St Andrew's CE (VA) Junior and Infant schools

ECT (Early Career Teacher) Policy

Title	ECT Policy
Version	12/21
Date	March 2022
Author	Educate HR Ltd
Approved by Head of School	A. Jocelyn March 2023
Approved by governing body	March 2023
Next review date	March 2025

Version	**01/23**
Name of Policy Writer	**EducateHR Ltd**
Last Updated	**January 2023**
Next Review Due	**March 2024**

Contents **Page**

1. Introduction ... 3
2. Purpose and scope ... 3
3. Basic principles applicable to ECT induction ... 3
4. Registration with the appropriate body ... 4
5. Conditions of the post ... 5
6. Eligibility ... 6
7. Induction period ... 6
8. Continued professional development ... 8
9. Observations ... 9
10. Unsatisfactory progress ... 9
11. Additional monitoring and support ... 9
12. Action in the event of serious capability issues ... 10
13. Formal assessment ... 10
14. Process for appealing against a decision by the appropriate body ... 11
15. Dismissal ... 12
16. ECTs completing induction in more than one institution simultaneously ... 12
17. ECTs moving to a different institution ... 13
18. Record keeping and retention periods ... 13
19. Confidentiality and data protection ... 14
20. Data loss or error ... 14
21. Other policies and procedures ... 14

Appendix 1: The appropriate body ... 16
Appendix 2: Suitability of the post ... 17
Appendix 3: Circumstances relating to changes in the length of the induction period ... 18

1. Introduction

1.1 The statutory guidance from the Department for Education in relation to early career teachers (ECTs), entitled 'Induction for early career teachers (England)', was issued in March 2021 and came into force on 1 September 2021.

1.2 This guidance incorporates reference to the legislation which extends the period of induction from one to two years for all ECTs who start their induction on or after 1 September 2021.

1.3 The guidance supports the legislation contained within Sections 135A, 135B and 141C(1)(b) of the Education Act 2002 in addition to The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 ('the Regulations') as amended, and replaces the previous guidance for newly qualified teachers (NQTs), last revised in April 2018, entitled 'Induction for newly qualified teachers (England)'.

1.4 The Department for Education additionally states that those involved in managing statutory induction arrangements must have regard to such guidance when carrying out their relevant duties, and clarifies that this guidance is thus applicable to appropriate bodies (including local authorities and teaching school hubs), Executive Head or Head of School school staff and governing bodies in all settings which either require to, or choose to, offer induction to their early career teachers.

2. Purpose and scope

2.1 Statutory induction is seen as 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 (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

2.2 The term ECT (short for 'early career teacher') refers to a newly qualified teacher in their first or second year of induction.

2.3 Our induction programme is therefore designed to ensure that all new teachers are provided with the necessary support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction.

3. Basic principles applicable to ECT induction

3.1 The Teachers' Standards will be used by an appropriate body (see below) to assess the performance of an early career teacher (ECT) at the end of their induction period.

3.2 The induction programme should support the ECT 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.

3.3 The role of the mentor has been introduced concurrently with the change from NQT to ECT induction. The mentor (see below) will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor (also defined below).

3.4 There will be two formal assessment points, one midway through induction, and one at the end of the induction period (see below).

3.5 The formal assessments will be supported by regular reviews to monitor progress, to take place in each term where a formal assessment is not scheduled, the aim being that there should be no surprises within the context of formal assessment.

3.6 The ultimate decision as to whether an ECT's performance against the relevant standards is satisfactory 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.

3.7 Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and have demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

3.8 Induction may be served in a broad range of educational institutions but where a school or academy is judged to be in special measures it is generally not permitted to recruit any ECTs (although in such instances Ofsted may make a judgement as to whether the school or academy is suitable to offer an induction).

3.9 A school or academy in special measures can, however, continue to host induction in certain circumstances, and these are where a teacher:

- had already started an induction period in that setting before the school or academy entered special measures; or
- was employed, prior to gaining QTS, on an employment-based initial teacher training (ITT) scheme in that institution.

3.10 Subject to certain exemptions (listed in Schedule 1 of the 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 Regulations and this guidance. (There is, however, no legal requirement to satisfactorily complete an induction period if an ECT intends to work solely in the independent sector, including an academy or free school.)

3.11 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.

