Jesus said 'I am the vine; you are the branches.
Those who abide in me and I in them, will bear much fruit.' John 15:5

Barnham CEVC Primary School
ECT (Early Career Teachers) Policy

Barnham CEVC Primary School is committed to providing a high-quality induction experience for Early Career Teachers (ECTs). We recognise that the early years of teaching are crucial in developing confident, reflective and effective practitioners.

This policy sets out how the school ensures that all ECTs receive a structured, supportive and fully compliant induction programme in line with statutory requirements and the Initial Teacher Training and Early Career Framework (ITTECF).

The school works in partnership with the appropriate body to ensure that all induction arrangements meet statutory guidance and support ECTs to successfully meet the Teachers' Standards.

Intent

Our intent is to:

- Provide a robust, supportive and high-quality induction programme that meets all statutory requirements
- Ensure ECTs are equipped with the knowledge, skills and professional behaviours needed to be effective classroom teachers
- Embed a culture of high expectations, support and professional development
- Ensure all staff understand their role in supporting the ECT induction process
- Enable ECTs to successfully complete induction and develop long-term professional confidence and competence

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Implementation

The ECT induction programme at Barnham CEVC Primary School is structured in line with statutory guidance and the ITTECF.

Programme Structure

- Induction lasts for two academic years (or equivalent for part-time staff)
- The programme is overseen by the appointed appropriate body: **Unity Teaching School Hub**
- ECTs are provided with a structured programme of training, mentoring and professional development

Induction Roles and Responsibilities

Each ECT will have:

- A designated induction tutor responsible for monitoring progress and assessment
- A designated induction mentor providing regular coaching and support
- A reduced timetable in line with statutory requirements (90% in Year 1, 95% in Year 2)
- Access to high-quality CPD aligned to the ITTECF

Support for ECTs

ECTs will receive:

- Regular, structured mentoring sessions
- Termly progress reviews against the Teachers' Standards
- Observations of teaching with timely, constructive feedback
- Opportunities to observe experienced teachers within and beyond the school
- A supportive environment that promotes professional reflection and development

ECTs will not be expected to take on unreasonable additional responsibilities or teach outside their agreed age range or subject area without appropriate support.

Assessment and Monitoring

- ECTs are exempt from standard appraisal processes during induction
- Formal assessments take place in Term 3 (Year 1) and Term 6 (Year 2)
- Evidence is gathered through ongoing monitoring, lesson observations and professional discussions
- Formal reports are shared with the ECT and the appropriate body
- Final recommendations are made regarding successful completion of induction

At Risk and Capability Procedures

Where concerns arise:

- Additional support and targeted objectives will be put in place immediately

- Progress will be closely monitored with clear action planning
- The appropriate body will be informed
- In cases of serious concern, capability procedures may be initiated in line with school policy while induction continues where appropriate

Impact

The impact of this policy will be:

- ECTs feel well-supported, confident and professionally developed throughout induction
- All ECTs have a clear understanding of expectations and the Teachers' Standards
- Teaching quality across the school is strengthened through high-quality mentoring and development
- ECTs successfully complete induction and progress into effective, independent teaching roles
- The school maintains full compliance with statutory induction requirements and demonstrates strong professional practice in supporting early career teachers

Links with Other Policies

This policy links with our policies on:

· Staff disciplinary procedures, which will be used if staff breach this code of conduct.

It also sets out examples of what we will deem as misconduct and gross misconduct:

· Staff grievance procedures
· Staff Disciplinary Procedures
· Keeping Children Safe in Education
· Social Media Policy

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Policy Review

This policy will be reviewed by the Governing Body every three years — or earlier, in response to changes in legislation, statutory guidance, or significant school developments.

Review Term:	Every 3 years
Lead member of staff responsible for review:	Rachel Bacon 
Lead governor responsible for review: (Full GB to approve)	Chair of Governors 
Date adopted:	June 2026
Dates policy to be reviewed	June 2029