



# EARLY CAREER TEACHER (ECT) POLICY

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*

## 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. Preferred Provider

CDAT have chosen Alliance for Learning/Bright Futures as their preferred partner provider to act both as the Appropriate Body for ECT induction and as the provider of the core ECT support programme.

Through this partnership, schools and ECT's can:

- Access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider Teach First for the duration of the induction phase)
- Access the full Appropriate Body (AB) service

Details of what is included in the package of support from Alliance for Learning/Bright Futures can be found here: <https://tsh.bright-futures.co.uk/early-career-teacher/the-hub-offer/>

CDAT schools are encouraged to provide ECTs with access to the 'Golden Package' provided by Alliance for Learning. It is also expected that all ECTs in CDAT schools will be encouraged to access the package of NQT/RQT/ECT support provided by Chester DBE: <https://d3hgrlq6yacptf.cloudfront.net/5f20800211eb6/content/pages/documents/family-of-schools---cpd-2023-24.pdf>

## 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/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.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, with the support of their preferred provider, 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 Educational Effectiveness Officer or the CEO; if this does not resolve issues that the ECT has, they should finally approach the named Appropriate Body contact.

## 5. Policy Review

This policy was agreed by the CDAT Board in September 2023. In line with recommended best practice, it will be reviewed again in September 2024.