3.12 An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and who at the end of their induction period is judged to have failed to meet the Teachers' Standards, is not permitted to repeat induction.

3.13 Although an ECT who fails their induction does not lose their qualified teacher status (QTS) they cannot be lawfully employed (or continue in employment) as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit.

3.14 Accordingly, the name of any teacher who is judged, at the end of their induction period, to have failed to meet the relevant standards will be included on the list, held by the Teaching Regulation Agency (TRA), of persons who have failed to satisfactorily complete an induction period and are thus prohibited from teaching in the institutions identified in the preceding clause (although they may still be lawfully employed in teaching within the independent sector or in a further education institution).

4. Registration with the appropriate body

4.1 The appropriate body is the body deemed responsible for keeping a record for each ECT it has registered for induction (see Appendix 1 for a chart of those organisations who can act

as the appropriate body).

4.2 The role of the appropriate body is to ensure independent quality assurance of statutory induction. Such assurance is important both for ensuring that ECTs are provided with adequate support, and that their assessment is fair and consistent across all educational establishments.

4.3 An ECT cannot commence their induction until their appropriate body has been agreed. In the absence of another body acting as appropriate body for a school, the local authority in which the organisation is situated should be asked to be the appropriate body for that school.

4.4 It is the responsibility of the Executive Head or Head of School to notify the appropriate body in advance as to the identity of the ECT and the date that the latter will commence their post. Failure to do so may delay the start of the induction period.

4.5 It is the responsibility of the appropriate body to inform the Teaching Regulation Agency (TRA) of any ECTs who start an induction period (or continue such a period by taking up a teaching post in a different institution).

4.6 The appropriate body should also provide the ECT with the name of a contact with whom any concerns about their induction programme may be raised by the ECT should they be unable to resolve such issues internally. The named contact should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

4.7 The appropriate body should monitor the return of assessment forms and contact the school or academy concerned when assessment forms have not been submitted or signed on time.

4.8 The appropriate body should also, on a regular basis, consult with the Executive Head or Head of School of the school or academy on the nature and extent of the quality assurance procedures it operates, or wishes to introduce, and schools and academies are required to work with the appropriate body to enable the latter to discharge its responsibilities effectively.

4.9 The appropriate body may make reasonable charges for its services (such charges to be agreed in advance) which may not exceed the cost of supplying the service provided.

5. Conditions of the post

5.1 The Executive Head or Head of School and the appropriate body must first agree that the post is suitable for the purpose of induction (see Appendix 2 for additional information in relation to suitability of posts).

5.2 The Executive Head or Head of School 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 as measured against the Teachers' Standards.

5.3 The governing body must be satisfied that the organisation has the capacity to support the ECT and that the Executive Head or Head of School is able to fulfil their responsibilities.

5.4 The Executive Head or Head of School must ensure that an ECT has, in their first year of induction, a reduced timetable of no more than 90% and, in their second year of induction, no more than 95% of the timetable of the school's existing teachers on the main pay range.

5.5 This reduction in timetabling, which is in addition to the reduction in respect of planning, preparation and assessment time (PPA) received by all teachers, is to enable the ECT to undertake activities in their induction programme. ECTs in independent schools (this includes academies) must also have a reduced timetable on a comparable basis.

6. Eligibility

6.1 An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Accordingly, a check must be made with the Teaching Regulation Agency (TRA) that the teacher has been awarded QTS before confirming an appointment to commence induction (although in accordance with the following clauses the date of commencement need not be identical with the date from which the ECT's contract of employment begins).

6.2 A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. (It should be noted that it is the responsibility of the headteacher (or supply agency) to ensure that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work.)

6.3 An induction programme should be put in place immediately if it becomes clear that a short-term contract will be extended to continue for one term or longer; however, it is not possible in such circumstances to backdate the start of an induction period. (Short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide an ECT with the breadth of experience, support and assessment necessary to enable them to demonstrate that their performance against the relevant standards is satisfactory.)

6.4 The start date for induction must be determined by the appropriate body and must be agreed in advance with the headteacher and the ECT, and any conditional offer of appointment must include the usual pre-employment checks which require to be verified by the appropriate body upon registration.

