

Early Career Teacher (ECT) Induction Policy

#HR37

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**Statement of intent**

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

The induction period for ECTs will:

* Enable ECTs to build upon existing knowledge, skills and understanding
* Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD
* Enable ECTs to meet identified goals and complete their induction year to the required standard
* Be systematic, fair, and rigorous in the assessment of ECTs’ professional practice
* Provide support to ECTs failing to make satisfactory progress

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

# Legal framework

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

* DfE (2024) ‘Induction for early career teachers (England)’
* DfE (2024) ‘Appropriate bodies guidance: induction and the early career framework’
* DfE (2019) ‘Early career framework’ (ECF)
* DfE (2011) (latest terminology update December 2021) ‘Teachers’ Standards’
* Education Act 2002
* The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
* DfE (2021) ‘School teachers’ pay and conditions document 2021 and guidance on schoolteachers’ pay and conditions’

This policy operates in conjunction with the following TCAT and school policies:

* Grievance Policy and Procedures
* Records Management Policy
* Staff Code of Conduct
* Behaviour Policy
* Disciplinary Policy and Procedure
* Teachers’ Pay Policy
* Child Protection and Safeguarding Policy and Procedures
* Safer Recruitment Policy

# Roles and responsibilities

ECT’s are responsible for:

* Providing evidence that they have Qualified Teacher Status (QTS) and are eligible to start their inductions
* Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals
* Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the Early Career Framework (ECF) induction
* Participating fully in the agreed monitoring and development programmes
* Providing evidence of their progress against the ‘Teachers’ Standards’
* Raising any concerns that they have with their induction tutor as soon as practicable
* Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor, trust, or school
* Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings
* Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor
* Retaining copies of all assessment reports

The Executive Headteacher/CEO, Headteacher or Head of School as delegated, is responsible for:

* Monitoring, supporting, and assessing the ECT throughout their induction in conjunction with the appropriate body
* Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school
* Clarifying whether the ECT needs to serve an induction period or is exempt from it
* Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction
* Ensuring the requirements of a suitable post for induction are met
* Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme
* Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively
* Ensuring that a personalised ECF-based induction programme is in place
* Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations, and feedback of their teaching
* Making sure that completed reports are sent to the appropriate body for review
* Retaining accurate records of employment that will count towards the induction period
* Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved
* Informing the Trust Board and/or Local Governing Body about the arrangements which have been put in place to support ECT’s who are undergoing induction
* Making a recommendation to the appropriate body on whether the ECT’s performance against the ‘Teachers’ Standards’ is satisfactory or requires an extension
* Participating in the appropriate body’s quality assurance process
* Ensuring TCAT retains all relevant documentation and evidence on file for six years
* Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work
* Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy and Procedures, Behaviour Policy, and the Staff Code of Conduct
* Ensuring the ECT knows the identity and role of the DSL and any deputies
* Ensuring the ECT knows TCAT’s and the school’s response to children who go missing from education
* Ensuring that, under certain circumstances, the following steps are undertaken:
	+ Obtaining interim assessments from the ECT’s previous post
	+ Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
	+ Ensuring that an ECT who may not be performing against the ‘Teachers’ Standards’ is observed by a third party
	+ Notifying the appropriate body if an ECT is absent for a total of 30 days or more, within each year of the induction
	+ Regularly informing the Trust Board about TCAT’s induction procedures
	+ Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT’s induction period, e.g., where it is deemed the induction period has been satisfactorily completed
	+ Providing interim assessment reports for staff moving in between formal assessment periods
	+ Informing the appropriate body when an ECT serving induction leaves TCAT
* Ensuring the ECT’s post, and responsibilities comply with TCAT’s specific requirements for ECT induction

Induction tutors are responsible for:

* Coordinating, guiding, and supporting ECT’s professional development
* Reviewing ECT’s progress regularly during the induction period
* Undertaking two formal assessment meetings over the induction period
* Coordinating input from other staff if required
* Carrying out progress reviews in terms where a formal assessment does not occur
* Informing ECT’s following progress reviews of the determination of their progress against the ‘Teachers’ Standards’
* Sharing progress review records with ECT’s, the Headteacher/Head of School and the appropriate body
* Informing ECT’s of the judgements to be recorded in the formal assessment record and inviting ECT’s to give their comments
* Observing the teaching of ECT’s and providing feedback
* Letting ECT’s know how they may raise concerns about their induction programme and personal progress both inside and outside TCAT
* Taking prompt, appropriate action if ECT’s are facing difficulties
* Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECT’s draws on existing or working documents

