

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive**  
**School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**  
**Early Career Teacher Policy**

<b>Approved by Senior Leadership Team:</b>	<b>February 2026</b>
<b>Shared with Full Governing Body:</b>	<b>March 2027</b>
<b>Next Review Date:</b>	<b>February 2027</b>

## **Introduction**

As a Christian community seeking to live out and share the Good News of Jesus Christ, the Gospel underpins all our shared activity and endeavour. We recognise all students in the community, young people, and adults as children of God. As such, each is a unique creation, gifted by God and precious. The adults in our community support and challenge each other to fulfil their responsibility to nurture and develop all of the young people in our care. We therefore choose with care the type of learning experiences we offer and the values we promote.

## **The purpose of this policy**

This policy clearly outlines the vision for supporting Early Career Teachers (ECTs) at St Cuthbert Mayne School. It identifies the levels of support which will lead to a successful induction period at St. Cuthbert Mayne School. It makes explicit how we aim to ensure all newly qualified staff provide the best possible learning for our students. It provides a clear framework that underpins the pedagogical approach of the school. It outlines the strategies the school will use to rigorously monitor and evaluate the quality of Teaching & Learning delivered by ECTs.

## **Our Vision for Teaching & Learning**

### **Strategic Aim:**

- St Cuthbert Mayne School to be a Centre of Excellence for ECT induction and the teaching and learning delivered by these colleagues.

### **Our core drivers for successful ECT induction, Teaching & Learning**

- An ECT policy, which makes explicit how the induction period is structured and the responsibilities of all stakeholders at St Cuthbert Mayne.
- An ECT policy that clearly underpins our approach to teaching and Learning and meets the teaching standards.
- An ECT policy that provides effective monitoring and evaluation, and practices that are consistently deployed to support the development of outstanding teaching and learning.

## **What is the ECT induction period?**

Is more than simply a teacher's first 2 years of teaching. It is the bridge between initial teacher training and a career in teaching and is a personalised programme of:

- Development
- Coaching, support and professional dialogue
- Monitoring/assessment of performance against the Teachers' Standards
- Takes equivalent of 2 full school years, i.e. six terms
- Depth and personalisation of support, training and CPD
- Gives the ECT time to observe and learn from others, within schools and across schools
- Develops self-reflection

## **Roles & Responsibilities**

### **St Cuthbert Mayne School will:**

The school/college will fulfil those statutory responsibilities which are required of an institution employing an Early Career Teacher. These responsibilities are described in the document [Induction for early career teachers \(England\) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies April 2024 & \[https://www.sw-ift.org.uk/uploads/1/3/5/0/135094932/swift\\\_appropriate\\\_body\\\_induction\\\_handbook\\\_-\\\_provider\\\_led\\\_programme\\\_2024-v3.pdf\]\(https://www.sw-ift.org.uk/uploads/1/3/5/0/135094932/swift\_appropriate\_body\_induction\_handbook\_-\_provider\_led\_programme\_2024-v3.pdf\)](https://www.sw-ift.org.uk/uploads/1/3/5/0/135094932/swift_appropriate_body_induction_handbook_-_provider_led_programme_2024-v3.pdf)

### **The Appropriate Body - South West Institute For Teaching (SWIFT) :**

- Check the school's plans for delivering a two-year ECF-based induction and verify that this has been received by the ECT;
- Ensure that headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- Check that an ECT has a designated induction tutor and mentor and a reduced timetable in place;
- Ensure that the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- Ensure that where an ECT is experiencing difficulties, action is taken to address areas of performance that require further development and support;
- Moderate assessments, provide QA and make the final pass/fail judgement, following recommendation from the Headteacher;
- Ensure that where an institution is not fulfilling its responsibilities, contact is made to

raise concerns;

- Ensure that ECT records and assessment reports are maintained;
- Provide the TRA with details of ECTs who have started, completed, require extensions or have left school partway through an induction period together with details of the type of induction an ECT is accessing.

**The Governing body will;**

- Ensure compliance with the requirement to have regard to this guidance;
- Ensure that the institution has the capacity to support the ECT;
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- Investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- Seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process;
- Can request general reports on the progress of an ECT;
- Work with the Headteacher to ensure that an ECT Policy is in place and regularly reviewed.

