Early Career Teacher Policy

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The Induction

About this policy

This policy is based on statutory guidance set out by the Department for Education (updated in April 2024). This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The guidance covers those settings which are both required to or choose to offer induction to their early career teachers (ECTs). The term 'early career teacher' refers to a newly qualified teacher in their first or second year of induction.

The guidance this policy is based on can be found at:
https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_career_teachers__England__statutory_guidance_.pdf

Key points for Hamwic Education Trust

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient so that an ECT's progress against the Teachers' Standards is not unexpected when an ECT reaches a formal assessment point.

What's new from April 2024

Statutory guidance has been updated since the previous version (issued April 2023). The following key changes have been made:

- Educational Success Partners (ESP) has been added to the list of organisations as determined by the Secretary of State to act as an appropriate body, to support ECTs serving induction in British Schools Overseas
- Carer's leave has been added to the list of types of absences which are exempt from counting towards an automatic extension (paragraph 3.7)

In addition the following clarifications to existing guidance have been made on:

- How to calculate induction served for full and part time ECTs who leave a contract of employment mid-term (paragraphs 2.17 to 2.18)
- Removal of Secure Children's Homes and Secure Training Centres from the list of institutions where induction may not be served (legal correction)
- Considerations for appointing a suitable mentor (paragraph 2.26)
- ECTs completing induction in England after having served part of their induction in Wales, aligning English guidance with similar processes in Wales recognising the appropriate body's role and discretion in granting a reduction on time served (paragraph 3.2)
- The role of induction and appropriate bodies in relation to performance
- management, reference to the existing exemption from appraisal during induction has been added to paragraphs 2.31 and 4.1, with links to the capability procedures guidance included at paragraph 4.7 and clarification of the boundaries of appropriate body's role where HR processes run alongside induction set out in paragraph 4.8

- How the appropriate body must work with any third parties to ensure they retain responsibility for their decisions (paragraph 5.8)

1. Introduction

Purpose of induction

1.1. 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 (see para 1.9). The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The statutory framework

1.2 The statutory provisions which underpin this guidance are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as 'the 2012 Regulations').

1.3 This policy explains the provisions and helps individuals to comply with the 2012 Regulations, which came into effect on 1 September 2012, and which have been amended on a number of occasions since. The guidance is not a complete and authoritative statement of the law, but anyone exercising any function under the Regulations must have regard to the guidance.

Transitional arrangements

1.4 The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended with effect from 1 September 2021, extend induction from one year to two years. This will apply to ECTs who start their induction on or after 1 September 2021.

1.5 ECTs who, on 1 September 2021, had started but not completed their induction, hereafter referred to as 'the pre-September 2021 cohort' have until 1 September 2023 to complete induction within three terms[1].

1.6 If an ECT in the pre-September 2021 cohort has concluded their three-term induction before 1 September 2023 but the appropriate body decides that an extension period is required in order to evidence meeting the Teachers' Standards which takes the ECT past 1 September 2023, they will only need to complete the agreed period of extension (see paras 3.8 - 3.10).

1.7 Where possible, Hamwic Education Trust should have regard to this amended statutory guidance in relation to ECTs who began their statutory induction before 1 September 2021. For example, where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction. This is to be decided by the headteacher and appropriate body given what is most appropriate in the circumstances and considering what proportion of the induction period remains to be served.

1.8 After 1 September 2023, when the transition period ends, all ECTs (with the exception of those in the pre-September 2021 cohort who have already concluded their three-term induction, as set out in para 1.6) will be required to complete a two-year induction period. These ECTs should not restart induction, but rather complete the remaining period of a two-year induction. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.

The relevant standards

1.9 The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. 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. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and 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.

1. The pre-September 2021 cohort should continue to have regard to previous statutory guidance, last revised in April 2018. https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts

Requirement to complete an induction period

1.10 Subject to the exemptions listed in Annex A (see Schedule 1 of the 2012 Regulations), a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the 2012 Regulations and this policy. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period. An ECT's QTS cannot be lost or affected by the length of time it takes them to complete induction.

