



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow



Early Career Teacher (ECT) Induction Policy

Responsible for policy:

Policy Status:

Policy Review:

Chair of Directors

CC2 Strategy, People and Organisational Development

Statutory

Annually

Brandon Fawcett

Contents

Definitions.....	3
1. Introduction	4
2. Scope.....	4
3. Entitlement	4
4. Initial Teacher Training and Early Career Framework (ITTECF) and Early Career Teacher Entitlement.....	4
5. The role of the Induction Tutor	5
6. The role of the Mentor	5
7. Observations	5
8. Professional Development Plan	6
9. Formal Assessments	6
10. At Risk Procedures	6
11. Grievance.....	7
12. Links to other policies.....	7
13. Monitoring and Review	7

Definitions

In this **ECT Induction** Policy, unless the context otherwise requires, the following expressions shall have the following meanings:

- I. **'The Romero Catholic Academy'** means the Company named at the beginning of this **Special Educational Needs and Disability Information Report and Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes **Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team**.
- II. **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- III. **'Board'** means the board of Directors of the Romero Catholic Academy.
- IV. **'Governance Professional'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- V. **'Chair'** means the Chair of the Board of the Directors or the Local Governing Body appointed from time to time.
- VI. **'Chief Executive Officer (CEO)'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors
- VII. **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- VIII. **'Local Governing Body'** means the governing body of the school.
- IX. **'Governing Body Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- X. **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day-to-day management of the school.
- XI. **'Pupils'** means Children (EYFS), Pupils (KS1-KS4), Students (KS5). For the purposes of the policy we will use pupil throughout.
- XII. **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- XIII. **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- XIV. **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- XV. **'ECT'** means Early Career Teacher
- XVI. **'Early Career Framework'** means a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development.

1. Introduction

The Romero Catholic Academy is committed towards encouraging the professional development of teachers entering the profession to aid their understanding, and enjoyment, of their chosen career.

We recognise that ECTs often require greater support and guidance in order to meet the demands of the teaching profession, in turn aiding their future success and provision of quality teaching.

2. Scope

This policy applies to all Early Career Teachers (both ECT 1 and ECT 2 teachers) who have gained Newly Qualified Teacher Status and are undertaking their induction programme within the Romero Catholic Academy.

Every member of the Romero Catholic Academy, has a role to play in supporting ECTs during their induction period. The Romero Catholic Academy will look to ensure this period is a positive developmental period for those in the early stages of their teaching career in line with government statutory guidance. This can be found here:

- <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

3. Entitlement

During the induction period, the ECT will receive additional internal entitlements to support their development, including:

- the provision of an induction tutor to provide advice and guidance
- the provision for an ECT mentor to provide on-going support
- teaching observations leading to discussions and constructive feedback
- periodic reviews of professional progress
- opportunities to observe experienced and qualified teachers
- opportunities to undertake professional development activities
- BDES/ Blue Sky (or a suitable equivalent) CPD on the distinctive nature of teaching in Catholic schools

Alongside these entitlements, an ECT will carry out reduced teaching time. For the first year of the programme (terms 1-3 or equivalent for part-time ECTs), ECTs should teach no more than 90% of the timetable of existing main scale teachers. Those in the second year of the programme (terms 4-6 or equivalent) teachers must not teach more than 95%. This time off timetable should be used to enable ECTs to undertake activities in their induction programme.

4. Initial Teacher Training and Early Career Framework (ITTECF) and Early Career Teacher Entitlement

From September 2025, the Initial Teacher Training and Early Career Framework (ITTECF) replaces the Early Career Framework (ECF) as the evidence-informed foundation for the professional development and induction of early career teachers (ECTs). The ITTECF brings together initial teacher training (ITT) and early career development into a single, coherent framework, ensuring continuity and progression from training into the first two years of teaching.

Under the statutory Early Career Teacher Entitlement (ECTE), all ECTs are entitled to a structured, funded programme of professional development over their first two years of teaching, aligned to the ITTECF. The

framework sets out what ECTs should learn about and learn how to do across key areas, including behaviour management, pedagogy, curriculum, assessment and professional behaviours.

The ECTE includes:

- a two-year, funded programme of high-quality professional development based on the ITTECF
- freely available, high-quality development materials to support school-led or provider-led delivery
- protected non-contact time to enable ECTs to engage in training and professional development
- a dedicated mentor for each ECT, with funded time to support mentoring activity

The Romero Catholic Academy ensures that all early career teachers receive their full statutory entitlement in line with Department for Education requirements, including appropriate mentoring, access to high-quality training materials and sufficient protected time to support effective induction. Transitional arrangements for ECTs and mentors who began ECF-based training prior to September 2025 are implemented in accordance with current DfE guidance.

