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MULTI-ACADEMY TRUST

# Early Career Teacher Policy

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**Review Date & Summary Changes**

<b>March 2023 – additions in yellow</b>	
2.2.11	Ensuring that a suitable school-based, personalised induction programme is in place.
2.3.3	Ensuring that a suitable, school-based, personalised induction process is put in place, including co-ordinating input from other staff if required.
3.9	ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years, unless they are subject to an official and agreed reduction or extension to this period.
6.7	The school, working with the Trust, will put a suitable programme in place for the ECT which will be additional to, and support their progress on the provider-led Early Career Framework.
7.1	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 and be guided by advice from the Appropriate Body.
10.14	The Trust Board and LGB can request termly general reports on the progress of an ECT but cannot automatically have access to this information

<b>Approved by</b>	<b>Date</b>
Chief Executive Officer	18/04/23
Chair of Trustees	18/04/23

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## Statement of Intent

At the Omega Multi-Academy Trust (“the Trust”), we fully recognise that the successful appointment and Induction for Early Career Teachers strongly contributes to both the development of the Trust and the ECT. ECTs bring new ideas and fresh approaches to teaching. The mentoring and development of ECTs facilitates reflection on practice and opportunities to coach and learn collaboratively, underpinned by the Early Career Framework and building on the ITT Core Curriculum Framework.

Omega MAT actively promotes careers in teaching, seeking to support pathways into the profession and recruiting trainee teachers to our School Direct programme who we hope will flourish and soon become ECTs. The Trust fosters a culture which supports teachers at the start of their career using the Early Career Framework (ECF) and the principles outlined in the DFE (2019) Recruitment and Retention Strategy. We firmly believe that “there are not great schools without great teachers” (DFE 2019) and we must nurture teachers new to the profession so that they continue their professional development and remain motivated and committed to the profession.

The Induction 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 underpinned by the Early Career Framework
- Enable an ECT to meet identified goals and complete their induction to the required standard
- Be systematic, fair and rigorous in the assessment of an ECTs professional practice
- Provide support to ECTs who are not making satisfactory progress

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.

The whole staff will be kept informed of the Trust ECT Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## 1. Legal Framework

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

- DfE (25<sup>th</sup> March 2021) Statutory Guidance on the Induction of Early Career Teachers (from September 2021)
- DfE (2011) Teachers' Standards
- Education Act 2002
- DfE (2019) Recruitment and Retention Strategy
- DfE (2019) Early Career Framework

## 2. Roles and Responsibilities

The Trust Board, Director of School Improvement, Headteacher, Induction Tutor/Coordinator and ECT all have a duty to ensure that the ECT is registered with an appropriate body before induction can commence.

Schools will liaise with the Trust regarding registering an ECT as it is likely that there will be a preferred appropriate body which all ECTs across Omega MAT will be registered with.

2.1. ECTs are responsible for:

- 2.1.1. Providing evidence that they have QTS and are eligible to start their inductions.
- 2.1.2. Meeting with their Induction Tutor/Mentor to agree on priorities for their programme and review these at regular intervals.
- 2.1.3. Discussing and agreeing on their reduced timetable allowance with their Induction Tutor.
- 2.1.4. Participating in the Early Career Framework with the agreed provider.
- 2.1.5. Providing evidence of their progress against the required standards.
- 2.1.6. Raising any concerns that they have with their Induction Tutor.
- 2.1.7. Consulting the appropriate body if there are difficulties with resolving issues with the Induction Tutor.
- 2.1.8. Participating in the scheduled classroom observations, progress reviews and formal assessment meetings.

- 2.1.9. Agreeing on the start and end dates of the induction period, including any absences, with their Induction Tutor.
- 2.1.10. Retaining copies of all assessment forms.

2.2. The Headteacher is responsible for:

- 2.2.1. Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Code of Conduct and Keeping Children Safe in Education: Part one.
- 2.2.2. Ensuring the ECT knows the identity and role of the DSL and any deputies.
- 2.2.3. Ensuring that the ECT knows the Trust's response to children who go missing from education.
- 2.2.4. Ensuring that the ECT has been awarded QTS.
- 2.2.5. Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- 2.2.6. Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work
- 2.2.7. Liaising with the Trust to decide which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- 2.2.8. Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- 2.2.9. Meeting the requirements of a suitable post for induction.
- 2.2.10. Making sure that the Induction Tutor has received suitable training and has the time to carry out the role effectively.
- 2.2.11. Ensuring that a suitable school-based, personalised induction programme is in place.
- 2.2.12. Ensuring that the progress of the ECF is reviewed regularly, in line with the requirements of the ECF Provider, including observations and feedback of their teaching.
- 2.2.13. Making sure that completed reports are sent to the appropriate body for review.
- 2.2.14. Retaining accurate records of employment that will count towards the induction period.