1.11 There is no legal requirement to satisfactorily complete an induction period if an ECT intends to work solely in the independent sector, an academy, a free school, a BSO, an independent nursery school or an FE institution. However, it may be possible for an ECT to serve a statutory induction period in such settings as set out in this guidance.

Exemptions to the requirement to serve an induction period

1.12 Annex A (see DfE Guidance document) provides information on those categories of qualified teachers who are exempt from the requirement to satisfactorily complete a statutory induction period in order to be employed as a teacher in a relevant school.

Early career teachers may only serve one induction period

1.13 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 paras 4.9–4.10). 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.

2. The Induction Process

Checking a teacher is eligible to start an induction period

2.1 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

2.2 An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. The Headteacher and Appropriate Bodies must check with the Teaching Regulation Agency that the individual holds QTS.

Start date for induction

2.3 The ECT must be registered with an appropriate body before the start of the induction

2.4 The start date for induction will be determined by the Appropriate Body and should be agreed in advance with the Hamwic Education Trust, the Headteacher and ECT.

2.5 The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

A suitable post for induction

2.6 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 Teachers' Standards. 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;
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- 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 who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold 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 school are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.7).

2.7 In addition, the local governing body must be satisfied that the school has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

Ensuring a reduced timetable

2.8 In a relevant school, the Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3, or equivalent for part-time ECTs) of induction an ECT must 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, or equivalent for part-time ECTs) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

2.9 This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

HISP Teaching School Hub and Education Development Trust (EDT)

2.10 In line with the offer from HISP Teaching School Hub and their preferred partner, Hamwic Education Trust will link with the HISP Teaching School Hub to provide the framework and support structures for the implementation of the ECF for all ECTs. The Appropriate Body for Hamwic Education Trust will be as follows:

- HISP Teaching School Hub (Thornden)

Registering the ECT with the Appropriate Body

2.11 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.

Named contact at the Appropriate Body

2.12 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. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

Informing the Teaching Regulation Agency of ECT appointments

2.13 Appropriate Bodies should inform the Teaching Regulation Agency of any ECTs who start an induction period or who have taken up a post in which to continue their induction.

Determining the length of the induction period

2.14 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. This usually consists of six school terms, divided into two periods each consisting of three school terms.

2.15 The appropriate body will make the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector.

2.16 In some exceptional circumstances the length of an induction period may be reduced. For further details, see Section 3: Special Circumstances.

Minimum period of continuous employment that can count towards induction

2.17 The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. So for part time ECTs the minimum period of one term

only requires the ECT to be in employment for one term. They do not have to undertake induction equivalent to one full term to fulfil the minimum period over a longer period of time.

2.18 The minimum period of one term reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term. After the minimum period has been served, any continuous employment of any length of time will count towards the 2 year induction period on the ECT's records. Therefore if a full time ECT ends a contract of employment after serving 2.5 terms, their records5 (and interim assessment) should show that they have completed 2.5 terms and they will be expected to complete a further 3.5 terms when they resume induction. And if a part time ECT working 0.5FTE ends a contract of employment after 2.5 terms, their records (and interim assessment) would show that they have completed 1.25 terms and would be expected to resume induction from that point (although this should be read in conjunction with guidance around reductions to induction periods available for part time ECTs – please see Section 3).

Length of the induction period for an ECT who works part-time

2.19 ECTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

2.20 It is for Hamwic Education Trust and HISP Teaching School Hub to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

2.21 In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced (see para 3.5 on reductions).

Monitoring, support and assessment during induction

2.22 A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). 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 and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own academy or in another academy where effective practice has been identified.

Early Career Framework based training

2.23 The Headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-

based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

2.24 There are three approaches schools can choose from to enable the delivery of an ECF based induction. Hamwic Education Trust preferred model is that of a funded provider led programme through HISP Teaching School Hub and EDT. However, the three approaches are:

- **A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- **Schools deliver their own training using DfE accredited materials and resources** - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF**.

Appointment of an induction tutor

2.25 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 skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. 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. It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor (see para 2.26).

Appointment of a mentor

2.26 The Headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important 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 regular mentoring sessions and mentor training where appropriate.