Mentors are responsible for:

* Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback
* Working in collaboration with the ECT and other staff members involved in the ECT’s induction to help ensure the ECT receives a high-quality induction programme based on the ECF
* Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring
* Taking prompt, appropriate action if the ECT is facing difficulties

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

* Ensuring the Executive Headteacher/CEO and Trust Board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable
* Ensuring procedures in place with regard to support, monitoring, assessment, and guidance are fair and appropriate
* When working with partners to support or facilitate the delivery of their responsibilities:
	+ Maintaining full responsibility for their regulatory duties, and not delegating these
	+ Making direct decisions in every case concerning the suitability of posts and institutions, and taking appropriate action where TCAT or a TCAT school is not complying with requirements or actions to support the progress of ECT’s
	+ Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DFE’s statutory induction guidance
* Consulting with the Executive Headteacher/CEO on the nature and extent of the quality assurance procedures within TCAT
* Ensuring the Executive Headteacher/CEO has implemented a programme which is clearly based on the ECF
* Taking action to address areas that require further development and support, where an ECT is facing difficulties
* Ensuring induction tutors have the ability and time to carry out their role effectively
* Contacting TCAT when their responsibilities are not being fulfilled
* Ensuring that the Executive Headteacher/CEO has confirmed that the award of QTS has been made
* Ensuring TCAT is providing a reduced timetable in addition to planning, preparation, and assessment (PPA) time
* Ensuring ECT’s are provided with a named contact within the appropriate body to raise concerns if they have any
* Ensuring records and assessment reports of ECT’s are maintained
* Where an ECT has completed part of their induction at another school, ensuring the Headteacher/Head of School has obtained, or been provided with, interim assessments and any formal assessment and progress reviews from the ECT’s previous school
* Ensuring TCAT and our schools submit progress reviews and assessment reports, including any interim assessments, on time
* Ensuring an agreement is reached with the Executive Headteacher/CEO and the ECT to determine where a reduced induction period may be appropriate
* Ensuring a final decision is made on whether the ECT’s performance is satisfactory against the ‘Teachers’ Standards’
* Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECT’s who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking
* Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT’s induction programmes
* Responding to requests for assistance and advice with training for induction tutors
* Providing the Executive Headteacher/CEO with information on the types of induction available
* Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECT’s draws on existing or working documents
* Retaining all relevant documentation, evidence, and forms for six years

The Trust Board is responsible for:

* Ensuring staff and TCAT are compliant with this policy and all relevant guidance
* Ensuring TCAT has the capacity to support the ECT
* Ensuring the Executive Headteacher/CEO is fulfilling their responsibilities
* Investigating concerns raised by an ECT as part of TCAT’s Grievance Policy and Procedures
* Asking for advice from the appropriate body on TCAT’s induction procedures and the responsibilities of staff involved in the process
* Requesting general reports from the induction tutors on the progress of an ECT

# Statutory induction

The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. TCAT will support ECT’s in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

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

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

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

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

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

**Eligibility**

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

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

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

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

**Suitable posts**

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

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

The Trust Board will be satisfied that TCAT has the capacity to support the ECT in the role and that the Executive Headteacher/CEO is fulfilling their responsibilities.

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

**Beginning induction**

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

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

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

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

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

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

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

**Mentoring and support**

The Executive Headteacher/CEO will identify a person to act as an ECT’s mentor to support them through their induction period. They will usually be a relevant member of the school’s teaching staff. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

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

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

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

Mentors will receive training to support them in their role via the provider led programme. Mentors will be expected to attend these training sessions to ensure they are successful in their role.

**Monitoring and assessment**

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

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. ECT’s 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.

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

ECT’s 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.

For part-time ECT’s, progress reviews will also take place each term, regardless of the ECT’s working pattern.

Progress reviews will not require ECT’s to produce any new evidence specifically to inform the review; all progress reviews will draw on existing evidence of ECT’s teaching. ECT’s may be asked to provide copies of existing evidence to the induction tutor to help inform the review. A written record of each progress review will be retained by TCAT, and a copy will be provided to the ECT. This record will include:

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

The induction tutor will update the Headteacher/Head of School on the ECT’s progress after each progress review. The induction tutor will also notify the appropriate body whether the ECT is making satisfactory progress towards successfully completing their induction. Where the induction tutor believes the ECT is not making satisfactory progress, the induction will also outline to the Headteacher/Head of School and the appropriate body the plan they have put in place to support the ECT.