- 2.2.15. Informing the Local Governing Board and trust about the arrangements which have been put in place to support during the Induction for ECTs.
- 2.2.16. Making a recommendation to the appropriate body on whether the ECT's performance is satisfactory or requires an extension.
- 2.2.17. Participating in the appropriate body's quality assurance process.
- 2.2.18. Observe each ECT at least once each term and provide appropriate oral and written feedback (Headteachers may delegate this responsibility to a suitably senior colleague).
- 2.2.19. Make the final recommendation to the appropriate body.
- 2.2.20. In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the ECTs previous post
  - Alerting the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - 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 the Trust/school

### 2.3. Induction Tutors are responsible for:

- 2.3.1. Co-ordinating, guiding and supporting the ECT's professional development by putting in place arrangements them to engage with the Early Career Framework.
- 2.3.2. Reviewing ECTs' progress regularly during the induction period.
- 2.3.3. Ensuring that a suitable, personalised school-based induction process is put in place, including co-ordinating input from other staff if required.
- 2.3.4. Informing the ECT of the judgements to be recorded in the formal assessment record, which will be sent to the appropriate body and inviting the ECT to give their comments.

- 2.3.5. Supporting mentors by observing the teaching of the ECT and providing feedback.
- 2.3.6. Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the Trust.
- 2.3.7. Taking appropriate action if an ECT is facing difficulties.
- 2.3.8. As appropriate and upon request, the Induction tutor (and ECT) will meet with the appropriate body representative as part of the quality assurance process of induction within the Trust.
- 2.3.9. In most schools, a Mentor is usually appointed in addition to the Induction Tutor, to provide structured support via the Early Career Framework, as well as more informal support. The mentor will contribute to judgements about the progress against the Teachers' Standards.
- 2.3.10. Assessments written at the end of each period of induction should have contributions relating to progress and next steps applied to the Teacher's Standards Parts A and B and accompanying evidence from the ECT, the Induction Tutor and the Mentor.

2.4. Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions. In Omega MAT, we will work with one appropriate body across the Trust, so that we can ensure all of our ECTs receive the same high-quality level of support and quality assurance.

The Appropriate body are responsible for:

- 2.4.1. Ensuring that the Trust and Headteacher 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 Mentor support and a reduced timetable.
- 2.4.2. Ensuring procedures are in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- 2.4.3. Consulting with the Trust and Headteacher on the nature and extent of the quality assurance procedures in the Trust.
- 2.4.4. Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- 2.4.5. Training Induction Tutors to carry out their role effectively.
- 2.4.6. Contacting the Trust when a school's responsibilities are not fulfilled.



- 2.4.7. Ensuring that the Headteacher has confirmed that the award of QTS has been made.
- 2.4.8. Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- 2.4.9. Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- 2.4.10. Ensuring records and assessment reports of ECTs are maintained.
- 2.4.11. Ensuring an agreement is reached with the Trust, Headteacher and the ECT to determine where a reduced induction period may be appropriate.
- 2.4.12. Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- 2.4.13. 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.
- 2.4.14. Ensuring they respond to requests from schools for support and guidance with regard to the ECT's induction programmes and ECF.
- 2.4.15. Responding to requests for assistance and advice with training for Induction Tutor/Co-ordinator.

2.5. The Trust is responsible for:

- 2.5.1 Identifying an appropriate body who will quality assure statutory induction.
- 2.5.2 Identifying a delivery provider for the Early Career Framework.
- 2.5.3 Informing Headteachers & Induction Tutors who the appropriate body and delivery partner for the ECF are so that appropriate arrangements for registration of ECTs can be made.
- 2.5.4 Monitoring the arrangements for ECT induction and the delivery of the ECF across the Trust to ensure high quality staff development and retention of staff.
- 2.5.5 Ensuring that the Headteacher & Induction Tutor are fulfilling their responsibilities.
- 2.5.6 Requesting reports from Headteachers/Induction tutors on the progress of ECTs.

2.6. Trust Board are responsible for:

- 2.6.1. Ensuring staff and the Trust are compliant with this policy.

