



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

# ECT (Early Career Teacher) Induction Policy

The Consortium Academy Trust (TCAT)  
An Exempt Charity Limited by Guarantee  
Company Number 07665828

Status:	Live
Policy Owner (position)	Executive Director of Education
Statutory / Recommended	Statutory
Date Adopted	12 February 2021
Revision	3
Review Period	24 months
Last Review Date	May 2025
JCNC Consultation Date	26 May 2023, 10 July 2025
Next Review Date	May 2027
Advisory Committee	Trust Board
Linked Documents and Policies	Data Protection Policy Initial Teacher Training (ITT) and Early Career Framework (ECF) Employee Performance and Development Policy Complaints Policy Probation Policy Records Management Policy Staff Code of Conduct Well- Being Commitment

*\*NB – This document can only be considered valid when viewed on The Consortium Academy Trust website. If the copy is printed or downloaded and saved elsewhere the Policy date should be cross referenced to ensure the current document is referenced*

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## Statement of intent

At The Consortium Academy Trust (the Trust), we recognise that the successful appointment and induction of an Early Career Teacher (ECT) strongly contributes to both the development of the academy and the ECT. In turn, the academy endeavours to develop and nurture a promising career recognising that support for new entrants to the profession needs to reflect the needs of the individual and be a comprehensive programme of development and learning in more than just the first year.

As part of our CPDL programme we support the principles of the Early Career Framework.

The induction period for an ECT will:

- enable an ECT to build upon existing knowledge, skills and understanding.
- assist an ECT in becoming a full member of the teaching profession and provide a foundation for CPDL.
- enable an ECT to meet identified goals and complete their induction year to the required standard.
- be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- provide support to ECTs where they fail to make satisfactory progress
- foster a commitment to continued self-development which extends beyond the ECT Induction period
- support ECTs to identify a career development pathway to develop their skills and expertise and identify their strengths
- encourage ECTs to reflect on the positive aspects of the profession to retain them as practitioners

This policy has been established to ensure the aims listed above are fully delivered to a high standard and are equitable for all ECTs across the Trust; all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

Good management practice requires that all new entrants to the Trust will undergo a period of planned induction and probation. An ECT will be subject to a 6-month probation period to assist and assess a new employee's performance, ability, aptitude and conduct. This further supports an ECT's comprehensive programme of induction of development and learning and to ensure regulatory standards are met.

## **1. Legal framework**

This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE (2025) 'Induction for early career teachers (England)'
- DfE (2025) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF) (to be replaced by ITTECF September 2025)
- DfE (2024) 'Initial teacher training and early career framework' (ITTECF)
- DfE (2011) Teachers' standards
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- DfE (2022) 'School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions'

This policy makes reference to the following Trust policies:

- Complaints Policy
- Records Management Policy
- Employee Performance and Development Policy
- TCAT Well-Being Commitment

## **2. Roles and responsibilities**

**ECTs are responsible for:**

- providing evidence that they have QTS and are eligible to start their induction
- self-reflection to identify areas of priority for their personal development
- meeting with their Induction Tutor/Mentor to agree on priorities for their programme and review these at regular intervals
- actively engaging in school or Trust level CPDL, including the Termly Trust ECT Network Events, within directed time.
- Additionally, DfE Statutory Guidance allocates ECTs an additional 10% (Y1) or 5% (Y2) off timetable to access bespoke CPDL to support their identified priorities. This timetable should be used to specifically enable ECTs to undertake activities in their induction programme, including their ITTECF training and mentoring.
- discussing and agreeing with their Induction Tutor/Mentor how they will best utilise their increased allocation for bespoke CPDL to support their identified priorities
- actively participating in the agreed monitoring, review and development programmes
- providing evidence of their progress against the required Teachers' Standards
- raising any concerns that they have with their Induction Tutor/Mentor at the earliest opportunity and working collaboratively to resolve them
- consulting the appropriate body if there are difficulties with resolving issues with the academy
- actively participating in the scheduled classroom observations, progress reviews and formal assessment meetings
- meeting the agreed start and end dates of the induction period, including any absences, with their Induction Tutor/Mentor
- retaining copies of all assessment reports

**The Headteacher is responsible for:**

- ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct and all other policies (both academy

and Trust based) related to effective induction. Providing opportunity for them to read and question them as appropriate

