

ACTIVE LEARNING TRUST

Policy for the statutory induction of Early Career Teachers (ECTs)

About this Policy

DfE [statutory guidance for induction](#) took effect from September 2021. All Early Career Teachers will need to access a 2 year Early Career Framework-based induction with 10% additional release time in year 1 and 5% in year 2. Each ECT will need to be allocated a Mentor and an Induction Tutor.

The governing body is responsible for ensuring the school is compliant with the statutory guidance, they need to approve the policy and review it annually.

What has changed from the previous policy

The following key changes have been made since September 2022:

- The 10% timetable reduction that ECTs receive in their first year of induction and 5% timetable reduction in the second year of induction is expected to be timetabled during teaching hours.
- All ECTs by default are expected to complete a full 2- year induction to allow them time to demonstrate that they have met the Teachers' Standards and benefit from two years reduced timetable.
- Where concerns are raised that expected monitoring, support or coordination of ECT assessment is not being conducted effectively due to lack of time, appropriate bodies (and ALT central team) should raise concerns with the headteacher and clarify expectations.
- From September 2023 local authorities will no longer act as appropriate bodies. This service is now provided to ALT schools by Cambridgeshire and Peterborough Teaching School Hub (Cambs) or Unity Teaching School (Suffolk)
- The term Induction Coordinator has been replaced with Induction Tutor.
- Guidance for internal ALT and external appropriate body quality assurance checks has been shared with Headteachers and Induction Tutors in the partnership agreement which all ALT schools must sign and return for 2023-24
- In exceptional circumstances where an ECT has left the school without returning, the Induction Tutor must still complete and submit a report.
- Where ECTs are judged to not be 'on track' the Induction Tutor must notify the Director of Teacher Development or the School's improvement lead.
- ALT Induction Tutors are required to update their ECT database with central admin on a half termly basis

Key points for Active Learning Trust schools:

1.5 This policy is underpinned by a trust-wide commitment to support teachers new to the profession to develop their skills, pedagogy, and practice. As a trust, all ALT schools and staff are expected to adhere to this policy where relevant.

- All qualified teachers who are employed in a relevant school in England must, by law, have completed a two year induction period satisfactorily, subject to specified exemptions to gain their full professional qualification.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. ALT's delivery of the ECF is through Ambition Institute

- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point in term 3 of each induction year. Where there are concerns about an ECT not being 'on track' the Induction Tutor must notify the Director of Teacher Development or School's Improvement Lead to discuss support and/or intervention.

Section 1: Introduction Purpose of induction

- 1.1. The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Nationally, approximately 20% of new teachers leave the profession within their first years of teaching. ALT's induction process ensures the appropriate guidance, support, and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards. Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.
- 1.2. The induction programme supports ECTs and provides them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is at least satisfactory by the end of induction.
- 1.3. Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils.
- 1.4. The Early Career Framework supplements the school's induction process and ensures the ECT is provided with appropriate support, training, monitoring and assessment through a structured but flexible individual programme.

The statutory Early Career Framework

- 1.6 It is incumbent on headteachers to ensure that ECTs receive an ECF-based training and support. This is to enable ECTs to understand and apply the knowledge and skills set out in the ECF 'learn that' and 'learn how to' statements and equip them with the tools to be effective and successful teachers. ECF-based training is expected to be embedded as a central aspect of induction practices in school; it is not an additional training programme. The school will follow a full induction Programme and resources via Ambition Institute, accredited by the DfE and validated by the Education Endowment Fund. As a trust we welcome and actively participate in quality assurance visits undertaken by the appropriate body to ensure our schools are demonstrating fidelity to an ECF-based induction and training programme.

