



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

Approved by	Date	Review Schedule	Date of next review
CDAT Education Effectiveness committee	September 2026	Every two years	September 2028

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 (DfE) has accredited national lead providers to deliver training based on the Early Career Framework (ECF).

CDAT delivers its ECF provision in partnership with the **National Society for Education**, utilizing the **UCL Flourishing ECT Programme**. Training is contextualised for CDAT schools through UCL's five interrelated *Flourishing Domains*—**Purpose, Relationships, Learning, Wellbeing, and Resources**—to support new teachers both personally and professionally.

CDAT works in partnership with East Manchester Teaching School Hub as its Appropriate Body, providing statutory induction and support for ECTs throughout their early career. This partnership complements the ECF training provided through UCL Flourishing, ensuring that ECTs receive the appropriate support, assessment and oversight required during their induction period.

All ECTs and mentors enrolled on the CDAT/UCL route must be registered on the statutory DfE platform under the 'Approved Training Provider' option to access full funding. ECTs across all CDAT schools are also encouraged to access the supplementary church school support package provided by Chester DBE

Each set of materials covers five core areas:

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

What You Receive	Who Provides It	Purpose & Function
ECF Training Programme	UCL / National Society for Education	Deliver 2-year, evidence-based learning and module materials
Statutory Quality & Assessment	East Manchester Teaching School Hub	Serve as Appropriate Body for statutory induction, oversight, and sign-off

Church School Support	Chester DBE	Supplementary events, pastoral care and faith-school guidance.
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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. Programme Structure

CDAT delivers its ECF entitlement in partnership with the **National Society for Education (NSE)** using the **UCL Flourishing ECT Programme**. The programme is designed around the core principle that "where there are few flourishing adults, there will be few flourishing children" (Swaner & Wolfe, 2021).

- **Two-Year Curriculum:** Delivered across **10 carefully structured modules** using an inquiry-based, spiral learning model.
- **Blended & Flexible Delivery:** Blends face-to-face sessions, online learning, and Local Learning Community discussions.
- **Five Flourishing Domains:** Learning is framed around five interconnected lenses:
 - **Purpose:** Connecting practice with school vision, values, and identity.
 - **Relationships:** Building strong, inclusive connections across the school community.
 - **Learning:** Engaging in continuous professional development within a collaborative community of practice.
 - **Wellbeing:** Developing healthy habits and resilience to prevent burnout.
 - **Resources:** Practicing responsible stewardship of physical, human, and digital resources.
- **Mentor & Facilitator Support:** Mentors receive dedicated central training provided by the NSE alongside access to UCL's Virtual Learning Environment (VLE) to guide weekly 1-to-1 instructional coaching conversations.

4. 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_career_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 (including mentor and induction tutor roles and responsibilities)
- The induction programme
- Timescales for induction, including extending/reducing induction periods in particular circumstances
- Assessment and review of progress

- Timetable reductions. (A 10% timetable reduction in Year 1 and a 5% reduction in Year 2 (in addition to standard 10% PPA time).
- Concerns

To ensure these standards are met, key school roles are structured as follows:

- **Headteacher:** Oversees statutory compliance, ensures appropriate workload management, protects designated release time for ECTs and mentors to attend all ECF training sessions and oversees effective setup of the induction process.
- **Induction Tutor:** Coordinates overall support, conducts formal progress reviews and completes termly assessment reports.
- **Mentor:** Delivers regular one-to-one instructional coaching and provides ongoing, formative professional support.
- **Trust ECT Lead:** Coordinates trust-wide ECF delivery and acts as the main point of contact for mentors, induction tutors and general enquiries. Provides ongoing advice, practical guidance on trust provision, and support to ensure smooth delivery across all CDAT schools.

In smaller trust schools, certain roles may be combined to suit staffing structures. However, to maintain statutory compliance, the person conducting formal assessments (Induction Tutor) must remain separate from the person providing informal coaching (Mentor).

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

Prior to starting, ECTs must undergo all statutory safer recruitment checks. During induction, ECTs will receive comprehensive KCSIE 2026 safeguarding training and guidance on managing child protection responsibilities.

5. Addressing ECT Concerns

If an ECT has concerns regarding their induction, support, or workload, they should follow this step-by-step escalation pathway:

1. **School Level:** Raise concerns internally with the Induction Tutor or Headteacher.
2. **Trust Level:** If unresolved at the school level, escalate to the **CDAT Director of Education** or the **CEO**.
3. **Appropriate Body Level:** If issues remain unresolved, contact the named contact at the **Appropriate Body (East Manchester Teaching School Hub)**.