- ensuring the ECT knows the identity and role of the Designated Safeguarding Lead (DSL) and any deputies and is aware of their responsibilities under the wider safeguarding agenda
- ensuring the ECT completes their Safeguarding Level 1, GDPR and PREVENT Training as part of their induction.
- ensuring that the ECT knows the academy's response to children who go missing from education
- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- clarifying whether the ECT needs to serve an induction period or is exempt from it.
- informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- ensuring the requirements of a suitable post for induction are met.
- agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- making sure that the induction tutor and mentor have received suitable training and have the time to carry out the role effectively. ECT and mentor sessions are expected to be timetabled during teaching hours other than in exceptional circumstances where schools require flexibility due to timetabling constraints.
- ensuring that a personalised ECF-based induction programme is in place.
- ensuring that the progress of the ECT is reviewed regularly via termly assessments, half termly observations and feedback of their teaching and that progress reviews are sent to the appropriate body.
- making sure that completed reports are sent to the appropriate body for review.
- retaining accurate records of employment that will count towards the induction period.
- ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- participating in the appropriate body's quality assurance process.
- ensuring the school retains all relevant documentation and evidence on file for six years.

Also ensuring that, under certain circumstances, the following steps are undertaken:

- obtaining interim assessments, and formal assessments and progress reviews from the ECT's previous post.
- acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
- ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
- notifying the appropriate body if an ECT is absent for a total of 30 days or more
- regularly informing the governing board about the school's induction procedures
- discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed

- providing interim assessment reports for staff moving in between formal assessment periods
- informing the appropriate body when an ECT serving induction leaves the school
- ensuring the ECT's post and responsibilities comply with the school's specific requirements for ECT induction.
- consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period.

**The Trust Early Career Teacher Lead is responsible to:**

- hold accountability and ensure high-quality delivery of the Trust ECT Core Offer
- be an expert in on-the-ground implementation of Early Career induction programmes
- work with senior leaders in schools to ensure Early Career Teacher progression
- support and challenge ECT Induction Tutors to fulfil their role and ensure the ECT Induction programme is delivered effectively
- develop a deep understanding of how the programme is working and feed this into programme iterations, interventions in schools, and in impact evaluation of the programme
- advocate for the Early Career Teachers programme and The Consortium Academy Trust
- systematically quality assure the delivery of the ECT Induction Program and Trust Core Offer through a wide range of methods
- manage internal and external stakeholder relationships.
- ensure ECTs are aware of the benefits and support available when joining a teaching union.

**Induction Tutors/Mentors are responsible for:**

- coordinating, guiding and supporting ECTs' professional development.
- reviewing ECTs' progress regularly during the induction period.
- undertaking two formal assessment meetings over the induction period.
- coordinating input from other staff if required.
- carrying out progress reviews in terms where a formal assessment does not occur.
- informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- sharing progress review records with ECTs, the Headteacher and the appropriate body.
- informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- observing the teaching of ECTs and providing feedback.
- letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- taking prompt, appropriate action if ECTs are facing difficulties.
- ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

**Mentors are responsible for:**

- regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.

- working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- taking prompt, appropriate action if the ECT is facing difficulties.

**Appropriate bodies have a quality assurance role and are responsible for:**

- ensuring the Headteacher and Trust Board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated support and a reduced timetable.
- ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- consulting with the Headteacher on the nature and extent of the quality assurance procedures in the school.
- acting to address areas that require further development/support, where an ECT is facing difficulties. If required, this can include construction of an internal 'Plan for Support' to mark stage one of intervention
- contacting the link Leader in individual academies when the school's responsibilities are not fulfilled.
- Ensuring that the Headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- ensuring records and assessment reports of ECTs are maintained and retained.
- ensuring an agreement is reached and evidenced with the Headteacher and the ECT to determine where a reduced induction period may be appropriate.
- ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- responding to requests for assistance and advice with training for Induction Tutors/Mentors.
- retain all relevant documentation/evidence/forms on file for six years

**The Trust Board is responsible for:**

- ensuring staff and the academy are compliant with this policy.
- ensuring the academy has the capacity to support the ECT.
- ensuring the Headteacher is fulfilling their responsibilities.
- investigating concerns raised by an ECT as part of the Trust's Complaints Procedures Policy.

- asking for advice from the appropriate body on the Trust's induction procedures and the responsibilities of staff involved in the process where it appears there is a requirement

### **3 Statutory induction**

The statutory induction of an ECT is the bridge between ITT and a career in teaching.