6.5 Those teachers who completed initial teacher training (ITT) and gained QTS between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) were previously required to pass the numeracy skills test before they could satisfactorily complete induction. This requirement is no longer applicable and 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. The appropriate body can then decide if the teacher has 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.

7. Induction period

7.1 The length of the induction period for an ECT is the full-time equivalent of two school (or academic) years (each of which usually constitutes three terms) and **this is applicable to all ECTs who start their induction on or after 1 September 2021**. (Special circumstances regarding either reducing or extending an ECT induction period are discussed in more detail in Appendix 3 of this policy.)

7.2 An ECT (formerly NQT) who, on 1 September 2021, had started but not completed their induction has until 1 September 2023 to complete induction within three terms. (An ECT

who commenced their induction period prior to 1 September 2021 but has failed to complete their induction by the end of the transition period on 1 September 2023 will be required to complete a two-year induction, although time spent undergoing induction prior to the latter date will be taken into consideration in determining the length of their induction period.)

7.3 Where possible, schools and academies should have regard to the amended statutory guidance in relation to ECTs who began their induction before 1 September 2021; for example, schools should (where such provision is viewed as both feasible and proportionate) provide those ECTs with an ECF-based induction and a mentor for the remainder of their one-year induction.

7.4 An ECT serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full academic years: for example, an ECT working part time as a 0.5 FTE throughout their induction period will need to serve induction for four academic years (although in cases where ECTs working part time can demonstrate that they have met the Teachers' Standards, the appropriate body may, at their discretion, reduce the length of the induction period and bring forward the final assessment point, such action only to be taken in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two full school years).

7.5 The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is one term (based on an institution where three terms constitute one full academic year) and where the ECT serves induction in an institution with an atypical term pattern, or in more than one setting, the appropriate body makes the final decision about the equivalence to one school year.

7.6 Where an ECT has already completed part of their induction period in another school or academy, the Executive Head or Head of School should contact the ECT's previous appropriate body to obtain copies of any assessment forms (including any interim assessments). The Executive Head or Head of School r should establish from these how much induction time remains to be served and should alert the new appropriate body to any concerns that may have been raised by previous employers about the ECT's progress.

7.7 The Executive Head or Head of School is expected to ensure that ECTs receive a programme of training that is underpinned by the Early Career Framework (ECF) which is designed to enable 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. Appropriate bodies will have a role in checking that an ECF-based induction is in place.

7.8 ECF-based training is expected to be embedded as a central aspect of induction – it is not an additional training programme – and there are three approaches from which schools can choose to enable the delivery of an ECF-based induction. It is up to the Executive Head or Head of School r to select the approach that best suits the needs of their ECTs and mentors.

7.9 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**.

7.10 The Executive Head or Head of School should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and co-ordination of assessment. This is a very important element of the induction process.

7.11 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. 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.

7.12 The induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. (It may, in certain circumstances, be appropriate for the Executive Head or Head of School to be the induction tutor.) They will also need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

7.13 If the ECT wishes to raise concerns about their induction programme they should approach their induction tutor in the first instance. If the matter cannot be resolved, the ECT may inform the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

7.14 The Executive Head or Head of School r should also identify a person to act as the ECT's mentor, and this individual will again have a key role in supporting the ECT during induction. It should be noted that the role of mentor (see below) is a separate role to that of induction tutor.

7.15 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.

7.16 Given that the roles of induction tutor and mentor are two discrete roles, with differing responsibilities, it is expected that these roles should be held by different individuals, although in exceptional circumstances it may be necessary for the Executive Head or Head of School to designate a single teacher (which may be the Executive Head or Head of School themself) to fulfil both roles.

7.17 In the event that both roles are held by the same person the Executive Head or Head of School should ensure that the individual concerned understands that they are fulfilling two discrete roles and that adequate safeguards are in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

8. Continued professional development

8.1 Our induction programme is designed to ensure that the ECT receives suitable advice and guidance which builds on their knowledge, skills and achievements in relation to the award of qualified teacher status (QTS).

8.2 The ECT can expect:

- help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme

- regular meetings with mentor, Executive Head or Head of School, subject coordinators (and other key staff as and when indicated)
- time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme
- opportunities to observe experienced colleagues teaching and thus access to the modelling of good practice so that the ECT can focus attention, through observation, on particular areas of teaching.

