The Dales School
North Yorkshire

Induction of Early Career Teachers (ECTs)

Person responsible:	Headteacher
Reviewed and approved by the Full Governing Body :	July 2026
Next Review Date:	July 2027

Signed……... **Date**: ……..

Rationale
The first few 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 ECTs 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 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 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 through accessing the Early Career framework materials.
- Access/register ECTs with a registered authorised body to deliver an ECT two-year programme.
- Ensure a smooth transition to prepare to help ECTs meet all the core standards.

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.

Roles and Responsibilities
The Governing Body

The governing body 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 any concerns raised by the ECT, as part of the school's grievance procedures,
- If there are any concerns or questions, seek guidance from the Appropriate Body (AB), on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process,
- If they wish, request general reports on the progress of the ECT on a termly basis.

For the year, 26/27 the school's Induction Coordinator is Cheryl Hagyard
For the year, 26/27 the school's ECT school lead coordinator is Sharon Kettleborough and ECT mentor is Fran Stanyer.

The Headteacher
The headteacher at The Dales School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the ECT Programme has been

delegated to an ECT school lead/coordinator and contributed to by a Mentor, the headteacher will also observe each ECT through 'drop-ins' and learning walks at least once each term. Statutory responsibilities are:

- Ensuring an appropriate induction programme and support are in place.
- Recommend to the Appropriate Body (AB), whether an ECT has met the requirements for satisfactory completion of the Induction period.

Many of the tasks associated with the above will be carried out by the ECT school lead/coordinator (contributed to by the Mentor), but the headteacher will make the final recommendation to the AB.

In addition to the statutory requirements, the head teacher 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
  For guidance www.gov.uk/government/publications/induction-for-early-career-teachers-england
- Ensure that the ECT school lead/coordinator 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.
- An appropriate ECF-based induction programme is in place.
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in the ECT's first year and 5% in the second year. This time is used for participating in the schools Induction programme, AB programme and/or meetings with mentor.
- The ECT's progress is reviewed regularly, including ~~through~~ observations and feedback of their teaching
- 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
- Ensure that the governing board are 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

ECT school lead/coordinator
The principal requirement for the ECT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into The Dales Schools systems and structures. 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.

ECT school lead/coordinator **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 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate,
- Carry out progress reviews in terms where a formal assessment does not occur.
- 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 and is not on track.
- 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.

Mentor

In addition to the ECT school lead/coordinator 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 progress against the Teachers' Standards. Within our small setting the ECT school lead/coordinator and mentor role can be held by the same person.

Entitlement

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 The Dales School are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed on a regular basis.

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 makesure the ECT receives a high-quality ECF-based programme
- Participate in all relevant training provided by the school and teaching hub/institution AB selected to fulfil the ECFcriteria
- Provide, or arrange, effective support – including curriculum-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

Monitoring arrangements

The lead members of staff will review this policy annually for ECTs/trainee teachers and the Headteacher.At every review, it will be approved by the full governing board.

Links with other policies

This policy should link to the following policies and procedures:

- Performance Management
- Grievance
- Pay

For Advice and Support

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