Section 2: The induction process

2.1 The ALT induction process will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period' and successfully complete their statutory induction period
- ensure ECTs receives their statutory entitlements: a trained induction tutor and mentor with QTS; a reduced timetable (in addition to PPA time), observation of experienced teachers; have no unreasonable

demands made of them; a support plan when necessary; an ECF-based induction programme; formal observation of teaching at least each term with verbal and written feedback; regular meetings with the induction tutor and termly reviews of progress against the Teachers' Standards; two formal assessment meetings and reports, and named contact at the appropriate body, (see 4.16 and 4.17)

- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor to provide appropriate support, advice and guidance based on individual needs including weekly lesson observations
- provide examples of good practice and facilitate ECTs observing effective teaching based on their development needs
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF if required

Checking a teacher is eligible to start an induction period

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

2.3 An ECT cannot undertake statutory induction unless they have been awarded QTS. Headteachers and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

Start date for induction

2.4 The start date for induction will be determined by the appropriate body and should be agreed in advance with the Headteacher and ECT

A suitable post for induction

2.5 The Headteacher 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 assessment of the ECT's conduct and efficiency against the Teachers' Standards.

2.6 A suitable post is expected to:

- have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor and separate mentor, both with QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (see para 2.8);
- not make unreasonable demands upon the ECT;
- not demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- 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 in

Ensuring a reduced timetable

2.7 The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) must not teach more than 95%. This time off timetable, should be **solely for the purposes of training**.

2.8 Time given is **in addition** to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

Registering the ECT with the appropriate body and DfE

2.9 Once an ECT has been appointed, the Headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period. ECTs must be registered with Ambition Institute as well as the DfE portal.

2.10 At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve.

Determining the length of the induction period

2.12 The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years.

Section 3: Monitoring, support and assessment during induction

3.1 A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs.

This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support, guidance and assessment from a designated induction coordinator who is expected to hold QTS and has the time and ability to carry out the role effectively;
- regular observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction coordinator to set and review development targets against the Teachers' Standards;
- ECT's observation of experienced teachers where effective practice has been identified.

Professional progress reviews of the ECT

3.2 The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

3.3 Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

3.4 Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

3.5 A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT. Appropriate body paperwork is not statutory however should be used for this purpose of review.

3.6 It is expected that the Induction Tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.

3.7 Where the Induction Tutor believes the ECT is not making satisfactory progress (see para 3.23 and 6.1) it is expected they outline the plan they have put in place to assist the ECT to improve and notify the Trust and appropriate body.

3.8 It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

Observation of the ECT's teaching practice

3.9 An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the school/ trust such as the Director of Teacher Development or School's Improvement Lead.

It is expected that:

- the observer holds QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and
- any written record will indicate where any development needs have been identified.

Formal assessments

3.10 The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period.

3.11 The Induction Tutor and ECT will undertake a formal assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for schools to agree exactly when the

assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body via ECT Manager.

3.12 For part time ECTs statutory guidance suggests that progress reviews are completed at the end of each term there is not a formal assessment, rather than on a pro-rata basis.

3.13 The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.

3.14 Judgements should reflect the expectation that ECTs have effectively demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

3.15 An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see para 6.11). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

3.16 Mentors should not carry out formal assessments unless they are also acting as the induction coordinator under exceptional circumstances (see Section 4 for further information about roles and responsibilities)

3.17 There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme.

3.18 ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

3.19 Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

3.20 The final assessment meeting is at the end of the two year induction period. ECT Manager will generate the date of the first formal assessment for any part-time ECTs. The report will form the basis of the Headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

3.21 Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the Induction Tutor, Headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 3 working days of the final assessment meeting.

Interim assessments

3.22 When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor is expected to complete an interim assessment

before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

Raising concerns

3.23 An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body or the School's Improvement Lead/ Director of Teacher Development who should, as soon as possible, investigate the issues raised.

Completing the induction period

3.24 An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms); or
- a reduced period (as agreed with the appropriate body) based on previous teaching experience (see paras 5.2); or
- or an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body³.

3.25 The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.

3.26 Within 20 working days of receiving the Headteacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

3.27 In making this decision the appropriate body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT.

3.28 The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the Headteacher (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency, and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

3.29 If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

3.30 Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

3.31 An ECT who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

3.32 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Record keeping/retention

3.33 The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period (see para 3.12). **The Headteacher should notify the appropriate body if an ECT leaves the institution before completing the period.** T

3.34 Where an ECT has already completed part of their period in another institution, the Headteacher should contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports. They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.

3.35 The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the Employer Access Online service. As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.

