Early Career Teacher (ECT) Policy

LIGHTHOUSE
MULTI ACADEMY TRUST

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1. Aims

The Trust will provide an Early Career Teacher Entitlement (ECTE) that meets all statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework (ITTECF).

The trust aims to:

- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure that induction is a whole academy approach
- Ensure that all staff understand their respective role in the programme

2. Scope

This policy applies to all ECTs who have started, but not completed, their induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England)
- The ECTE Early career teacher entitlement
- Initial Teacher Training and Early Career Framework (ITTECF) https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework
- Current DfE ECTE roles and responsibilities https://www.gov.uk/government/publications/early-career-teacher-entitlement-roles-and-responsibilities
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

The 'relevant standards' referred to below are the Teachers' Standards. (Appendix 1)

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

Initial Teacher Training and Early Career Framework (ITTECF).

The ECTE training programme is based on the Initial Teacher Training and Early Career Framework (ITTECF). The ITTECF sets out the knowledge and skills that underpin high-quality teaching and builds on the training received during initial teacher training.

The ITTECF is not an assessment framework. ECTs are assessed against the Teachers' Standards.

It's designed to support development in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

The framework is presented in 8 sections, to align with the Teachers' Standards. Within each one, there are:

- Key evidence statements (starting with 'Learn that…'), and
- Practice statements (starting with 'Learn how to…')

4. The ECT induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years.

Part-time ECTs will normally complete the ECTE on a full-time equivalent basis. The headteacher, induction tutor and appropriate body will consider the ECT's working pattern and any relevant circumstances when determining the appropriate length of the ECTE, in accordance with statutory guidance.

All Lighthouse MAT academies will participate in the Trust's approved ECTE training programme delivered by Ambition Institute, unless an alternative arrangement is approved by the Trust in accordance with DfE requirements. The programme will meet the requirements of the ITTECF and the statutory ECTE guidance.

Ambition's ECT programme is designed to align with the Department for Education's (DfE)* Initial Teacher Training and Early Career Framework (ITTECF)*— the two-year induction and training framework for newly qualified teachers entering the profession. Funded by the DfE, it provides new teachers, mentors and academy induction leads with high quality curriculum materials, development sessions with expert teacher educators, training and support.

Before an ECT begins induction, the academy must appoint an appropriate body and ensure that the ECT is registered with that appropriate body. The appropriate body is responsible for the independent quality assurance of statutory induction and for making the final decision on whether the ECT has successfully completed induction.

The Trust will ensure that an appropriate body is appointed in accordance with current DfE requirements. Where the same organisation is involved in both training and appropriate-body functions, the Trust will ensure that all statutory independence and conflict-of-interest requirements are met.

4.1 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 'time off timetable' to allow them to undertake activities in their induction programme;

The DfE entitlement is:

- **10% off timetable in Year 1**
- **5% off timetable in Year 2**

in addition to the normal PPA entitlement.

- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

The Lighthouse Trust will support ECTs with:

- Assigning a designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Assigning a designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Scheduling observations of their teaching at regular intervals, and follow-up discussions with prompt, supportive and constructive feedback
- Ensuring they receive regular progress reviews throughout their ECTE. Progress reviews will assess progress against the Teachers' Standards, identify strengths and areas for development, and inform appropriate support. The Trust will ensure that progress reviews and formal assessments are undertaken and reported to the appropriate body in accordance with statutory guidance.
- Providing opportunities to observe experienced teachers, either within the school or at another academy across the trust, with effective practice

ECT mentors will be provided with sufficient time off timetable to undertake their mentoring responsibilities effectively, in accordance with current DfE requirements and the arrangements of the Trust's approved training provider.

Mentor time must be protected and should be scheduled within the working day wherever reasonably practicable. Academies must ensure that mentoring responsibilities do not become an additional workload expectation without appropriate time being provided.

ECTs can refer to the DFE website:
Early career teachers: your training and support entitlement - GOV.UK Published 22 April 2025
for information on Early career teachers: your training and support entitlement
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4.3 Assessments of ECT performance

ECTs' progress during their ECTE is managed through the statutory ECTE progress review and formal assessment arrangements. The academy will ensure that ECT assessment is not duplicated through separate appraisal processes where this would create unnecessary workload or duplicate the ECTE assessment arrangements.

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 either the headteacher or the ECT's induction tutor. Mentors are not responsible for assessing an ECT. The DfE explicitly states that mentors should support professional development and **not assess the ECT**.

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 headteacher 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.