The school will support ECTs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

ECTs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

The relevant body will determine the ECT's performance and any pay recommendation through the induction process and the school will consider awarding pay progression to ECTs at the end of the first year of their induction.

Short-term supply teaching of less than one term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction but will begin the induction upon extension.

Where an ECT is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

#### **3a Eligibility**

In order to determine eligibility, the Headteacher will undertake pre-employment checks on the ECT before the ECT takes up the post – these will be verified by the appropriate body. These pre-employment checks will include determining that the ECT holds QTS. The Headteacher and the appropriate body will check with the TRA that the ECT holds QTS prior to the induction beginning.

If an ECT holds QTS but has already completed a period of induction which resulted in a judgement of failing to meet the 'Teachers' Standards', they will not be eligible to undertake statutory induction at the school. The Headteacher will confirm whether this is the case by consulting the TRA.

The school will not refuse an induction post to an ECT whose QTS was obtained several years ago; although ECTs are encouraged to undertake induction as soon as possible after gaining QTS, there are no barriers to them undertaking induction later.



Teachers who completed their ITT between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) are also required to pass the QTS numeracy skills test before completing an induction.

### **3b Suitable posts**

The Headteacher and appropriate body will first agree on the suitability of a post for induction, guided by the following considerations. The post will:

- Have a Headteacher who can make a recommendation about whether the ECT's performance against the 'Teachers' Standards' is satisfactory.
- Have an agreement with an appropriate body to quality-assure the process.
- The relevant body will determine the ECT's performance and any pay recommendation through the induction process and the school will consider awarding pay progression to ECTs at the end of the first year of their induction.
- Provide the ECT with the tasks, experience of teaching whole classes, and support needed to enable them to demonstrate satisfactory performance against the 'Teachers' Standards'.
- Ensure the appointment of an induction tutor who holds QTS, and has relevant knowledge and experience
- Provide the ECT with a reduced timetable to enable them to undertake the activities involved in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the phase or subject(s) for which the ECT has been employed to teach.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same classes.
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The governing board will be satisfied that the school has the capacity to support the ECT in the role and that the Headteacher is fulfilling their responsibilities.

The school will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECTs, unless it is given specific permission to do so from an Ofsted inspector. The appropriate body will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

### **3c Beginning Induction**

Once an ECT has been appointed to a suitable post, the Headteacher will notify the TRA in advance of the ECT taking up the post. Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

The start date for the ECT's induction will be determined by the appropriate body, who will agree this date with the Headteacher and the ECT in advance. This start date will be the date the ECT's induction programme formally begins, which may be a different date from when the ECT's contract with the school begins.

The length of the induction period will also be determined prior to the induction commencing. ECTs are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECT is completing their induction on a part-time basis, the school and the appropriate body will liaise to decide the length of the induction period required for each individual case – this will be always be fair and consider the ECT's working pattern. Where an ECT is completing their induction across more than one school, the appropriate body will make the final decision about how the ECT will meet the equivalent of two years' work.

The school will not commence the ECT's induction until an appropriate body has been agreed. The Headteacher will ensure that the appropriate body with whom an agreement is reached matches the criteria for organisations that can act as an appropriate body. When forming an agreement with an appropriate body, the appropriate body and the Headteacher will agree any reasonable charges the appropriate body may make to the school for its service.

The Headteacher will ensure the ECT is provided with a reduced timetable for their course of induction. This will amount to teaching:

- In the first year (terms 1-3), no more than 90 percent of the timetable of the school's existing teachers on the main pay range.
- In the second year (terms 4-6), no more than 95 percent of the timetable of the school's existing teachers on the main pay range.

These reductions will operate in addition to the timetable reduction related to PPA time.

### **3d Monitoring and Support**

ECTs will be provided with a designated mentor to support them through their induction period, usually a relevant member of the school's teaching staff. The individual who becomes the ECT's mentor will be identified by the Headteacher. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

The role of the mentor will be held by a different individual to the induction tutor where at all possible. Where this is not possible, the Headteacher may decide to designate a single individual to hold both roles, which may be the Headteacher themselves in exceptional circumstances. Where this is the case, the Headteacher will ensure the individual understands that they are fulfilling two discrete roles and will ensure that the mentoring support offered is kept separate to any assessment of the ECT against the 'Teachers' Standards'.

