



Induction for Teachers and ECTs Policy

FOREST OF DEAN TRUST

Policy name	Induction for Newly Appointed/Promoted Teachers and ECTs Policy
Version date	June 2026
Owner	CEO
Approval date	23rd June 2026
Approver	Trustees
Review frequency	Bi-Annually
Review date	June 2028

1. Aim and Core Principles

The Forest of Dean Trust is committed to ensuring all newly appointed or promoted teachers, as well as Early Career Teachers (ECTs), transition confidently into their roles.

This policy establishes a consistent Trust-wide framework for meeting statutory induction requirements. The Trust recognises that each school possesses its own unique systems, routines, curriculum, behaviour expectations, and culture. Therefore, the day-to-day delivery of induction remains the responsibility of individual schools to ensure it reflects their specific context.

The Trust and its schools are committed to providing a structured, supportive and ambitious induction programme that enables ECTs to develop into confident, effective and reflective practitioners. Induction will provide professional development, mentoring, monitoring and pastoral support, enabling ECTs to meet the Teachers' Standards and thrive within their school community.

2. Linked Policies

This induction policy must be read alongside the current versions of the following Trust and school-specific policies:

- Child Protection and Safeguarding Policy (incorporating KCSIE and Prevent duty)
- Health and Safety Policy
- Whistleblowing Policy
- IT & Online Safety, Data Protection, and Acceptable Use Policy
- School Behaviour Policy
- SEND Policy

3. Pre-Start & Induction Day/Visits

Once an applicant has accepted a post, the school will organise an induction day or pre-start visit. New staff are welcome to visit their school as many times as they would like in preparation for their start date.

Where applicable to the phase (Primary or Secondary), the pre-start induction will include:

- Team introduction
- Access to teaching resources and schemes of work
- Timetable/class allocation review
- Guidance on administrative tasks and operational routines
- Pastoral framework overview
- Identification of immediate CPD needs
- Completion of HR clearance and mandatory paperwork
- Provision of the School Handbook, Reflective Practitioner Programme, and core policies
- For ECTs: an initial meeting with the Induction Tutor and assigned Mentor

4. Year-Long Induction Process (All Teachers)

All newly appointed or promoted teachers will receive a year-long supportive induction process.

- A designated leader will oversee the induction.
- Fortnightly check-ins will take place during the first year to support development, answer

questions, and monitor well-being.

5. Statutory Induction Requirements

Every school within the Trust must provide dedicated, mandatory induction sessions covering key statutory elements:

- Safeguarding & Child Protection
- Health and Safety
- Whistleblowing
- IT Security & Data Protection

These sessions ensure compliance and protect staff and pupils.

6. Early Career Teachers (ECTs)

The Trust provides a comprehensive, fully compliant statutory induction framework for ECTs.

6.1 Programme Structure

- Registration with the Trust's designated Appropriate Body (Odyssey).
- Access to the fully funded Early Career Framework (ECF) delivered by UCL.
- Timetable reductions:
 - Year 1: 10%
 - Year 2: 5%
- Weekly mentoring in Year 1; fortnightly mentoring in Year 2.
- Termly progress reviews and formal assessments at the end of Year 1 and Year 2.

ECTs will receive a personalised programme of training, mentoring, classroom observation, professional review and assessment. They will also have opportunities to observe excellent practice and access professional development aligned with school priorities.

6.2 Roles and Responsibilities

ECTs

- Engage fully with induction activities and ECF requirements.
- Seek support and raise concerns promptly.

Mentors

- Provide regular coaching, developmental support and feedback.
- Support ECTs in completing ECF tasks.

Induction Tutors

- Coordinate the induction process, progress reviews and assessments.
- Liaise with the Appropriate Body.

Headteachers

- Ensure statutory compliance and adequate resourcing.
- Quality-assure induction arrangements.

Trustees

- Monitor the effectiveness of induction arrangements.

6.3 Assessment and Progress Reviews

Assessments will be evidence-informed, transparent and linked to the Teachers' Standards. Copies of assessment records will be shared with the ECT and the Appropriate Body.

6.4 Support for ECTs at Risk

Where concerns arise, schools will provide:

- Early intervention
- Additional support and clear targets
- Enhanced monitoring
- Regular review meetings

Concerns will be flagged swiftly with the Headteacher and the Appropriate Body.

If progress does not improve despite support, the school may consider whether the Capability Policy should be initiated, in line with statutory guidance.

6.5 Escalation Routes

ECTs who have concerns about their induction should raise these with the Headteacher. If unresolved, concerns may be escalated to the Appropriate Body.

6.6 Transition Beyond ECT

Upon successful completion of the two-year ECT framework, teachers will transition onto the Forest of Dean Trust Talent Pathway to continue their professional growth.

7. Monitoring and Review

This policy will be reviewed annually or sooner if statutory guidance changes. Feedback from ECTs, mentors and leaders will inform future revisions.