2.27 ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover
the time off timetable. The headteacher and appropriate body are expected to ensure that mentors
are given sufficient time to carry out the role effectively and meet the needs of their ECTs. In exceptional
circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.

2.28 The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the induction tutor 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.

Observation of the ECT's teaching practice

2.29 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.

2.30 It is also 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.

Professional progress reviews of the ECT

2.31 ECTs undertaking induction are exempt from appraisal (as set out in regulation 1(4)(a) of the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations)

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 (see paras 2.35 – 2.40) is not scheduled. For ECTs serving induction on a part-time basis this means progress reviews are also expected to take place each term, regardless of their working patterns. This is to ensure that part time ECTs on low FTE still receive regular reviews of their progress against the standards and that support is put in place early where unsatisfactory progress occurs.

2.32 When scheduling or requesting progress reviews, induction tutors and appropriate bodies are expected to consider:

- When in the term an ECT started their induction. An ECT who joined halfway through term one is expected to have a progress review by halfway through term two (this applies to both full-time and part-time ECTs).
- Where, due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term. In these circumstances the ECT should only be required to do the formal assessment.
- Where an ECT is absent at the point a progress review is scheduled. In these circumstances, any outstanding progress review is expected to be rescheduled when the ECT returns.

2.33 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.

2.34 Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically 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.

2.35 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.

2.36 Where the induction tutor is not the Headteacher, it is expected that they also update the Headteacher on the ECT's progress after each progress review.

2.37 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. Where the induction tutor believes the ECT is not making satisfactory progress (see para 4.1) it is expected they outline the plan they have put in place to assist the ECT in getting back on track. 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. Progress reviews and communication with the Appropriate Body should be conducted via ECT Manager.

Formal assessments

2.38 ECTs should have formal assessments carried out by either the Headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor (see Section 5 for further information about roles and responsibilities). ECTs should receive an assessment in the final term of the first year (term 3 or equivalent for part-time ECTs) and in the final term of the second year of induction (term 6 or equivalent for part-time ECTs). It is for schools and ECTs 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. HISP agreed observation templates, available via ECT Manager, should be used for all observations and assessments.

2.39 Where an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment should not be made until the ECT returns.

2.40 Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. 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. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF (see paragraph 1.8).

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

2.42 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.

2.43 The final assessment meeting is at the end of the induction period, and 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.

2.44 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 10 working days of the final assessment meeting. These should be submitted electronically via ECT Manager.

Interim assessments

2.45 When an ECT leaves a post after completing one term or more in an school but before the next formal assessment would take place, the induction tutor or Headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance, the length of induction completed

and the number of days absent 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

2.46 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 (see para 2.11) who should, as soon as possible, investigate the issues raised.

Completing the induction period

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

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the Appropriate Body) based on previous teaching experience (see paras 3.2– 3.4); or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the Appropriate Body) (see para 3.5); or
- an extension to that period, as a consequence of absences occurring during the period; or

2.48 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.

2.49 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.

2.50 In making this decision the Appropriate Body must take into account the Headteachers' recommendation and all available evidence including any written representations from the ECT.

2.51 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.

2.52 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.

2.53 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.

2.54 An ECT working in a relevant school 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.

2.55 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

2.56 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 school 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 paras 2.29- 2.40). The Headteacher should notify the Appropriate Body if an ECT leaves the school before completing the period. The Appropriate Body will then notify the Teaching Regulation Agency.

2.57 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 (including any interim assessments). 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. The current appropriate body is expected to ensure that the headteacher has contacted the ECT's previous appropriate body and has obtained the necessary reports to ensure induction can be continued effectively. Where agreed with the headteacher the current appropriate body may contact the ECT's previous appropriate body to obtain the necessary reports.

2.58 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.

2.59 It is recommended that assessment reports are retained by both the school and the Appropriate Body for a minimum of six years. If there are reasons for the school and the Appropriate Body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

Confidentiality and data protection

2.60 Headteacher, induction tutors, Appropriate Bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

2.61 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 and ECTs must be made aware of who has been granted access to their assessments.

2.62 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 school's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the Appropriate Body.