Mentors are provided for ECTs in a supportive and advisory capacity only; mentors will not carry out formal assessments of ECTs (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTs to discuss how the ECT's induction is going, including offering advice and providing an opportunity for the ECT to ask questions or raise any issues.

Sessions between ECTs and their mentors will be timetabled during teaching hours. Mentoring will only take place outside of teaching hours in exceptional circumstances where flexibility is required due to timetable constraints. In all cases, sessions will be scheduled within contracted time.

From September 2025, the Early Career Teacher (ECT) mentor training model in England is changing. A new one-year training program will replace the previous two-year ECF Mentor training for new mentors. Existing mentors who have already begun the two-year program will

continue as planned, and this new one-year model is only for those starting from September 2025. Mentor training is only applicable to those who are new to ECT Mentoring.

Vantage TSH, our partner for the Early Career Framework (ECF), delivers training outside of school hours in accordance with the contracted timeframe. In recognition of their contribution, Trust ECT mentors receive a payment of £500 on completion of the allocated training.

### **3e Monitoring and assessment**

ECTs will also be provided with an induction tutor who will provide regular monitoring and support, and coordination of assessment. The induction tutor will be identified by the Headteacher. This individual will hold QTS and will have the necessary skills, knowledge and time available to effectively work in this role. The role of the induction tutor will be held by a separate individual to the individual performing the role of the mentor where at all possible, as outlined above. In exceptional circumstances it may be appropriate for the Headteacher themselves to perform the role of induction tutor.

Induction tutors are to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and recognise when early action is required to support an ECT who is experiencing difficulties. If required and appropriate, stage one of intervention will be implemented, through construction of an internal 'Plan for Support'.

ECTs will be informed that they should raise any concerns about their induction with their induction tutor in the first instance. If the matter is not resolved, the ECT will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.

Each half term an observation of the ECT's lessons will be conducted, usually by the induction tutor. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT and the observer (induction tutor) will meet to review the teaching observed. All feedback provided by the induction tutor will be prompt and constructive. The induction tutor will make a brief written record of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.

ECTs will receive progress reviews against the 'Teachers' Standards', conducted by their induction tutors, in each term of their induction where a formal assessment is not scheduled. Progress reviews will not require ECTs to produce any new evidence specifically to inform the review; all progress reviews will draw on existing evidence of ECTs' teaching. ECTs may be asked to provide copies of existing evidence to the induction tutor to help inform the review. A written record of each progress review will be retained by the school and a copy will be provided to the ECT. This record will include:

- Whether the induction tutor believes the ECT is on track to successfully complete their induction.
- A brief summary of the evidence collected by the induction tutor.
- The agreed development targets for the ECT.
- A review of the ECT's objectives in relation to the 'Teachers' Standards' and the ECT's own individual strengths and needs.

The induction tutor will update the Headteacher on the ECT's progress after each progress review. The induction tutor will also notify the appropriate body whether the ECT is making satisfactory progress towards successfully completing their induction. Where the induction

tutor believes the ECT is not making satisfactory progress, the induction will also outline to the Headteacher and the appropriate body the Trust 'Plan for Support' they have put in place for the ECT. Where necessary, this could lead to implementation of a formalised 'Support Plan'

The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.

ECTs will be formally assessed in the final term of the first year of their induction and again in the final term of the second year of their induction. The exact dates of these assessments will be agreed between the Headteacher and the ECT in advance. Formal assessments will be carried out by the induction tutor or the Headteacher only.

All evidence used for formal assessments will be drawn from the ECT's teaching work during their induction. In order to reduce the potential burden of evidence collection, the evidence used will largely come from that collected during progress reviews and will consist of existing or working documents. ECTs will not be required to create anything new for a formal assessment. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT and the appropriate body. As a result, the school aims for all formal assessments to work in combination with the regular progress reviews; where possible, the ECT should not find any unexpected results from a formal assessment.

The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT has been assessed against the 'Teachers' Standards'. Once the report has been completed, the Headteacher will hold an assessment meeting with the ECT, where the ECT will be able to add their comments to the report. The report will be signed by the induction tutor, Headteacher and ECT. The ECT will then be given the original report and a copy will be sent to the appropriate body. For the final assessment report, the Headteacher will record their recommendation to the appropriate body of whether the ECT's performance throughout their induction has been satisfactorily demonstrated their competence against the 'Teachers' Standards'. For the final assessment meeting, the Headteacher will ensure a copy of the report is sent to the appropriate body within 10 working days of the final assessment meeting.

