



**Villa Real School**  
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# Early Career Teacher Induction Policy

Responsibility: Samantha Dawson

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Date to be reviewed: February 2026

Our School's induction process has been designed to make a significant contribution to both the professional and personal development of Early Career Teachers (ECTs) as they make progress towards the Teachers' Standards (DfE). This policy should be read in line with the Whole School Induction Policy.

The Headteacher, along with the Senior Management Team is jointly responsible for the monitoring, support and assessment of the ECT during induction. In this school, the appropriate body is the Northern Lights Teaching Schools Hub. They are also responsible for the quality assurance of this induction process.

Other key roles within the induction process are the induction tutor and the Governing Body.

### **ROLES AND RESPONSIBILITIES WITHIN THE INDUCTION PROCESS**

#### **The ECT should:**

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the agreed monitoring and development programme
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- Retain copies of all assessment forms

**The Headteacher should:**

- Check that the ECT has been awarded QTS
- Clarify whether the teacher needs to serve an induction period or is exempt
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- Meet the requirements of a suitable post for induction
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure an appropriate and personalised induction programme is in place
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that termly assessments are carried out and reports completed and sent to the appropriate body
- Maintain and retain accurate records of employments that will count towards the induction period
- Make the Governing Body aware of the arrangements, that have been put in place to support ECTs serving induction
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension
- Participate appropriately in the appropriate body's quality assurance procedures
- Retain all relevant documentation/evidence/forms as per retention policy.

**The induction tutor should:**

- Provide, or co-ordinate, guidance and effective support for the ECT's professional development
- Carry out regular progress reviews throughout the induction period
- Undertake three formal assessment meetings during the total induction period
- Inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite the ECTs to add their comments
- Ensure that the ECT's teaching is observed and feedback provided
- Ensure the ECTs are aware of how they can raise any concerns about their induction programme
- Take prompt, appropriate action if an ECT appears to be having difficulties

**The ECT Mentor should:**

- Meet regularly with the ECT to coach and provide support
- This should be weekly for ECT1 and fortnightly for ECT2
- Meet regularly with the Induction Tutor to provide updates on progress
- Arrange to observe and feedback to ECTs to support their progress through the programme
- Access the online materials provided by Northern Lights Teaching Schools Hub to support their own development

**The Governing Body should:**

- Should ensure compliance with this guidance by receiving regular updates by the Headteacher
- Should be satisfied that the institution has the capacity to support the ECT
- Should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- Must investigate concerns raised by an individual ECT as part of the School's agreed grievance procedures
- Can seek guidance from the appropriate body on the quality of the School's induction arrangements and the roles and responsibilities of staff involved in the process
- Can request general reports on the progress of an ECT

**Procedure for ECT's not satisfied with the Induction process**

1. Raise any concerns with their induction tutor as soon as is practicable
2. Discuss issues of concern with the Headteacher
3. Consult their appropriate body named contact
4. Raise concerns with the Governing Body as outlined in their school's agreed grievance procedures

*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.*