3. Special Circumstances

3.1 This section explains the regulations that apply on a less regular basis. It covers:

- reducing an induction period in recognition of previous teaching experience and exceptional circumstances;
- extending an induction period;
- short-term supply teaching and ECTs;
- ECTs employed simultaneously in two or more institutions;
- determining completion of induction in the event of loss of data/incorrect data; and
- special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period (Cohort 1).

Reducing the induction period

3.2 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. An appropriate body in England has the discretion to consider reducing the 2 year length of the Induction period being served under the English legal framework (the 2012 regulations) in recognition of part of an induction served in Wales under the Welsh induction regulations subject to evidence of induction records.

3.3 In making such a decision they should take account of advice from the Headteacher and must gain the agreement of the teacher concerned. 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 route. In all cases, if a reduced induction is considered appropriate when determining the length by which the induction is to be reduced appropriate bodies are expected to consider the remaining progress that is to be made against the Teachers' Standards.

3.4 Where the length of induction is reduced to one term, only the final assessment meeting and report (see paras 2.43–2.44) 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 paras 2.47–2.55).

3.5 Separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory the headteacher may consult with the appropriate body on whether a reduced induction is appropriate. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher and must gain the agreement of the teacher concerned. A reduction, in these circumstances, should only be made on the basis that the ECT has met the Teachers' Standards.

Extending an induction period prior to completion to account for ad hoc absences

3.6 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 leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave (see para 3.7). 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/institution.

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

3.7 ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. 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) their induction period, and any such request must be granted. If an ECT chooses not to extend (or further extend) their induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Extension of the induction period after induction has concluded

3.8 The Appropriate Body has the option, when making its decision at the end of the induction period (see paras 2.44–2.47), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The Appropriate Body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- issues around the support during induction; 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.

3.9 An ECT may be unable to, or choose not to, serve an extension in the same school/institution 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.

3.10 If an ECT leaves a school having started but before completing their extension, the Headteacher should complete an interim assessment report and notify the Appropriate Body.

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

3.11 In exceptional circumstances, where records have either been lost or are in error through no fault of the teacher concerned, the Appropriate Body will decide whether the teacher can be deemed to be exempt from induction on the basis that the teacher has met the Teachers' Standards. (see para 24 of Schedule 1 of the 2012 Regulations). Each case must be considered on its own merits.

3.12 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. The Appropriate Body, in reaching its decision, should consider the strength of evidence that an error has occurred or

that records are missing or lost. It should also take into account evidence that the teacher has demonstrated they have performed satisfactorily against the Teachers' Standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements. If in doubt, the Appropriate Body may wish to consider other options such as a full or reduced period of induction.

ECTs completing induction in more than one institution simultaneously

3.13 In all cases where induction is served in more than one institution simultaneously, one Headteacher acts as the lead Headteacher. The lead Headteacher:

- Is expected to ensure that they are satisfied that all posts are suitable for induction (see para 2.6), and provide a fair opportunity for the ECT to demonstrate that they have performed satisfactorily against all of the Teachers' Standards by the end of the induction period;
- is responsible for consulting with and gathering evidence from the other Headteacher;
- should also, in the case of unattached teachers[2], where appropriate, consult the Head of Service[3] from the local authority; and
- having coordinated the evidence, make the recommendation to the Appropriate Body on whether the ECT has performed satisfactorily against all of the Teachers' Standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the ECT.

3.14 In all cases where induction is served in more than one institution simultaneously, it is essential that one Appropriate Body takes the lead in making the decision, following the recommendation from the lead Headteacher.

3.15 For ECTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the lead Headteacher. Each separate contract of employment must meet the minimum period criteria (see paras 2.18–2.18).

Special provisions applying to teachers who gained QTS between 1 May 2000 and 30 April 2001 (Cohort 1)

3.16. Teachers who gained QTS in England between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers. Previously these teachers had to additionally pass the numeracy skills test before they could complete induction satisfactorily and be employed as a teacher in a relevant school. This requirement was removed on 25 June 2020.

3.17. Cohort 1 teachers who have completed induction but did not pass a numeracy skills test before 25 June 2020 may contact the appropriate body, with any written representations or other evidence, who can decide if they have satisfactorily completed other elements of their induction. If they have not completed all other elements of the induction, they can continue with their induction without the need to pass a numeracy skills test.