Where an ECT decides to leave their post at the school after completing one term or more, the induction tutor will complete an interim assessment before the ECT leaves the post.

### **3f Completing the induction period**

**ECTs will have completed their induction period when they have served:**

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience (see paras 3.2– 3.4); or
- a reduced period of induction for part-time teachers covering but not equivalent to a minimum of two years (as agreed with the appropriate body) (see para 3.5); or
- an extension to that period, as a consequence of absences occurring during the period.
- ECTs who are absent for any of the following reasons will not be subject to an automatic induction period extension and may decide whether their induction period should be extended:

➤ Statutory maternity, paternity and adoption leave

- Shared parental leave
- Parental bereavement leave
- Carers leave or neonatal care leave

The appropriate body will decide whether an extension to an ECT's induction period is needed where this can be justified. It will determine the length of any extension, the procedure for assessments during it and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons.

These might include:

- Personal crises
- Illness
- Disability
- Issues around the support during induction
- Where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Extension to the induction period will not prevent the school from awarding pay progression.

The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the Headteacher. The appropriate body will make a decision within 20 working days of receiving the Headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the Headteacher.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days, or the appeal will be deemed to have expired.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the Trust will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the Trust will dismiss the ECT within 10 days of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

#### **4. Record keeping**

Records will be kept in accordance with the Trust's Records Management Policy.

Assessment Forms will be signed by the Headteacher and submitted to the appropriate body in a timely manner. Assessment Forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.

The TRA keeps records of all submitted appeals and will be contacted as needed.

Assessment reports will be retained for six years, as recommended by the DfE.

ECTs will be advised by the academy to retain their original copies of assessment reports.

Where an ECT has already completed part of their period of induction in another school, the Headteacher will contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The Headteacher will therefore establish how much required induction time remains for the ECT. The Headteacher will also alert the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

## **5. Confidentiality**

The school will work with the appropriate body and the TRA to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT inductions.

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments. The governing board can request termly general reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

## **6. Special circumstances**

To recognise the experience of ECTs who have significant prior teaching experience and are deemed to be meeting the Teachers' Standards, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish. ECTs who have a reduced induction period are still required to serve the Trust contractual period of probation. When considering reducing an induction period, the appropriate body will consider advice from the headteacher, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the 'Teachers' Standards'.

If an ECT is absent for a total of 30 days or more, or equivalent for part-time teachers, (with the exception of statutory maternity leave, paternity, shared parental, statutory adoption, parental bereavement leave, carer's leave, or neonatal care leave) the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory leave, during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted.

If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards, based on the evidence available.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a difficult decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One Headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

For ECTs transferring during induction:

- The ECT's progress will be recorded at the point of leaving a post and the remaining period of induction will be calculated.
- Guidance on interim assessments will be followed under the direction of the appropriate body.
- The new school will be made aware of the need to continue induction from the point they reached and whether an interim assessment is needed.

## **7. Unsatisfactory progress and appeals**

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the Headteacher (or most appropriate leader), organising refresher training, providing more guided supervision or higher level of CPDL. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place.

In such cases, the school will seek support from the appropriate body to address specific areas of performance that require further development. The school will work collaboratively with the appropriate body where there are issues surrounding an ECT's performance and appropriate action plans will be put in place.

Together with the school, the appropriate body may:

- Investigate the root cause of the issue.
- Offer additional or more intensive support during quality assurance visits, including joint observations with the induction tutor as appropriate.
- Put in place an appropriate action or support plan.
- Monitor any support plan with regular check-ins.
- Signpost CPDL opportunities that may help the ECT.
- Review, with the ECTs, their action or support plan.
- Ensure that ECTs are clear about who to speak to if they need to raise wider issues.

The appropriate body and the Headteacher will be satisfied that:

- areas of development have been correctly identified.
- appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- an effective support programme is in place to help the ECT improve performance.
- clarity is provided for success against the objectives for improvement
- an appropriate time period for review is identified and share

When there are still concerns about the ECT's progress following intervention, the Headteacher (or most appropriate leader) will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and will also discuss the following with them:

- the identified weaknesses
- the agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- details of additional support that has been made available
- evidence used to inform the judgement
- details of the improvement plan for the next/continuing assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

Where concerns are raised in relation to performance or misconduct the school will seek advice from the appropriate body but will follow its own internal policies or grievance procedures as appropriate.