9. Observations

9.1 Observations of the ECT may be undertaken by the induction tutor or another suitable person who holds QTS (the latter may be either internal or external to the organisation). Observations should be carried out in a supportive fashion with professionalism, integrity, and courtesy.

9.2 All arrangements for observation should be agreed in advance. The focus of the observation will be known, as will how this relates to completing the requirements of the standards. A brief written record should be produced on each occasion detailing any development needs that have been identified.

9.3 An ECT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's performance against the Teachers' Standards. The observer will take account of individual circumstances that may affect performance on the day.

9.4 The ECT and the observer should meet to review teaching that has been observed and feedback should be prompt and constructive. Such feedback should be set against evaluative criteria that allow the ECT to see exactly what makes the difference between their performance and acceptable standards.

9.5 Judgements made during the induction period should relate directly to the relevant standards and ECTs should be kept up to date on their progress throughout so that the outcome of formal assessment never comes as a surprise.

10. Unsatisfactory progress

10.1 The vast majority of ECTs will complete the induction period satisfactorily. Nevertheless, there will be ECTs who, at some stage of their induction programme, may be judged to be making unsatisfactory progress or who themselves feel that they are not progressing as they would like.

10.2 If this occurs, early action must be taken to provide the ECT with the opportunity to make the necessary improvements to their performance. Monitoring and support throughout induction should be sufficient to ensure that there are no unanticipated outcomes when an ECT reaches a formal assessment point.

11. Additional monitoring and support

11.1 If it becomes apparent that an ECT is not making satisfactory progress, the appropriate body should be informed, in which event the Executive Head or Head of School must ensure that additional monitoring and support measures are put in place immediately.

11.2 The ECT must be advised of the reasons as to why they may be at risk of not completing the induction period.

11.3 Action must not be delayed until a formal assessment meeting has taken place. It is important that the ECT is made aware of the areas in which they need to improve their practice and given every opportunity to raise their performance.

11.4 The Executive Head or Head of School and the appropriate body should be satisfied that:

- any areas in which improvement is needed have been identified correctly;
- suitable objectives have been set to guide the ECT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help the ECT improve their performance.

11.5 In many cases the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards.

11.6 However, where concerns remain over the ECT's progress at the next formal assessment point (and only when this is not the final assessment), the headteacher and/or the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and should 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.

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

12. Action in the event of serious capability issues

12.1 In some instances, it may be necessary to instigate capability procedures (in accordance with the school or academy's Capability Policy) at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period.

12.2 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 and the appropriate body should be informed.

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

13. Formal assessment

13.1 There will be two formal assessment points, and those ECTs whose induction period covers the standard six terms spread over two years should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is

for institutions and ECTs to agree exactly when the assessment dates are set.

13.2 Formal assessments will be carried out by either the Executive Head or Head of School or the induction tutor and will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

13.3 Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme.

13.4 The final assessment meeting is at the end of the induction period and this will form the basis of the recommendation of the Executive Head or Head of School to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or alternatively whether or not an extension to the induction period should be considered. This recommendation will be recorded on the final assessment form.

13.5 Once assessment forms have been completed, the ECT is permitted to add their own comments. The forms should then be signed by the induction tutor, Executive Head or Head of School and the ECT.

13.6 The ECT should then 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 copies may be submitted electronically.

13.7 The appropriate body makes the final decision as to whether an ECT's performance is satisfactory, taking into account the recommendation of the Executive Head or Head of School

13.8 Within 20 working days of receiving the recommendation of the Executive Head or Head of School the appropriate body must decide whether the ECT:

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

13.9 In making this decision the appropriate body must take into account the recommendation of the Executive Head or Head of School and all available evidence, including any written representations from the ECT.

13.10 The appropriate body must, within three working days of making the decision, make written notification of the decision to the following parties: the ECT; the Executive Head or Head of School (in whose school or academy the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself).

13.11 The appropriate body must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or to extend the ECT's induction, and via the termly return for other notifications.

14. Process for appealing against a decision by the appropriate body

14.1 If the appropriate body decides that the ECT has failed to complete their induction period satisfactorily, or decides to extend the period of induction, they must inform the ECT of their

right to appeal against this decision, whilst advising them of the name and address of the appeals body, and the deadline for submission of an appeal.