The headteacher makes a recommendation to the appropriate body. The appropriate body makes the final decision on whether the ECT has successfully completed induction.

In the event that the ECT leaves this post after completing 1 term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 Special circumstances

The academy will notify and consult with the appropriate body where an ECT's circumstances may affect their ECTE, including significant absence, changes in working pattern, part-time employment, changes of school or other circumstances that may affect the duration or delivery of the ECTE. The academy will follow the statutory guidance and the appropriate body's procedures.

4.5 At-risk procedures

Concerns should be identified and addressed as early as possible and should not be deferred until a formal assessment point.

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 progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will:

- Continue to deliver progress reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body

4.5 Capability procedures

Where serious concerns about performance arise, the academy may consider whether capability procedures are appropriate, in accordance with the Trust's Capability Policy and employment procedures. The appropriate body will be informed and consulted where required by the statutory ECT induction guidance.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the academy, or the procedures are concluded.

5. Roles and responsibilities

The following is based on recommendations from the statutory guidance, linked to above.

5.1 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
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ITTECF-based induction

- Contribute to the evidence considered during progress reviews and formal assessments, using existing evidence from their teaching and professional practice where appropriate
- 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 academy

5.2 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
- Ensure that ECTs, mentors and induction tutors are registered through the DfE's relevant ECT service and that changes to ECTE arrangements are reported to the DfE and appropriate body as required.
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Keep the induction tutor and mentor roles separate. *A person should only have both roles in exceptional circumstances.*
- 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 ITTECF- 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 in line with Trust Record Management and retention policy

Where an ECT serves induction at more than 1 academy in the trust, we will appoint 1 headteacher to act as the **lead headteacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual headteachers as necessary. In addition, the lead headteacher will:

- Provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other headteachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all the relevant standards
- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other headteachers and to the ECT

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Undertake 2 formal assessment meetings during the induction period, co-ordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
    - Term 1 – progress review
    - Term 2 – progress review
    - Term 3 – formal assessment
    - Term 4 – progress review
    - Term 5 – progress review
    - Term 6 – final formal assessment

  Progress reviews will normally take place in each term in which a formal assessment is not scheduled. The first formal assessment will normally take place towards the end of Year 1, and the final formal assessment towards the end of Year 2.
- 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 academy
- 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
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

5.4 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 academy who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ITTECF-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

What mentors are not responsible for:

- Mentors are not responsible for assessing an ECT. Their focus is on supporting the ECT's professional development during their ECTE.
- Each Academy's headteacher and induction tutor are responsible for assessing the ECT against the teachers' standards.

5.5 Role of the board of trustees

The board of trustees will:

- Make sure the academy complies with statutory guidance on ECT induction
- Be satisfied that the academy has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Ensure that concerns raised by an ECT are addressed through the appropriate academy or Trust procedures, including the grievance procedure where applicable
- 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

6. Monitoring arrangements

This policy will be reviewed annually by the Lighthouse Trust's central team. At every review, it will be approved by the full board of trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal Policy
- Equal opportunities Policy
- Grievance Policy
- Health and Safety Policy
- Pay Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Academy Logo

Academic Year – 2026-27

ECT Induction Handbook

ECT	
ECT Mentor	

Key Contacts:

Academy Staff	Trust Central Team
Head Teacher - name **Email address** **ECT Induction Tutor – name** **Email address**	**Director of Early Years and Curriculum Development- Emma Wanglin** Ewanglin@lhmat.com **Director of SEND and Inclusion- Chrissie Grainger** **cgrainger@lhmat.com** **Director of Safeguarding and Attendance- Rich Rose** **rrose@lhmat.com**

Academy address

☎ **Academy telephone number**

🖷 **Academy fax number**

✉**Academy email**

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As well as the induction handbook, each ECT will receive an electronic copy of the staff handbook.

Welcome

Introduction & information about academy

Successful completion of an induction programme is a statutory requirement in order for a teacher with Qualified teacher Status (QTS) to continue teaching in academies.

Expectations

- Dress appropriately for work.
- Build good relationships with children, colleagues and parents.
- Utilises the Teaching assistant.
- Follow all the academy policies.
- Plan and deliver lessons of a high standard.
- Mark the books before the next day, inline with marking policy.
- Assess the children within my class/groups and monitor their progress using Arbor.
- Know the medical needs of my pupils and who has allergies.
- Learn the parents faces to dismiss the children safely.
- Meet with the safeguarding lead and SENDCO to discuss the needs of the pupils within my class.
- Attend staff meetings and training to develop my skills. (CPD)
- Know the names of the subjects leaders and who to go to for specific support.
- Ask for support or advice whenever it is needed.