## Appendix A: Exemptions

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

Exemption	Explanation
<p>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2015, including where the person is entitled to partial access to the profession of school teacher by virtue of Part 1 of those Regulations.</p>	<p>A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.</p>
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an independent school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>

Exemption	Explanation
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an FE school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> <li>• On or before 31st October 2014, by the Institute for Learning; or</li> <li>• On or after 1st November 2014, by the Education and Training Foundation</li> </ul>	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.

## Early Career Teacher - Plan for Support

### Flow Diagram of Processes

Step 1: Mentor and Induction Tutor identify that the ECT requires additional support to successfully complete induction. The Headteacher is alerted.



Step 2: Induction Tutor to contact the TCAT ECT Lead to discuss. ECT Lead and Induction Tutor to determine THINK SOUNDS BETTER if a Trust plan for support should be constructed.



Step 3: If so, the plan should be written by the Induction Tutor and Mentor and shared with the Headteacher and Trust ECT Lead. The plan for support alongside a summary of the rationale to be shared with the Appropriate Body (Induction Tutor to communicate this, copying in the ECT Lead).



Step 4: The Induction Tutor, Mentor and ECT meet to discuss the proposed plan for support. Communicate the supportive nature of the plan to the ECT. Check the ECT concurs with the plan and clear on all aspects.



Step 5: The plan should run for a minimum of 6 weeks. Review at the interim point via a trio meeting (Induction Tutor, Mentor and ECT).

If the impact has been positive the plan for support might not continue beyond the end point review.

If progress has been positive but it is deemed the plan for support needs to continue, then this can be extended (for all or some objectives)



Step 6: If the support plan is not helping the ECT to make the necessary progress this will need to be explored via a meeting between the Induction Tutor, Mentor, ECT and Trust ECT Lead. The Headteacher to be updated before next steps are agreed.

At this point we will decide to:

- a) Continue with a revised plan for support
- or
- b) Contact the Appropriate Body to request a formal Action Plan be constructed.

Early Career Teacher – Plan for Support						
ECT Name:		Start Date:		End Review Date:		
Objective(s) Maximum of 3 (link to TS)	Success Criteria	Support for ECT progress and by whom	Actions by ECT to secure progress	Interim Review date/s	Review of progress	
Review of progress at end review date.	Objective 1:					
	Objective 2:					
	Objective 3:					
Induction Tutor Signature:				Date:		
ECT Signature:				Date:		

## Early Career Teacher – Plan for Support

<b>ECT Name:</b> Fred Bloggs		<b>Start Date:</b> 20.02.23		<b>End Review Date:</b> 24.03.23	
<b>Objective(s)</b> <b>Maximum of 3</b> <b>(link to TS)</b>	<b>Success Criteria</b>	<b>Support for ECT progress and by whom</b>	<b>Actions by ECT to secure progress</b>	<b>Interim Review date/s</b>	<b>Review of progress</b>
To ensure that lessons are well planned to incorporate appropriate levels of challenge to ensure all students make good progress 1, 2, 4, 5	Set high expectations of pupils. Ensure challenge is embedded within all activities/sections of lessons with a specific focus on provision for MA	Weekly mentoring and coaching to focus on development of this aspect within planning and delivery. Ensure Fred us clear on strengths and development points. Opportunity for joint planning and to observe practice of NAME STAFF.	ECT to engage in focused observations of colleagues. ECT to engage with weekly mentoring and coaching with a focus on planning for challenge. ECT to engage in joint planning activities with colleagues to develop a range of ways to embed challenge within lessons.	10 <sup>th</sup> March 2022	This means what/how do you plan to review e.g. Discussion re observation of colleagues undertaken and reflections Discussion with ECT and mentor/coach re progress in relation to planning for challenge. Discussion with ECT and colleagues re impact and outcomes of joint planning.
<b>Review of progress at end review date.</b>	Objective 1: Fred has engaged positively with all aspects of the objective. As a result, he is now able to apply a range of ways to embed challenge within planning and does this consistently within lessons.				
	Objective 2:				
	Objective 3:				
<b>Induction Tutor signature:</b>			<b>Date: TO SIGN AND DATE AT START OF PLAN TO INDICATE AGREEMENT</b>		
<b>ECT Signature:</b>			<b>Date: TO SIGN AND DATE AT START OF PLAN TO INDICATE AGREEMENT</b>		