**The Headteacher/Principal will:**

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body;
- ensure that assessments (including any interim assessments) are carried out and

- reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences, within each year of induction, total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

**The Induction Tutor** (or the headteacher/principal if carrying out this role) is expected to:

- The induction tutor (or the headteacher/principal if carrying out this role) is expected to:
- provide, or coordinate, guidance for the ECT's professional development (with

- the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

**The Mentor** (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high- quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

**The ECT** is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- provide evidence of their progress against the Teachers' Standards
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction

- period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

### **Progress Reviews, Formal Assessments & Interim Assessments Against the Teachers' Standards**

ECTs undertaking induction are exempt from appraisal. The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. For ECTs serving induction on a part-time basis this means progress reviews are also expected to take place each term (based on an institution that operates three terms in a school year), regardless of their working patterns. This is to ensure that part time ECTs on low FTE still receive regular reviews of their progress against the standards and that support is put in place early where unsatisfactory progress occurs.

When scheduling or requesting progress reviews, induction tutors and appropriate bodies are expected to consider:

- When in the term an ECT started their induction. An ECT who joined halfway through term one is expected to have a progress review by halfway through term two (this applies to both full-time and part-time ECTs).
- Where, due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term. In these circumstances the ECT should only be required to do the formal assessment.
- Where an ECT is absent at the point a progress review is scheduled. In these circumstances, any outstanding progress review is expected to be rescheduled when the ECT returns.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing them with copies of all progress reviews.

### **Formal assessments**

ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3 or equivalent for part-time ECTs) and in the final term of the second year of induction (term 6 or equivalent for part-time ECTs). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies of the assessment reports should be provided to the ECT and appropriate body.

Where an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment should not be made until the ECT returns.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

## **Interim assessments**

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher/principal is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress, performance, the length of induction completed and the number of days absent since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher/principal is still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

## **How does the School promote professional studies and developmental practice ?**

A full calendar of JPD Professional studies opportunities (Professional Development Programme) will be published at the start of the academic year. This is designed to support and complement the ECTs 2 year induction, and is delivered by our senior leaders and most experienced teachers. This programme is constantly evaluated to enable ECTs to develop best practice in teaching, learning and professionalism. It is expected that all ECTs will attend these sessions.

Peer Observation of outstanding colleague practice is highly recommended during the 2 year induction process. The induction tutor will support the ECT in the direction of good practice within the subject area and across the School. An extra 10% non contact time has been accommodated within the ECTs timetable to enable this.

Senior Leadership Team (SLT) learning walks, where an ECT shadows a member of SLT during a learning walk and specific developmental points which are relevant and specific to the ECT are highlighted and exemplified.

## **Completing the induction period**

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience ; or
- a reduced period of induction for part time teachers covering but not equivalent to a minimum of two years (as agreed with the appropriate body); or
- an extension to that period, as a consequence of absences occurring during the period.

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher/principal.

Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This

must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

#### Further Information

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

[https://www.sw-ift.org.uk/uploads/1/3/5/0/135094932/swift\\_appropriate\\_body\\_induction\\_handbook\\_-\\_provider\\_led\\_programme\\_2024-v3.pdf](https://www.sw-ift.org.uk/uploads/1/3/5/0/135094932/swift_appropriate_body_induction_handbook_-_provider_led_programme_2024-v3.pdf)

## Appendix



Early Career Teachers (ECTs) at St Cuthbert Mayne School undertake a 2-year full induction [Early Career Framework](#) (ECF) programme through the [South West Institute for Teaching \(SWIFT\)](#), which is a combination of the two [Teaching School Hubs](#) of Devon; Colyton and Kingsbridge. Our provision for our ECTs therefore strives to go above and beyond the minimum requirements of the [DfE's statutory induction guidance](#) in terms of ECF provision for ECTs starting on or after the 1<sup>st</sup> September 2021. Below you will find a summary of how we support our ECTs at St Cuthbert Mayne School which should be used in conjunction with our statutory ECT policy.

