov.uk], [dera.ioe.ac.uk]
3. Workload and wellbeing: We will protect statutory timetable reductions and mentor time; provider programmes emphasise adaptive, context-sensitive implementation to support workload and retention. [gov.uk], [teachfirst.org.uk]
4. Safeguarding first: All ECTs must know and follow KCSIE and school safeguarding procedures; Part One is required reading. [assets.pub...ice.gov.uk]

5. Roles and Responsibilities

5.1 Governing Board

- Ensure the school meets all ECTE duties, including registration with an Appropriate Body and provision of training, mentoring, and release time. [gov.uk]
- Hold leaders to account for high-quality support, fair assessment and compliance with safeguarding, equality and pay regulations. [gov.uk], [assets.pub...ice.gov.uk]

5.2 Headteacher

- Appoint a suitably experienced Induction Tutor and Mentor for each ECT (these roles should be separate). Ensure sufficient time and training for both roles. [gov.uk]
- Choose and implement the school's training model (provider-led via Teach First and Generate Teaching Hub) and oversee fidelity to ITTECF. [teachfirst.org.uk]
- Ensure compliance with timetable reductions (10% in Year 1; 5% in Year 2) and that Year-2 mentoring time is resourced. [gov.uk]
- Ensure ECT registration with: DfE, the Lead Provider/Delivery Partner, and the Appropriate Body (via ECT Manager). [gov.uk], [generate.e...anager.com]
- Ensure safeguarding induction (KCSIE Part One) and ongoing updates. [assets.pub...ice.gov.uk]

5.3 Induction Tutor

- Lead and coordinate the entitlement; plan school-based support, observation and feedback cycles; liaise with the Mentor and AB. [gov.uk]
- Conduct termly progress reviews and two formal assessments across the two years; recommend to the AB whether the ECT has met the Teachers' Standards at the end. [assets.pub...ice.gov.uk]
- Implement "additional support plans" where progress is off track; escalate concerns via AB procedures. [gov.uk]

5.4 Mentor

- Provide regular instructional coaching aligned to ITTECF/Teach First ECTP; meet weekly in Year 1 and typically fortnightly in Year 2 (adapted to provider guidance and school context). [teachfirst.org.uk], [balcarrast...lhub.co.uk]
- Support ECTs with subject/phase contextualisation, adaptive teaching (including SEND), behaviour routines and assessment literacy. [teachfirst.org.uk]
- Do not conduct summative assessments or collect performance data for assessment purposes; ECTP/ITTECF activities should not be used as evidence for formal assessment. [dera.ioe.ac.uk]

5.5 Early Career Teacher (ECT)

- Engage fully in the provider-led ECTP, mentoring and school-based professional learning. [gov.uk]
- Uphold the Teachers' Standards and all statutory/safeguarding duties. [assets.pub...ice.gov.uk], [assets.pub...ice.gov.uk]

5.6 Appropriate Body (Generate Teaching Hub)

- Quality assure that the school provides an ECTE programme based on the ITTECF; secure fair, consistent assessment and make the final decision on induction (ECTE) outcomes based on headteacher recommendation. [gov.uk]

6. The ECT Entitlement (Training, Mentoring and Release Time)

6.1 Training Programme (ITTECF-based)

Our ECTs and Mentors follow the Teach First Early Career Training Programme (ECTP), delivered locally by Generate Teaching Hub. The programme blends online learning, in-person sessions and school-based application, with subject/phase materials and diagnostic tools from 2025. [teachfirst.org.uk]

Key features include:

- ITTECF coverage: behaviour, pedagogy, curriculum, assessment, professional behaviours; with enhanced SEND, literacy/oracy and adaptive teaching strands. [gov.uk]
- Year-2 subject/phase deepening and optional modules (e.g., SEND, leadership). [teachfirst.org.uk]
- A one-year structured programme for new mentors (from Sept 2025). [glftsh.org]

Important: ITTECF/ECTP content supports professional growth and must not be used as an assessment checklist; assessment remains against the Teachers' Standards. [assets.pub...ice.gov.uk]

6.2 Mentoring

- Regular protected meetings: typically weekly (Y1) and fortnightly (Y2), with in-class coaching and focused feedback cycles. [balcarrast...lhub.co.uk]
- Mentor development: access to provider materials and session resources; Year-2 funding includes 20 hours mentor time per ECT. [gov.uk]

6.3 Timetable Reductions and Funding

- Year 1: 10% reduction in teaching timetable (funded from core school funding). [gov.uk]
- Year 2: 5% reduction; DfE Year-2 grant pays for the 5% ECT time off timetable and 20 hours of mentor support (paid in arrears; no application needed if registered). [gov.uk]

7. Monitoring, Reviews and Assessment

7.1 Progress Reviews (Formative)

- Conducted by the Induction Tutor at the end of each term where there is not a formal assessment; used to judge whether the ECT is "on track" towards the Teachers' Standards and to adjust support. [assets.pub...ice.gov.uk]
- No additional evidence is expected; draw on routine practice and professional dialogue. (EC TP/ITTECF tasks are not assessment evidence.) [dera.ioe.ac.uk]

7.2 Formal Assessments (Summative)

- Two formal assessment points (usually end of Year 1 and end of Year 2). The headteacher (via the Induction Tutor) makes a recommendation to the AB on whether the ECT has met the Teachers' Standards. [assets.pub...ice.gov.uk]

7.3 Observation and Feedback

- Developmental observations and drop-ins will be scheduled proportionately; feedback is timely, specific and aligned to the ITTECF focus for that period. (Frequency/format is locally determined to avoid unnecessary workload.) [assets.pub...ice.gov.uk]