The appropriate body will be provided with copies of all progress reviews.

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.

ECT’s 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/Head of School and the ECT in advance. Formal assessments will be carried out by the Executive Headteacher/CEO, induction tutor, or the Headteacher/Head of School only.

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

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. ECT’s will not be required to create anything new for a formal assessment. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT and the appropriate body. As a result, TCAT aims for all formal assessments to work in combination with the regular progress reviews; where possible, the ECT should not find any unexpected results from a formal assessment.

The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT has been assessed against the ‘Teachers’ Standards’. Once the report has been completed, the Headteacher/Head of School 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/Head of School and ECT. The ECT will then be given the original report, and a copy will be sent to the appropriate body. For the final assessment report, the Executive Headteacher/CEO will record their recommendation to the appropriate body of whether the ECT’s performance throughout their induction has been satisfactorily demonstrated their competence against the ‘Teachers’ Standards’. For the final assessment meeting, the Headteacher/Head of School will ensure a copy of the report is sent to the appropriate body within 10 working days of the final assessment meeting.

Where an ECT decides to leave their post at TCAT after completing one term or more but before the next formal assessment would take place, the induction tutor will complete an interim assessment before the ECT leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECT.

**Completing induction**

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

* The full-time equivalent of two standard academic years (usually six terms); or
* A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
* A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
* An extended period as a result of absences occurring during the period.

ECTs who are absent for any of the following reasons will not be subject to an automatic induction period extension and the appropriate body may decide whether their induction period should be extended:

* Statutory maternity, paternity and adoption leave
* Shared parental leave
* Parental bereavement leave
* Carers leave

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

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

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. The extension to a two-year induction period will not prevent TCAT from awarding pay progression to ECTs at the end of their first year.

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 Executive Headteacher/CEO and as advised by the Induction Tutors. The appropriate body will make a decision within 20 working days of receiving the Executive Headteacher/CEO’s recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the Executive Headteacher/CEO.

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

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

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

# Record-keeping

All records regarding ECT’s will be kept in accordance with the TCAT’s Records Management Policy.

Assessment forms will be signed by the Executive Headteacher/CEO and submitted to the appropriate body in a timely manner. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT’s employment began, how much of the period has been completed, and any changes in work patterns and absences. Assessment reports will be retained for six years, as recommended by the DfE. ECT’s will be advised by TCAT to retain their original copies of assessment reports.

The TRA keeps records of all submitted appeals and will be contacted as needed. TCAT will consult the Employer Access Online service for records of individuals who have passed or failed their induction.

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

# Confidentiality

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

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

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

# Special circumstances

To recognise the experience of ECT’s who already have significant experience teaching whole classes and working to the ‘Teachers’ Standards’, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the Executive Headteacher/CEO, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the ‘Teachers’ Standards’.

If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.

ECT’s who take statutory maternity leave, 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. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

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

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

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

For ECTs completing induction in more than one school simultaneously:

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

For ECTs transferring during induction:

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

# Unsatisfactory progress and appeals

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the Executive Headteacher/CEO, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place.

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

Together with TCAT, the appropriate body may:

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

The appropriate body and the Executive Headteacher/CEO will be satisfied that:

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

When there are still concerns about the ECT’s progress following intervention, the Executive Headteacher/CEO will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

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

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

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

Where concerns are raised in relation to capability, misconduct or complaints, TCAT will not seek advice from the appropriate body but will follow its own internal policies or grievance procedures as appropriate.

# Monitoring and review

This policy will be reviewed in line with the published schedule at the front of this document and at any point material changes require it by the Executive Headteacher/CEO in conjunction with Headteacher/Heads of School, nominated Induction Tutors and the Trust Board. Any changes made to the policy will be amended by the Executive Headteacher/CEO and will be communicated to all members of staff.

The next scheduled review date for this policy is 31st August 2027.

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| Signed by: |
|  | Executive Headteacher/CEO | Date: |  |
|  | Chair of the Trust Board | Date: |  |