5. The role of the Induction Tutor

Induction tutors play an important role in the support and development of ECTs during the induction period and this professional relationship is key to the successful completion of the induction programme. The tutor will be the ECTs first-point of contact to provide support, guidance, advice and to address any concerns or difficulties as these arise.

The induction tutor will be responsible for ensuring the Romero Catholic Academy's standard induction and training programme is completed by the ECT. Further information on the requirements, including documentary requirements, of the induction can be found in The Romero Catholic Academy induction policy.

Alongside the standard induction, the induction tutor and the ECT will have an initial meeting to discuss the needs of the ECT, and the opportunities available within the Academy, during their induction period. This meeting should also be used to provisionally schedule the review discussions and outline a support programme to be used to aid the ECTs professional development.

6. The role of the Mentor

Where possible and practical, ECTs will have separate Induction Tutors and Mentors. Mentors will meet regularly (typically fortnightly) with their ECTs for structured sessions to provide feedback, work collaboratively with the ECT and other colleagues to ensure high quality provision, provide or broker effective support and coaching and take prompt and appropriate action if an ECT appears to be having difficulties. Mentors will also engage with training from the Appropriate Body to ensure they are up to date with the latest guidance and developments.

7. Observations

Whether ECTs are reaching the required standard of teaching and are progressing as expected is difficult to evaluate without monitoring this in practice. Therefore, the ECT will receive a minimum of one lesson observation every half term. The initial observation will be scheduled during their first four weeks of teaching, with any further observations agreed in advance. The observation will usually be carried out by the induction tutor or a senior member of the department who will produce an observation report.

Following this observation, the ECT will be invited to a professional review meeting to discuss the report and any feedback provided by the observer. This meeting will provide the opportunity to discuss future objectives and make amendments to their progress plan, if necessary.

The Romero Catholic Academy also understands that the ECT may benefit from observing experienced and qualified teachers conducting lessons. Learning by observation is an important tool and we will encourage ECT to make arrangements with their induction tutor to observe other experienced teachers. It is expected that these observations will take place in-school as we have a breadth of experienced teachers available. Alternatively, where appropriate, we will support and make arrangements for observations in local schools.

8. Professional Development Plan

It is our aim to provide the ECT with the support and opportunities to progress their development as far as possible. A plan will be agreed with the induction tutor to outline their programme for development. This particular plan will be created on an individual basis dependent on the particular needs, priorities and strengths of the ECT. It is envisaged that this plan will be put in place within the first four weeks of the ECT starting their induction period, or as soon as possible thereafter.

9. Formal Assessments

The ECT will be expected to attend three formal assessment meetings which will be scheduled for the end of each term. This meeting will be chaired by the induction tutor or the Principal. During this meeting, the following matters will be discussed:

- the observation report and notes of the professional review meeting
- how the ECT is progressing and finding their experience
- the assessment results for pupils the NQT has responsibility for
- the ECT lesson plans, records and evaluations
- how the ECT will assess their performance and development
- the ECTs record of professional development.

After the second assessment meeting has taken place, the Principal will be required to complete an induction assessment form to indicate whether the ECT is making satisfactory progress. Once the induction period has ended, the ECT will be formally assessed against the induction standards. The Principal will then be responsible for completing the final assessment form to notify the local authority whether the ECT has met the required induction standards.

10. At Risk Procedures

If any stage, the Senior Leadership team or induction tutor believes the ECT is encountering difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- The Principal should be notified as soon as possible. The Principal will have an obligation to notify the local authority of this.

11. Grievance

Where the ECT has concerns regarding their induction process, we would encourage them to raise this with their induction tutor on an informal basis initially to allow a timely resolution of these concerns. In addition to this, ECTs are able to consult with the School Improvement Team for additional support or advice.

Alternatively, should this not resolve the matter or the concerns are deemed more serious, the ECT can use the Romero Catholic Academy's formal grievance procedure to raise these. This procedure is outlined in more detail in our TRCA Grievance policy.

Where the ECT does not feel that their concerns have been addressed appropriately through internal processes, they should make further contact with their local authority.

12. Links to other policies

This ECT Induction Policy is linked to our:

- TRCA Code of Conduct
- TCRA Grievance Policy
- TCRA Staff Handbook

13. Monitoring and Review

- The Board of Directors delegate the implementation of this policy to the Academy Committee.
- This policy will be reviewed annually by CC2 Strategy, People and Organisational Development.