8. Registration, Records and Data

- The school registers each ECT with DfE, Teach First/Generate (for training) and the Appropriate Body (Generate Teaching Hub) before the ECT starts their entitlement. [gov.uk]
- We use ECT Manager (Generate) for AB documentation, deadlines and submissions (progress reviews, formal assessments, absence logs). [generate.e...anager.com]
- Records will be kept securely and retained in line with data protection and AB requirements. [gov.uk]

9. Adjustments, Absence, Extensions and Reductions

9.1 Absence and Automatic Extension

- If an ECT has 30 or more days' absence in a year of the entitlement, their ECTE period is extended by (at least) the aggregated absence (statutory exceptions apply). Recent updates add neonatal care leave to exempt statutory leaves. [gov.uk], [arthurterr...tlp.org.uk]

9.2 Part-time and Non-standard Schedules

- Part-time ECTs and non-September starters can complete on adjusted schedules agreed with the AB and Lead Provider. [assets.pub...ice.gov.uk]

9.3 Reductions to Length of ECTE

- In exceptional cases (e.g., Assessment-Only QTS or significant, relevant prior experience), reductions may be considered by the AB following statutory criteria. [assets.pub...ice.gov.uk],

9.4 Extensions for Concern

- Where an ECT is not on track near the final assessment point, the AB may grant an extension if it is likely to enable the ECT to meet the Teachers' Standards. [gov.uk]

10. Support Where Progress Causes Concern

- The Induction Tutor will put in place an Additional Support Plan with clear targets, success criteria, support actions and review dates; the Mentor and AB will be involved as appropriate. [gov.uk]
- The plan will identify increased observation/coaching, opportunities to observe exemplary practice, and targeted CPD. [gov.uk]

11. Safeguarding and Professional Conduct

- All ECTs must complete safeguarding induction and read KCSIE 2025 Part One before working with pupils; records of reading and updates are retained. [assets.pub...ice.gov.uk]
- ECTs are expected to maintain the highest standards of professional conduct in line with Part Two of the Teachers' Standards. [assets.pub...ice.gov.uk]

12. Pay, Appraisal and Employment

- ECTs are employees of the school and subject to our Appraisal and Pay policies, aligned to the STPCD 2025. Decisions about progression follow statutory guidance and our local policy (not the ECTP engagement). [assets.pub...ice.gov.uk], [gov.uk]
- National guidance emphasises using **proportionate, day-to-day evidence** and maintaining supportive, developmental appraisal arrangements (decoupled from unnecessary bureaucracy). [assets.pub...ice.gov.uk]

13. Equality, Diversity and Inclusion

We apply the ECTE fairly and make reasonable adjustments where needed (e.g., disability, pregnancy/maternity, leave). All decisions are equality-assessed and recorded. [gov.uk]

14. Grievances and Appeals

- ECTs may raise concerns about their entitlement (e.g., time off timetable) with the Induction Tutor, then the Appropriate Body if unresolved, in line with DfE guidance. [dera.ioe.ac.uk]
- Where the final AB decision is that the ECT has **not** satisfactorily completed ECTE, the ECT may appeal to the Teaching Regulation Agency (per statutory guidance). [assets.pub...ice.gov.uk]

15. School-Specific Implementation

Named roles

- Headteacher: Rachel Pimblett
- Induction Tutor: Bianca Prescott Deputy Head
- Mentor(s): Gill Marsden
- DSL/Deputy DSL: Angela Brereton
- Appropriate Body contact (Generate Teaching Hub): Cath O'Neill coneill@wpat.uk [generatete...inghub.org]

Expected rhythms

- Mentor–ECT meetings: weekly (Y1); at least fortnightly (Y2). [balcarrast...lhub.co.uk]
- Induction Tutor check-ins: at least half-termly; formal progress reviews end of terms without formal assessment. [assets.pub...ice.gov.uk]
- Formal assessments: end of Y1 and Y2. [assets.pub...ice.gov.uk]

Registration steps (on appointment):

1. Add ECT to **DfE** record; 2) Enroll with **Teach First / Generate Teaching Hub** (ECTP); 3) Register with **AB** via **ECT Manager** before start. [gov.uk], [generate.e...anager.com]

16. Quality Assurance and Review

- The Induction Tutor reports termly to SLT and annually to Governors on compliance (release time, training attendance, safeguarding, reviews/assessments) and outcomes. [gov.uk]
- The Appropriate Body will conduct quality assurance (document checks, sampling, contact/visits). School will act on AB feedback. [gov.uk]
- This policy is reviewed biennially or sooner if DfE guidance changes. [gov.uk]

17. Useful Links (for staff)

- Induction (ECTE) statutory guidance (DfE). [GOV.UK] [gov.uk]

- Appropriate Bodies guidance (DfE). [GOV.UK] [gov.uk]
- ECT: your training and support entitlement (DfE). [GOV.UK] [gov.uk]
- Teach First – Early Career Training Programme (ECTP). [teachfirst.org.uk]
- Generate Teaching Hub (Teaching School Hub; AB and delivery partner). [generatete...inghub.org]
- KCSIE 2025 – Part One (DfE). [assets.pub...ice.gov.uk]
- STPCD 2025 & pay guidance (DfE). [GOV.UK] [assets.pub...ice.gov.uk], [gov.uk]

Notes on local context

- Cinnamon Brow C of E Primary sits within the Generate Teaching Hub area (Halton, Warrington, Wigan). Our default AB is Generate; any deviation would be by exception and with Governing Board approval. [generatete...inghub.org], [gov.uk]
- Our ethos emphasises inclusion and pastoral care; mentors and tutors are expected to signpost wellbeing support and reasonable adjustments promptly. [gov.uk]