3.36 It is recommended that assessment reports are retained by both the school and the appropriate body for a minimum of six years post retention. ECTs are advised to retain the original copies of their own assessment reports.

Confidentiality and data protection

3.37 Headteachers, Induction Tutor , appropriate body and Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

3.38 The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential to those involved in the induction assessment and process.

3.39 The local governing body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the school's grievance procedures, which would in many cases require the local governing body to investigate the situation. If at any stage the local governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

Section 4: Roles and responsibilities

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

The ECT

4.2 The ECT is expected to:

- provide evidence that they have 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 and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards (see para 3.11);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction coordinator as soon as practicable;
- consult their appropriate body (See para 4.16 and 4.17) named contact at an early stage if there are, or may be, difficulties in resolving issues with their coordinator /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; and
- retain copies of all assessment reports.

Headteachers

4.3 The Headteacher (or the Induction Tutor) along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- 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;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that 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;

- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- 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 Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher is expected to:

- 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 Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the local governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods;
- notify the appropriate body when an ECT serving induction leaves the school

Induction Tutor

4.4 Different individuals are expected to undertake each of the two discrete roles of ECT mentor and Induction tutor, with differing responsibilities. In exceptional circumstances only it may be necessary for the headteacher to designate a single teacher to fulfil both roles, this may be the headteacher themselves. **In this situation there must be full understanding of the separate roles.**

4.5 The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary time, skills and knowledge to work successfully in this role and must have been appropriately trained in line with the statutory guidance to be able to assess the ECT's progress against the Teachers' Standards.

4.6 The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

4.7 The Induction Tutor has responsibility for providing, or co-ordinating, guidance for the ECT's professional development, this can involve the appropriate body where necessary. The induction tutor also has responsibility for regular monitoring, assessment and report writing. The pre-planned induction programme must consider the needs and circumstance for each ECT.

4.8 The Induction Tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development;
- carry out regular progress reviews throughout the induction period;

- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and appropriate body;
- 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; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

ECT Mentor

4.9 The Headteacher should identify a person to act as the ECT's mentor, a training and support role, to provide regular instructional coaching to support the ECT develop their pedagogy and practice. The mentor should work collaboratively with the ECT and other colleagues, to ensure the ECT receives a high-quality ECF-based induction programme.

4.10 The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. High quality mentoring is a crucial element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending weekly mentor sessions and regular mentor training.

4.11 The Headteacher should ensure that the Induction Tutor and mentor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to **ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.**

The mentor is expected to:

- meet weekly (or fortnightly in second year of induction) with the ECT for structured mentor sessions and observe weekly (or fortnightly in second year of induction) to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate Body

4.13 The appropriate body has the main quality assurance role within the statutory induction process. The appropriate body should, on a regular basis, consult with Headteachers/ Induction Tutors on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Schools are required to work with the appropriate body to enable it to discharge its responsibilities effectively by participating in quality assurance visits, phone calls and requests for information as appropriate.

4.14 The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

4.15 Through quality assurance, the appropriate body should assure itself that:

- Headteachers are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated Induction Tutor and mentor and reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

4.16 Suffolk- Unity appropriate body can be contacted via email, telephone or join [here](#):

Or

4.17 Cambridge and Peterborough Teaching School Hub: [here](#)

The local governing body

4.18 The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance¹. **Prior to an ECT being employed, the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT.** The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

4.19 The Headteacher will let you know who the governor with responsibility for ECTs is.

4.20 The local governing body should:

- ensure compliance with this guidance
- be satisfied that the institution has the capacity to support the ECT.
- ensure the Headteacher is fulfilling their responsibility to meet the requirements for induction;
- investigate concerns raised as part of the institution's agreed grievance procedures
- request general reports on the progress of an ECT.

Teaching Regulation Agency

4.21 The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including: Statutory hearing appeals; and ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

4.22 Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

¹ [Statutory guidance](#)

Section 5: Special circumstances

5.1 This section explains the regulations that apply on a less regular basis.

5.2 Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience, where appropriate.

5.3 If a teacher wishes to serve the full induction period, they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route⁴.

