# St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

*I AM STRONG THROUGH JESUS CHRIST*

*TO THE BEST THAT I CAN BE*

# ECT Policy

Revised: July 2026

Reviewed and ratified by Full Academy Trust:

Date: 15th JULY 2026

Signed:

Name: PETER TRAGOULIAS

Position: Chair of Finance Audit & Risk Committee

Date of next review: July 2027

**Our Mission Statement:**
'The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.'

The term 'parents' in this policy also refers to carers.

## Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

## Purposes

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to support ECTs meet all the teachers' standards consistently by the end of the two-year induction period

The whole staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## Roles and Responsibilities

### *The Governing Body*

The governing body will be fully aware of the contents of the DfE's Statutory guidance on Induction for early career teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its obligations over a two-year period of induction. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's report and/or direct contact with the Induction Tutor in school.

The school's Induction tutor is Mrs Adrien.

### *The Head Teacher*

The Head Teacher at St Cyprian's plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to the induction tutor, the Head Teacher will also observe each ECT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- appointment of a suitably experienced teacher to the induction tutor role
- recommending to the appropriate body (Croydon LA) whether an ECT has met the requirements for satisfactory completion of the induction period
- ensure each ECT has a school-based mentor

Many of the tasks associated with the above will be carried out by the induction tutor and mentor but the Head Teacher will make the final recommendation to Croydon LA acting as the Appropriate Body.

In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the Governing Body aware and up to date about induction arrangements and ECT progress

### *Induction Tutor*

The principal requirement for the induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

This is a very important element of the induction process and the induction tutor must have been given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They are able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

***Mentor***

In addition to the induction tutor, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

The mentor will be given adequate time to carry out the role effectively and to meet the needs of the ECT. They will be required to attend regular mentoring sessions and mentor training where appropriate.

## Entitlements

Each ECT should be proactive in her/his own career development. Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ECTs at St Cyprian's are as follows:

- access to a Full Induction Programme (FIP) through Harris City Academy Crystal Palace Teaching School Hub and UCL / that will commence upon appointment
- structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these
- help and guidance from an induction tutor who is an experienced teacher (holds qualified teacher status); is knowledgeable about the phase group/year group/subject; has been trained in the induction process and has coaching and mentoring skills
- regular meetings with the induction tutor, senior managers, subject coordinators and other key staff where appropriate
- opportunities to observe experienced colleagues teaching
- a reduction of 10% of the average teacher's workload (in addition to PPA time) in the first year of induction and 5% in the second year. This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor
- regular observation of ECT's teaching by experienced colleagues (at least once every half term)
- receipt of prompt written as well as oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate
- half-termly review of progress meetings to review action plans, record achievements against the standards and raise concerns
- confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- opportunities for further professional development based on agreed targets and identified needs
- detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards

## Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective:

- the criteria used for formal assessments will be shared and agreed in advance
- both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used
- assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view
- assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching
- the induction tutor will ensure that assessment procedures are consistently applied
- copies of any records will be passed to the ECT concerned

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 (see paras 2.52 – 2.57 of the ECT statutory guidance) is not scheduled.

ECTs will have a formal assessment carried out by either the headteacher/principal or the induction tutor.

ECTs will receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

Evidence used in assessments will be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments will 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 (see paragraph 1.8)

- Termly review meetings will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school

## At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

1. Initial concern - the following procedures will be put into place:
   - tutor and ECT identify the difficulties

- new agreed action plans will be developed with specific support outlined for securing an improvement in practice
- early warning of the risk of failure will be given and the school's concerns communicated to Croydon LA acting as the Appropriate Body without delay

2. continued concern - the headteacher and Appropriate Body's manager will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation

3. improvements not achieved - despite the additional support, the headteacher/tutor and Appropriate Body manager will meet with the ECT to explain their options and provide advice on next steps

**The ECT will be made aware of any concerns, at all stages, throughout the induction process.**

## Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, tutor, headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (AB) contact.

The first named point of contact for the AB is Christine Lonsdale, ECT Adviser for London Borough of Croydon LA.

This policy is based on and follows the guidance and statutory requirements set out in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf '*Statutory guidance on induction for Early Career Teachers*'.