14.2 In England the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State for Education.

14.3 Any appeal must be notified within 20 working days, after which the right of appeal expires other than in exceptional circumstances.

14.4 Further guidance about the induction appeals process (although at the time of writing it is noted that this still appears to refer to NQTs rather than ECTs) is available online at: https://www.gov.uk/government/publications/induction-appeals-procedures.

15. Dismissal

15.1 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 where induction is not mandatory, for example an independent school, academy or free school.

15.2 An ECT working in a school (other than an independent, academy or free school, as stated above) who has failed their induction and who does not appeal against this decision must be dismissed within ten working days of:

- the date on which they gave written notice that they do not intend to exercise their right to appeal; or (if later)
- the date on which the time limit for submission of an appeal expires.

15.3 If the ECT's appeal is heard, and it is confirmed that they have been judged as having failed induction, the school should dismiss the ECT within ten working days of being told of the outcome of the hearing.

15.4 The Teaching Regulation Agency (TRA) must be informed of the name of the person who has failed induction (although this must only be done once the time limit (as detailed above) for making an appeal against the decision has expired or following dismissal of such an appeal).

15.5 The TRA will then ensure that the name of that individual is included on the list of persons who have failed to satisfactorily complete an induction period and also that the individual concerned is notified of their inclusion on this list.

16. ECTs completing induction in more than one institution simultaneously

16.1 In all cases where ECTs serve induction in more than one institution simultaneously, the headteacher from one school or academy should act as the lead.

16.2 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 individual contract of employment must meet the minimum period criteria.

16.3 The lead headteacher must be satisfied that all posts are suitable for induction and must provide a fair opportunity for the ECT to demonstrate that they have performed satisfactorily against the Teachers' Standards.

16.4 The lead headteacher is also responsible for consulting with, and gathering evidence from, the other schools or academies involved in induction and in the case of unattached teachers should also consult the relevant head of service from the local authority. 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.

16.5 Having coordinated the available evidence, the lead headteacher should make the recommendation to the appropriate body as to whether the ECT has performed satisfactorily against all the relevant standards.

16.6 In all cases where induction is served in more than one organisation simultaneously, it is essential that one appropriate body takes the lead in making the decision, following the recommendation from the lead headteacher.

17. ECTs moving to a different institution

17.1 When an ECT leaves a post after completing one term or longer in a school or academy but before the next formal assessment is due, the Executive Head or Head of School should complete an interim assessment.

17.2 This should take place before the ECT leaves their post to ensure their progress and performance since the last assessment are captured, and this is especially important where concerns about progress may have arisen. This will also help to ensure that their induction can be continued effectively in any subsequent post.

17.3 An interim assessment is also required if the ECT leaves during their final term of induction. In this instance the Executive Head or Head of School should notify the appropriate body if an ECT leaves the school or academy before completing the period and the appropriate body will then notify the TRA.

18. Record keeping and retention periods

18.1 The appropriate body is responsible for keeping a record for each ECT it has registered for induction.

18.2 These 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 during the induction period. These details should be noted on assessment forms completed at the end of each formal assessment period.

18.3 In addition to termly completion and submission of assessment forms, the Executive Head or Head of School should also (as specified above) notify the appropriate body if an ECT leaves the school or academy during their final term of induction, in which event the appropriate body will then notify the Teaching Regulation Agency (TRA).

18.4 The TRA keeps records of teachers who have completed or part-completed induction. Details of teachers who have either passed or failed induction are available to employers through the Employer Access Online service, which will be found at www.gov.uk/teacher-status-checks-information-for-employers.

18.5 As the appeals body, the TRA also maintains records of all appeals.

18.6 It is recommended that assessment reports are retained by both the school or academy and

the appropriate body for a minimum of six years. The ECT will be advised to retain the original copies of their own assessment reports.

19. Confidentiality and data protection

19.1 Headteachers, induction tutors, appropriate bodies and the TRA should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data in line with GDPR.

19.2 The induction process and all assessments generated in connection with this are to be treated as confidential in all circumstances 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.

19.3 The 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 forms. (The exception to this would be when an ECT has raised concerns about a particular issue or assessment via the grievance procedure, in which circumstances a governor may, in accordance with the school or academy's Grievance Policy, require to investigate the situation.)

