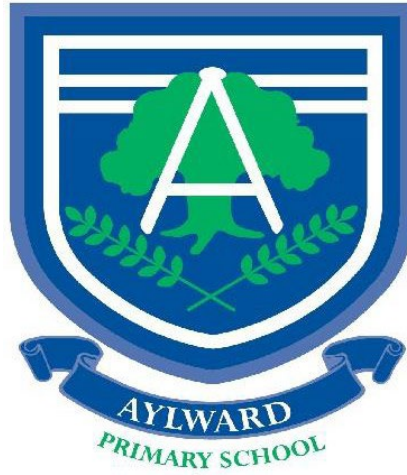




AYLWARD PRIMARY SCHOOL

ECT INDUCTION POLICY

GB Committee Responsible:	Human Resources
Reviewed by:	Steven Pearce
Review Date:	October 2026
Approved by Committee:	8h October 2026
Next Review Date:	October 2029

Rationale

It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

The first two years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process 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 NQTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

Our school's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of our ECT's, 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 ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Help ECTs to build upon the knowledge skills and understanding developed in initial teacher training.
- Provide support to meet the generic needs of all ECTs and 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
- Ensure that systematic and fair assessment procedures are in place based on the ECTs professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements
- Act quickly to help ECTs address any areas of concern
- Provide a foundation for longer-term professional development
- Ensure a smooth transition to help ECTs meet all the core standards.
- Ensure sure all staff understand their role in the ECT induction programme

The whole staff will be kept informed of the school 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

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

Posts for induction

Each ECT will:

Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period

Have an appointed induction tutor, who will have qualified teacher status (QTS)

Have an appointed induction mentor, who will have QTS

Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.

Take part in similar planning, teaching and assessment processes to other teachers working in similar posts

Support for ECTs

We support ECTs with:

Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback

Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback

Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths

Chances to observe experienced teachers, either within the school or at another school with effective practice

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The induction tutor will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

Areas in which improvement is needed are identified

Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards

An effective support programme is put in place to help the ECT improve their performance

The informal or formal support plan will be shared with the appropriate body for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews, as long as it is not the final formal assessment, the induction tutor will discuss this with the ECT and appropriate body, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and Responsibilities

Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction

- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Work with their induction tutor to establish how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period

- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

Monitoring arrangements

This policy will be reviewed annually by the induction tutor. At every review, it will be approved by the HR Committee and Board of Directors.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- HR Suite of Policies