



Early Career Teacher (ECT) Induction Policy

(for ECTs starting their induction on or after 1st
September 2021)

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1. Introduction

At QEGSMAT (the Trust), we recognise that the successful appointment and induction of an ECT strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

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 CPD.
- Enable an ECT to meet identified goals and complete their induction year to the required standard.
- Be underpinned by the Early Career Framework (ECF) enabling ECT's to understand and apply the knowledge and skills set out in the ECF.
- Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- Provide support to ECTs failing to make satisfactory progress.
- Provide the ECT with 90% of a full teacher timetable in year one, increasing to 95% in year two.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

2. Roles and Responsibilities

This section summarises the roles and responsibilities of those involved in the induction process.

The ECT will:

- Provide evidence that they have Qualified Teacher Status (QTS) and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution.

- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- Retain copies of all assessment forms.

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

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

There may also be circumstances where the headteacher should:

- Obtain interim assessments from the ECT's previous post.
- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards.
- Notify the appropriate body as soon as absences total thirty days or more.
- Periodically inform the governing body/Trust Board about the institution's induction arrangements.

- Advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Provide interim assessment reports for staff moving in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves.

The induction tutor (or the headteacher if carrying out this role) should:

- Provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term or pro rata for part-time staff).
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

The appropriate body (Local Authority or Teaching School) has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- Headteachers (and governing bodies/Trust Board where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an ECT receives an ECF based induction programme, designated tutor support and the reduced timetable.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- The appropriate body should, on a regular basis, consult with the headteacher on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must also ensure that:

- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.

- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.
- Any agreement entered into with either the FE institution or the independent school's governing body/Trust Board is upheld.
- The headteacher has verified that the award of QTS has been made.
- The school is providing a reduced timetable in addition to PPA time.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- ECTs' records and assessment reports are maintained.
- Agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- A final decision is made on whether the ECT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified.
- They provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The appropriate body should also (as local capacity, resources and agreements allow):

- Respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes.
- Respond to requests for assistance and advice with training for induction tutors.

The Trust (Executive Leadership Team):

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

3. Induction Process

Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT, personalised to meet their professional development needs (including the development needs of part-time ECTs). This must include:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively.
- Observation of the ECT's teaching and follow-up discussion with prompt and constructive feedback.
- Regular professional reviews of progress.
- ECT's observation of experienced teachers either in the ECT's own school or in another school where effective practice has been identified

Checking a teacher is eligible to start an induction period

- Before the ECT takes up post the headteacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration.

Qualified teacher status

- An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.
- Teachers who completed Initial Teacher Training (ITT) and gained QTS between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers and are required to pass the numeracy skills test before they can satisfactorily complete induction.

Start date for induction

The start date for induction will be determined by the appropriate body and must be agreed in advance with the headteacher and ECT.

4. Statutory induction

The statutory induction of an ECT is the bridge between ITT and a career in teaching. The school will support the ECT 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 at the end of their induction period.

The Trust will consider the standards against what can reasonably be expected of an ECT.

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.

A qualified teacher will not be employed as a teacher by the Trust unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in Appendix 1.

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 Trust will not backdate the induction, but will begin the induction upon extension.

ECTs serving induction on a part-time basis are required to serve the full-time equivalent of one full academic year.

5. Suitable posts

In order for the ECT to serve induction the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher of the school in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the relevant standards. In particular a suitable post must:

- Have a headteacher to make the recommendation about whether the ECT's performance against the relevant standards is satisfactory.
- Have prior agreement with an appropriate body to act in this role to quality assure the induction process.
- Provide the ECT 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.
- Ensure the appointment of an induction tutor with QTS.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach.
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting.
- Involve the ECT regularly teaching the same class(es).
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.
- In addition, the governing body/Trust Board must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

6. 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 as agreed with the headteacher, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.
- The appropriate body will make the final decision as to whether or not an ECTs' performance against the Teachers' Standards has been satisfactory, taking into account the recommendations of the headteacher.
- The appropriate body will make a decision within twenty 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 Teaching Regulation Agency (TRA). Any appeal will be notified within twenty working days or the appeal will be deemed to have expired.
- Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.
- 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 school will dismiss the ECT within ten working days.
- If the appeal is heard but not upheld, the school will dismiss the ECT within ten 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.

7. Record keeping

- 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 school to retain their original copies of assessment reports.

8. Confidentiality

- The induction process and assessments will not be shared with others who are not directly 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 Trust are allowed to 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 Trust to access the assessment forms to review the situation.

9. Special circumstances

- To recognise the experience of teachers who already have significant teaching experience, 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.
- The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.
- If an ECT is absent for a total of thirty days or more, the induction period will be extended by the aggregate of total days absent.
- ECTs who take maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave on 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 the induction.
- If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.
- 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.
- These may include: illness, personal crisis, disability, a lack of support during induction etc.
- If an ECT leaves the school before completing their extension, an interim assessment form will be completed by the headteacher and the appropriate body notified.
- In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the ECT will be working in a new school.
- 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 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.

10. 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, organising refresher training and providing more guided supervision. The appropriate body and the headteacher will be satisfied that:
 - Areas of improvement have been correctly identified.
 - Appropriate objectives have been set to guide the ECT to perform against the Teachers' Standards.
 - An effective support program is in place to help the ECT improve performance.
- When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and 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 put in place.
 - Evidence used to inform the judgement.
 - Details of the improvement plan for the next 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.

11. Appendix 1: 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 following the 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 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 Union (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 Teaching Regulation Agency, for QTS, or a teacher from the EEA who has declared successfully to the Teaching Regulation Agency, 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 special educational needs and disability (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"> • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<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
<p>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.</p>	<p>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. This exemption only applies to people who have acquired QTS via schedule 2, paragraph 9 or 10 of the 43 School Teachers' Qualifications Regulations 2003.</p>
<p>Scottish or Northern Irish-trained teachers employed in England on or before 7 May 1999.</p>	<p>Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.</p>
<p>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 a further education institution or as an instructor in a school.</p>	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> • On or before 31 October 2014, by the Institute for Learning; or • On or after 1 November 2014, by the Education and Training Foundation 	<p>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.</p>
<p>A person who has completed a course of ITT in Wales before September 2003.</p>	<p>A teacher who completed a course of initial teacher training in Wales before September 2003.</p>

Exemption	Explanation
A person – (a) who has been informed in error by the General Teaching Council for England or the Secretary of State that they are exempt from the requirement to complete an induction period; or (b) who has satisfactorily completed an induction period but is unable to produce verifying data.	A teacher who has been informed in error by the General Teaching Council for England or the Secretary of State that they do not need to complete an induction period; or a teacher who has completed induction but cannot produce the relevant verifying data, and the appropriate body is satisfied that the ECT meets the relevant standards.