19.4 If at any stage the governing body has questions or concerns about the quality of the school or academy's induction arrangements, and/or the roles and responsibilities of staff involved in the process, they may wish to seek guidance from the appropriate body.

20. Data loss or error

20.1 In exceptional circumstances, where records have either been lost or are in error (through no fault of the ECT concerned), the appropriate body has discretion to decide if the teacher can be deemed to be exempt from induction. However, each case must be considered on its own merits.

20.2 Before making such a decision the appropriate body should ensure that every possible action has been taken, and every avenue explored to its fullest extent, in order to recover the missing data or identify an audit trail.

20.3 In reaching its decision in such circumstances the appropriate body should consider the strength of evidence that records are missing or lost or that an error has actually occurred.

20.4 The appropriate body should also take into account evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous appraisal reviews, and where appropriate, the most recent appraisal documentation.

20.5 If the matter remains unresolved, the appropriate body may wish to consider other options such as a full or reduced period of induction.

21. Other policies and procedures

21.1 This policy will be supported by the following policies and procedures:

- Capability Policy

- Grievance Policy

Appendix 1: The appropriate body

Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions.

An ECT cannot start their induction until their appropriate body has been agreed. In the absence of another body acting as appropriate body for a school, the local authority in which the school is situated should be asked to be the appropriate body for that school.

The following organisations can act as the appropriate body:

- A local authority with which the school reaches agreement
- A teaching school hub (subject to the conditions outlined below)
- National Teacher Accreditation (NTA), formerly The National Induction Panel for Teachers (NIPT)
- The Independent Schools Teacher Induction Panel (IStip) (for their members only)
- The local authority in which the school is situated (if agreement cannot be reached between the school and one of the above)

<u>Conditions for teaching schools carrying out the appropriate body role</u>

Teaching school hubs acting as appropriate bodies are subject to the following conditions:

- A teaching school hub that is an accredited ITT provider cannot be the appropriate body for an ECT for whom it recommended that the award of QTS should be made; and
- A teaching school hub cannot be the appropriate body for an ECT whom it employs, or who has served any part of their induction at that school.

The appropriate body may make reasonable charges (agreed in advance), not exceeding the cost of supplying the service.

Once an ECT has been appointed, the Executive Head or Head of School 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.

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.

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.

Appendix 2: Suitability of the post

To be appropriate for the purposes of induction, a suitable post must:

- have a headteacher in post who is able to make a recommendation as to 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* of, in their first year (terms 1 to 3) of induction, no more than 90% and, in their second year (terms 4 to 6) of induction, no more than 95% of the timetable of the school's existing teachers on the main pay range;
- 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 (or classes);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of suitable and adequate preparation and support.

  **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.*

In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the Executive Head or Head of School is fulfilling their responsibilities.

Appendix 3: Circumstances relating to changes in the length of the induction period

Reducing the induction period

Where teachers have significant teaching experience within the maintained sector, appropriate bodies have discretion (taking into account advice from the Executive Head or Head of School and the agreement of the teacher) to reduce the length of the induction period to a minimum of one term (this decision may be based on appraisal documentation and other teaching experience), although if a teacher wishes to serve the full induction period they must be allowed to do so. In this situation, only the final assessment meeting and report will be required with the recommendation of the Executive Head or Head of School on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be justified in the circumstances of each individual case. The appropriate body will then follow the induction process in the normal way. The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is short of a full year and to account for ad hoc absences.

Extending an induction period to account for ad hoc absences

The induction period is automatically extended prior to completion when an ECT's absences during the period total 30 days or more (with the exception of statutory maternity leave). 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 or academy, the minimum period of employment of one term or equivalent must be served in a new school or academy.

Extension of the induction period prior to completion due to statutory maternity leave

ECTs who take statutory maternity 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) induction, and any such request must be granted. Should an ECT choose not to extend (or further extend) the induction period their performance will still be assessed against the Teachers' Standards.

Extension of the induction period after induction has been completed

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 relevant standards for other reasons. These might include:

- personal crises and/or 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.

An ECT may be unable to, or choose not to, serve an extension in the same school or academy 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 must still be served as the ECT will be working in a new school or academy, and if an ECT leaves an institution having started but before completing their extension, the headteacher should complete an interim assessment form and notify the appropriate body.