Your entitlement as an ECT

The induction period is designed to make sure that all ECTs are supported throughout the first **two years** of teaching after they have been awarded QTS. It also helps to ensure their future professional and career development is built on a firm foundation.

During the induction period an ECT must receive:

- In the first year of the ECT entitlement, the ECT will receive 10% off their normal teaching timetable.
- In the second year of the ECT entitlement, the ECT will receive 5% off their normal teaching timetable.
- This entitlement is additional to the statutory PPA entitlement available to teachers.
- A designated ECT Induction Tutor
- A designated ECT Mentor
- A personalised programme of professional development activities including regular observations and feedback
- Regular reviews of progress towards meeting the Teachers' Standards

'Time off Timetable'

Before the start of the academy year all teachers are entitled to receive a 'time off timetable' outlining their timetabled teaching time (classes), non-contact time and PPA (Planning, Preparation and Assessment) time. In

most academies, a teacher's only non-contact time might be their PPA time. PPA time should be calculated as 10% of a teacher's timetabled teaching time.

ECT time off timetable is additional to, and must not replace or reduce, the teacher's normal PPA entitlement. ECTs therefore receive their normal contractual/statutory PPA entitlement plus the additional ECT time off timetable required under the ECTE.

The DfE entitlement is:

- **10% off timetable in Year 1**
- **5% off timetable in Year 2**

In your ECT Time you may complete some of the following things:

- Observe lessons to see good practise
- Speak to the SENDCO
- Speak to subject leaders for expertise
- Attend CPD training (externally)
- Work on ECT units

Role of ECT Induction Tutor

Induction tutors are responsible for negotiating the academy-based programme with their ECTs. As part of the two year induction ECT's must have a named academy induction tutor. The induction tutor is responsible for supporting and monitoring the progress of the ECT against the relevant standards.

Role of ECT Mentor

A mentors role is support the ECT through their 2-year induction. The mentors responsibilities will include: working with the academy to make sure each ECT receives a high-quality induction, and meets regularly with the ECT to provide support and feedback.

Observation of teaching with follow-up review meetings

During the induction period ECT Induction Tutor and/or by others as appropriate. ECT teaching will be observed regularly throughout the induction period. Observations will be followed by professional discussion and constructive feedback, with the timing and frequency determined according to the ECT's needs and the requirements of the ECTE programme.

Getting started

The First Day
First impressions really do count! Your pupils will be looking for clues about what you find acceptable in the classroom. Now is the time to set a standard for the year. Although you will deliver this in your own way, it will help if you have knowledge of the academies behaviour and discipline policy. Having a clear idea of a code of conduct for your own classroom is important, but you will need to communicate this effectively to your pupils. You should spend some time with an experienced colleague discussing how best to do this in your particular academy.

Be as prepared for lessons as possible. At the beginning of the academy year there are many interruptions to normal lessons, and you should remember that the first few days are for you to get to know and assess your children -do not overload them or yourself. However, try to make lessons as purposeful as possible. It may be necessary to be flexible, so have a few ideas ready as back-up. Have a notebook handy to jot down all important information you may be given about pupils, routines, meetings, things to do and so on – there may be a lot to remember.

By the end of week one
The dust has settled, you're looking forward to being able to sleep all day on Saturday, and the last thing you want to think about is academy. Spend a little time reviewing where you've got to and make a list of what you need to do next (prioritise).

Working with parents
Another area you may need help with is how to approach parents. If you are writing letters to parents it is best to get your Phase leader, Induction Tutor, or Head teacher to check them before they go home. Read a copy of the Home Academy Agreement and Parent Partnership Policy, so you are aware of expectations. However, sooner or later you will be meeting them. Just be aware that parents are often more nervous about meeting you than you are of meeting them.

Observations

Date	Subject	Observer	Reflections

Training

Training	Date	Reflections- How will the training support your practise?

Key Dates

Date	Event

Discussion checklist

	Carried out by	Date	Comments
Tour of the site			
Classrooms			
Cloakrooms			
First Aid			
Entrances & Exits			
Office			
Layout of Academy			
Organisation			
Trust information			
Conditions of Employment			
Basic information about the Academy			
Staff Handbook			
SDP- School Development Plan			
Introduction to the Academy			
Colleagues			
Own job specification			
Mentor			
Induction Tutor			
Phase leader			
Standard of expected work			
Resources			

This check list will be shared as part of your ongoing induction programme at XXXX Academy.