### YEAR 1 ECTs...

All Year 1 ECTs have the required additional 10% on their timetable in which they have access to weekly mentoring sessions from an appropriate colleague and are able to follow a high-quality ECF training programme that has been designed by SWIFT's national partners *Teach First*. This programme includes access to both an online self-directed learning platform called *Brightspace* and two twilight seminars per half-term that are led by local experts in groupings of approximately 20 ECTs. Together this provision ensures all aspects of the ECF are covered by ECTs in Year 1. In addition, by undertaking a full induction programme, the mentors of our Year 1 ECTs also have access to nationally recognised evidence-based training – consisting of both online content via *Brightspace* and a half-termly seminar – which ensures that their weekly ECT mentoring sessions are of the highest possible value. These weekly interactions employ an instructional coaching model and there is a *Teach First* mentor handbook that ensures mentoring interactions follow a structured programme that interacts with the ECT's online learning and seminars. This said, mentors have license to deviate from the programme outlined in the mentor handbook if it is more appropriate for the development of the ECT in question in relation to them meeting [the Teachers' Standards](#) by the end of their 2-year induction.

### YEAR 2 ECTs...

All Year 2 ECTs have the required additional 5% on their timetable in which they have access to fortnightly mentoring sessions and continue to follow SWIFT's *Teach First* curriculum. This ECF-based curriculum is unique in the sense that it is delivered to both ECTs and mentors from a phase and subject-specific perspective. Furthermore, the programme is structured around half-termly "development cycles" which formalise the opportunity for ECTs to learn from other expert colleagues from within the school.

### SWIFT ENHANCEMENTS...

Beyond the core curriculum outlined above, SWIFT also enhances our ECF provision by providing the following:

- ∅ Assurance that the training programme is delivered by local expert practitioners that understand the context of the school;

- ∅ SEND enhancements that are drip-fed throughout the core *Teach First* material as well as additional SEND drop-in clinics;
- ∅ Greater flexibility for ECTs and mentors through high-quality interactive video catch-up for seminars;
- ∅ Additional CPD offers for ECTs and their schools, including an end-of-year SWIFT ECF Enrichment Conference;
- ∅ Strong ongoing support and communication for ECTs, Mentors and SLT leads, including a weekly SWIFT ECF Newsletters;
- ∅ Additional expert “development cycle” support to compliment *Teach First’s* Year 2 curriculum;
- ∅ Opportunity for Year 2 ECTs to participate in SWIFT’s School Exchange Programme;
- ∅ Access to an online peer-support forum and SWIFT’s subject-based Professional Communities for Year 2 ECTs;

In 2021-2, SWIFT was rated significantly above the national average for ECF provision by both ECTs and Mentors.

## SENIOR LEADERSHIP SUPPORT FOR ECTs AND THEIR MENTORS...

The ECF Senior Leaders at the school support ECTs and mentors in the following ways:

- ∅ Ensuring ECTs have the required additional time on their timetable (10% in Year 1 and 5% in Year 2);
  - ∅ Ensuring ECTs have access to an appropriate mentor, namely someone who is an excellent practitioner with at least 2 years teaching experience; has the capacity to carry out the role; is enthusiastic about supporting ECTs; and is excited about high-quality, evidence-based professional development;
  - ∅ Ensuring mentors have appropriate time on their timetable to undertake mentoring interactions and participate in the training programme;
  - ∅ Ensuring that mentoring interactions take place at the required frequency (weekly for Year 1 ECTs and fortnightly for Year 2 ECTs);
  - ∅ Providing support to ECTs and mentors if SWIFT notify us that they are not engaging appropriately with the ECF programme;
  - ∅ Working with SWIFT to ensure appropriate part-time adjustments to the programme are in place for relevant ECTs and mentors;
  - ∅ Checking in with ECTs and mentors at least once per half-term to reflect on their ECF programme and discuss how it links to the wider mission of the school;
  - ∅ Acting as a point of contact for ECTs and mentors as required.

## APPROACH TO INTERVENTION...

All ECTs at the school are registered with an Appropriate Body (AB) to which the school’s Induction Tutor provides half-termly lesson observations, regular progress reviews and two formal assessments against [the Teachers’ Standards](#). **If at any point an ECT is not making the expected level of progress against the standards then the Induction Tutor will work with the AB to ensure an appropriate support plan is in place.**