2 Unattached teachers means a teacher employed by a local authority who is:
(a) notattached to a particular school, or
(b) employed otherwise than at a school.

3 The Head of Service is the person at the local authority responsible for the line management of the ECT.

4. Unsatisfactory Progress and Appeals

Putting in place additional monitoring and support

4.1 ECTs undertaking induction are exempt from appraisal. Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the Appropriate Body of this determination and share both the progress review record and support plan for the Appropriate Body to review. Additional Support Plans should be completed using HISP templates and guidance, available via ECT Manager.

4.2 If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the Appropriate Body should be informed, and the Headteacher should ensure that additional monitoring and support measures are put in place immediately. 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.

4.3 If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and Appropriate Body.

Action if performance is still unsatisfactory

4.4 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 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.

4.5 As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the Appropriate Body alongside the corresponding support plan.

4.6 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

4.7 In a few particularly serious 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. If this is the case, for as long as the ECT remains at the school the induction process must continue in parallel with the capability procedure. The Appropriate Body should be informed.

4.8 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. Further guidance on capability procedures can be found separately at: Teacher appraisal and capability: model policy - GOV.UK (www.gov.uk)

Making an appeal against a decision by the Appropriate Body

4.9 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.

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

5. Roles and Responsibilities

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

The ECT

5.2 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 1.8);
- 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 school;
- 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.

Headteacher

5.3 The Headteacher is, 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;
- clarify whether the teacher needs to serve an induction period or is exempt;
- 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 (including any interim 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 local 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.

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

- obtain interim assessments, any formal assessment and progress reviews 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 school'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, where it may be appropriate to reduce the length of the induction period;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the school.

Induction tutors

5.5 The induction tutor (or the Headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary);
- 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 (normally one at the 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 school, 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.

Mentors

5.6 The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate Bodies - HISP Teaching School Hub

5.7 The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers (and local governing bodies where appropriate) 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 the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

5.8 Only those organisations set out in Section 4(2) of the 2012 Regulations can act as appropriate bodies and their functions must not be delegated. Within Teaching School Hubs (TSHs) the appropriate body is the designated lead school. For every ECT that is claimed by a TSH in its capacity as an appropriate body, the TSH cannot delegate or share its appropriate body responsibilities towards that ECT with another TSH, AB, third party or across a wider network or partnership of bodies. The appropriate body may work with third parties or partners who can support or facilitate the delivery of the roles and responsibilities. But where the appropriate body chooses to work with partners, the appropriate body itself must still:

- Retain full responsibility for regulatory duties and powers including overseeing induction and must directly take all decisions on agreeing reductions and extensions with the ECT and recommendations to pass or fail induction which would all be based on its own consideration of relevant evidence.
- Make direct decisions in every case concerning the suitability of posts and institutions, appropriate action where schools are not complying with requirements or actions taken to support ECTs' progress.
- Maintain oversight of and accountability for all activities undertaken by third parties, and ensure services are conducted according to the agreed operating policies and processes of the appropriate body and this statutory guidance.

5.9 The appropriate body should, on a regular basis, consult with headteachers 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.

5.10 The appropriate body is expected to take steps to ensure that:

- headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers (and local governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an school is not fulfilling its responsibilities, contact is made with the school to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- 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, progress reviews and assessment reports are maintained;
    - headteachers have obtained or have been provided with interim assessments, any formal assessment and progress reviews from the ECT's previous post;
    - the school is submitting progress reviews and assessment reports (including any interim assessments) on time;
- 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;
- agreement is reached with the ECT and the headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher is consulted in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements where a reduced induction period may be appropriate;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing (see para 2.24).
- retain all relevant documentation/evidence/forms on file for six years.

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

- respond to requests from headteachers to obtain interim assessments, any formal assessment and progress reviews from the ECTs previous post;
- respond to requests from schools for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

The Local Governing Body

5.12. The local governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the school 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 school's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the schools's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Teaching Regulation Agency

5.13. 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.

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.