- 2.6.2. Ensuring the Trust/school has the capacity to support the ECT.
- 2.6.3. Ensuring the CEO is fulfilling their responsibilities.
- 2.6.4. Investigating concerns raised by an ECT as part of the Trust's Complaints Procedures Policy.
- 2.6.5. Asking for advice from the appropriate body on the Trust's induction procedures and the responsibilities of staff involved in the process.

### **3. Statutory Induction**

- 3.1. The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The Trust, working with our schools, 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.
- 3.2. The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period.
- 3.3. The Trust will consider the standards against what can reasonably be expected of an ECT within their work context.
- 3.4. 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.
- 3.5. The Early Career Framework will not be used as an assessment tool.
- 3.6. 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
- 3.7. Before an ECT undertakes an induction, they must have QTS status.
- 3.8. 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.
- 3.9. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years, unless they are subject to an official and agreed reduction or extension to this period.
- 3.10. 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.
- 3.11. If a supply term is extended, the Trust will not backdate the induction, but will begin the induction upon extension.

- 3.12. 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.

## **4. Entitlement**

- 4.1 The statutory Early Career Framework and school induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the ITT Core Curriculum Framework and Teachers' Standards as achieved during training.
- 4.2 The key aspects of the Trust's induction programme for ECTs are as follows:
- 4.2.1 Access to a provider-led Early Career Framework that will commence upon appointment and last for two years. A programme of high quality, fully resourced, expert-led seminars which will be delivered in a cross-phase cohort of ECTs.
  - 4.2.2 Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
  - 4.2.3 Help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the school induction programme as well as liaising with the ECT about the ECF.
  - 4.2.4 Regular meetings with a Mentor and, as needed, meetings with subject co-ordinators, SENCo and other key school roles.
  - 4.2.5 A programme of observations of experienced colleagues teaching.
  - 4.2.6 A reduction of 10% of the average Teacher's workload (in addition to PPA time). This time is used for participating in the ECF, school induction programmes and meetings with Mentor
  - 4.2.7 Regular observation of ECTs teaching by experienced colleagues (in line with ECF provider guidance or at least once every half term).
  - 4.2.8 Prompt written, as well as, oral feedback on teaching observed with targets and advice as necessary allied to objectives on the ECT action plan.
  - 4.2.9 Developing any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
  - 4.2.10 Opportunities for further professional development based on agreed targets and identified needs.

- 4.2.11 Detailed action plan and success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards during each period of induction.

## **5. Suitable Posts**

- 5.1. The Headteacher and trust will determine the suitability of posts for induction, guided by the following considerations. The post will:
  - 5.1.1 Have an appropriate body to hold the ECT's performance to the relevant standards and quality-assure the process.
  - 5.1.2 Provide the ECT with access to a high quality, provider-led Early Career Framework.
  - 5.1.3 Ensure the appointment of an Induction Tutor with QTS.
  - 5.1.4 Provide the ECT with a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the Trust's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time).
  - 5.1.5 Not make unreasonable demands upon the ECT.
  - 5.1.6 Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
  - 5.1.7 Involve the ECT regularly teaching the same class(es).
  - 5.1.8 Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
  - 5.1.9 Not involve non-teaching responsibilities without the provision of appropriate preparation and support.
- 5.2. The Trust will be satisfied that the school has the capacity to support the ECT in the role and that the Headteacher is fulfilling their responsibilities.
- 5.3. Once an ECT has been appointed to a suitable post, the Headteacher will notify the Trust.
- 5.4. The Trust will inform the Headteacher of the appropriate body contact details so that the Headteacher can register the ECT with them.
- 5.5. Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the Early Career Framework or induction.

## **6. Mentoring and Support**

- 6.1. 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

- 6.2. All ECTs will be provided with an induction tutor who will provide monitoring and support, and coordination of assessment.
- 6.3. 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.
- 6.4. 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).
- 6.5. 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.
- 6.6. Mentors will receive training to support them in their role. Mentors will be expected to attend these training sessions to ensure they are successful in their role.
- 6.7. The school, working with the Trust, will put a suitable programme in place for the ECT which will be additional to, and support their progress on the provider-led Early Career Framework.
- 6.8. All ECTs will be provided with the opportunity to undertake observations of experienced teachers and engage in the school's CPD programme (where appropriate) in addition to the Early Career Framework

## **7. Monitoring and Assessment**

- 7.1. The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties.
- 7.2. 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.
- 7.3. Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs progress towards the Teachers' Standards.
- 7.4. Termly observations of ECTs lessons will be conducted, alongside a follow-up discussion with their induction tutor.