5.4 In such cases, only the final assessment meeting and report (see paras 3.17) will be required with the Headteacher's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way (see para 4.13).

⁴ The assessment-only route to QTS allows an individual with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to an accredited and approved training provider and by having their teaching assessed in a school.

5.5 ECTs serving induction on a part-time basis may be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

Extending an induction period to account for ad hoc absences

5.6 The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) **total 30 days or more** (with the exception of statutory maternity /paternity leave, statutory adoption leave, or parental bereavement leave (see para 5.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school.

Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental bereavement leave

5.7 ECTs who take statutory maternity/paternity leave, statutory adoption leave, or parental bereavement leave while serving their induction period may, in conjunction with the HT and induction tutor, decide whether their induction should be extended to reflect the number of days absent for this purpose and/or whether it is viable to evidence that the ECT has met the TS in the reduced induction period served. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice from their Headteacher and Induction Tutor before making such a decision based on whether it is viable to evidence the Teachers' Standards in the reduced induction time served. (see para 3.16)

Extension of the induction period after induction has concluded

5.8 The appropriate body has the option, when making its decision at the end of the induction period (see paras 4.15), to extend the period where this can be justified. 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; or
- 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.

5.9 An ECT may be unable to, or choose not to, serve an extension in the same school in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.

5.10 If an ECT leaves a school having started but before completing their extension, the Induction Tutor should still complete an interim assessment report and notify the appropriate body.

Data loss/error – determining whether induction has been satisfactorily completed

5.11 In exceptional circumstances, through no fault of the teacher concerned and where records have either been lost or are in error, the appropriate body will decide whether the teacher can be deemed to be exempt from induction on the basis that the teachers has met the Teachers' Standards. (see para 24 of Schedule 1 of the Regulations). Each case must be considered on its own merits.

5.12 The appropriate body will want to ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision.

Section 6: Unsatisfactory progress and appeals

Additional monitoring and support

6.1 Where the induction tutor determines that an ECT is not making satisfactory progress against the Teachers' Standards, they should contact the Director of Teacher Development and/ or the School Improvement Lead, this should also be clearly stated within the progress review record shared with the ECT along with a clear outline of the support plan put in place immediately to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body and share both the progress review record and support plan.

6.2 It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The Headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and

- an effective support programme is in place to help the ECT improve their performance.

6.3 If the ECT's progress is still unsatisfactory in subsequent progress reviews, induction tutors should continue to deliver progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, ALT, Headteacher and appropriate body.

Action if performance is still unsatisfactory

6.4 Where there are still concerns about the ECT's progress between formal assessment one and two the Induction Tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily in accordance with the ALT capability policy and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place; the evidence used to inform the judgement; and details of the improvement plan for the next assessment period.

6.5 Progress reviews should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body and ALT, alongside the corresponding support plan.

6.6 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

6.7 In some cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. Please see ALT Appraisal and Capability Policy and ALT Pay Policy in this instance which should be read in conjunction with the statutory guidance. Headteachers should seek advice from ALT HR in this instance

6.8 Please also refer to DfE guidance on unsatisfactory progress [Statutory Induction Guidance 2018](https://www.gov.uk/government/publications/statutory-induction-guidance-2018) (publishing.service.gov.uk) (section 4):

6.9 If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

6.10 Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the Appropriate Body

6.11 If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

6.12 Further guidance about the appeals process is available at:
<https://www.gov.uk/government/publications/induction-appealsprocedures>

Section 7: DfE funding

How the funding is calculated

- Funding for the 5% time off timetable in the second year of induction is calculated by taking the average salary for an early career teacher, split by region, and uses the hourly rate to calculate a total funding figure
- Funding for the time mentors are to spend with ECTs is calculated in the same way as the as the above to reimburse state schools for a further 20 hours of time off timetable

ECT funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£1,200	£1,500	£1,400	£1,300

Mentor funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£900	£1,100	£1,000	£900

7.1 Financial support can be seen in the table above and includes funding for up to 36 hours of mentor training paid directly to the school by the DfE at the end of the induction period.

Policy approved by governors on _____

Policy reviewed on 31 August 23

Next review due on 31 August 24