- 7.5. 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.
- 7.6. 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.
- 7.7. 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.
- 7.8. 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:
  - 7.8.1 Whether the induction tutor believes the ECT is on track to successfully complete their induction.
  - 7.8.2 A brief summary of the evidence collected by the induction tutor.
  - 7.8.3 The agreed development targets for the ECT.
  - 7.8.4 A review of the ECT's objectives in relation to the 'Teachers' Standards' and the ECT's own individual strengths and needs.
- 7.9. The induction tutor will update the headteacher on the ECT's progress after each progress review.
- 7.10. The induction tutor will also notify the appropriate body whether the ECT is making satisfactory progress towards successfully completing their induction.
- 7.11. Where the induction tutor believes the ECT is not making satisfactory progress, the induction tutor will also outline to headteacher and the appropriate body the plan they have put in place to support the ECT.
- 7.12. 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.
- 7.13. 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 and be guided by advice from the appropriate body.
- 7.14. Formal assessments will be carried out by the induction tutor or the headteacher only.

- 7.15. 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.
- 7.16. 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.
- 7.17. 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'.
- 7.18. Once the report has been completed, the headteacher (or designated senior leader) 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.
- 7.19. The ECT will be given the original report and a copy will be sent to the appropriate body.
- 7.20. 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'.
- 7.21. 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.
- 7.22. 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.

## **8. Completing Induction**

- 8.1. ECTs will have completed their induction period when they have served:
- 8.1.1 The full-time equivalent of two standard school years (usually six terms);  
or
  - 8.1.2 A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or

- 8.1.3 A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
  - 8.1.4 An extended period as a result of absences occurring during the period; or
  - 8.1.5 An extension following a decision by the appropriate body or the appeals body
- 8.2. ECTs are still able to progress both their career and pay grade during and after the two-year induction period, and are not adversely impacted by this.
- 8.3. 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.
- 8.4. 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.
- 8.5. 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 Regulations Agency (TRA). Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.
- 8.6. Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in the Trust.
- 8.7. 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.
- 8.8. If the appeal is heard but not upheld, the Trust will dismiss the ECT within 10 days of receiving the outcome of the hearing.
- 8.9. 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.

## **9. Record Keeping**

- 9.1. All records regarding ECTs will be kept in accordance with the school's Records Management Policy.
- 9.2. Assessment forms will be signed by the Headteacher and submitted to the appropriate body in a timely manner.
- 9.3. 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.



- 9.4. Assessment reports will be retained for six years, as recommended by the DfE.
- 9.5. ECTs will be advised by the school to retain their original copies of assessment reports
- 9.6. 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.
- 9.7. The headteacher will therefore establish how much required induction time remains for the ECT. The headteacher will also alert the Trust and the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

## **10. Confidentiality**

- 10.1 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.
- 10.2 The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.
- 10.3 All ECTs will be made aware of who has been granted access to their assessments.
- 10.4 The Trust Board and LGB 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 Trust to access the assessment forms to review the situation.

## **11. Special Circumstances**

- 11.1. 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.
- 11.2. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term.
- 11.3. If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.
- 11.4. ECTs who take statutory maternity, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement 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.

- 11.5. If an ECT chooses to extend their induction in these circumstances, the request will be granted.
- 11.6. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.
- 11.7. 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
- 11.8. 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.
- 11.9. 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.
- 11.10. For ECTs completing induction in more than one school simultaneously:
  - 11.10.1 The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria
  - 11.10.2 One Headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy
  - 11.10.3 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

## **12. Unsatisfactory Progress and Appeals**

- 12.1. 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.

12.2. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The induction tutor will notify the Trust and the appropriate body of this determination and will share the support plan to be reviewed

12.3. The appropriate body and the Headteacher will be satisfied that:

- 12.3.1 Areas of improvement have been correctly identified.
- 12.3.2 Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- 12.3.3 An effective support program is in place to help the ECT improve performance.

12.4. 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:

- 12.4.1 The identified weaknesses.
- 12.4.2 The agreed objectives set in order to have them satisfactorily complete the induction to the required standards.
- 12.4.3 Details of additional support put in place.
- 12.4.4 Evidence used to inform the judgement.
- 12.4.5 Details of the improvement plan for the next assessment period.

12.5. 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.

12.6. 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.

### **13. Monitoring and Review**

This policy will be reviewed annually, ensuring that all procedures are up-to-date. Any changes made to this policy will be communicated to all members of staff.

## Appendix 1 - Exemptions

The following lists where a newly qualified teacher may be employed by Omega Multi-Academy Trust 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 2007(b)).</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 NQT 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 NQT 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.