

Ormiston Academies Trust

## Early Career Teacher induction policy

### Policy version control

Policy type	Mandatory OAT template
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Approved by	National Leadership Group July 2022.
Trust board approval	14 <sup>th</sup> July 2022.
Release date	September 2022.
Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	<p>September 2025 updates:</p> <ul style="list-style-type: none"> <li>• Updated paragraph 6.7-6.8 with reference to ECT dismissal in the event of a failed induction, as per Department of Education Statutory guidance.</li> <li>• Updated paragraph 9.3-9.4: Neonatal care and carer's leave is added to the list of types of statutory absences which are exempt from counting towards an automatic extension of an induction period.</li> </ul>

## Contents

Statement of intent.....	3
1. Legal framework.....	4
2. Roles and responsibilities.....	4
2.1. ECTs are responsible for: .....	4
2.2. The principal is responsible for:.....	5
2.3. The Induction tutor is expected to:.....	6
2.4. The Mentor is expected to;.....	7
2.5. Appropriate bodies .....	7
2.6. The governing body is responsible for:.....	9
3. Statutory induction.....	9
4. Suitable Posts.....	10
4.3. Ensuring a reduced timetable.....	10
5. Monitoring, support and assessment.....	11
5.2. Appointment of an induction tutor.....	11
5.3. Appointment of a mentor.....	11
5.4. Observation of the ECT’s teaching practice .....	11
5.5. Professional progress reviews of the ECT.....	12
5.6. Formal assessments .....	12
5.7. Interim assessments .....	13
5.8. Raising concerns.....	13
6. Completing the induction period .....	13
7. Record keeping.....	15
8. Confidentiality and data protection .....	15
9. Special circumstances .....	16
10. Unsatisfactory progress and appeals.....	17
11. Monitoring and review.....	19
Appendix 1.....	20
Exemptions.....	20

## Statement of intent

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

The induction period for an ECT will:

- Enable an ECT to build upon existing knowledge, skills and understanding.
- Assist an ECT in becoming a full member of the teaching profession and provide a foundation for CPD.
- Enable an ECT to meet identified goals and complete their induction period to the required standard.
- Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- Provide support to ECT's failing to make satisfactory progress.
- Provide our ECTs with quality mentoring over a sustained period of time.
- Provide our ECTs opportunities to connect with ECT's across our trust and where possible, with colleagues who teach in their own specialist subject or phase.

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

The OAT Early Career Teacher policy mirrors the national Statutory Guidance from the DfE for Induction for early career teachers (England).

Signed by:

_____	Principal	Date:	_____
_____	Chair of governors	Date:	_____

## 1. Legal framework

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

- DfE (2021) 'Induction for early career teachers' (England)
- DfE (2011) Teachers' standards
- DfE (2019) Early Career Framework
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

1.2. This policy makes reference to the following school policies:

- Complaints Procedures Policy
- GDPR Compliant Records Management Policy

## 2. Roles and responsibilities

2.1. ECTs are responsible for:

2.1.1. Providing evidence that they have QTS and are eligible to start their inductions.

2.1.2. Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.

2.1.3. Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme

2.1.4. Meeting with their mentor at regular intervals to work on and reflect on their practice.

2.1.5. Discussing and agreeing on their reduced timetable allowance with their induction tutor.

2.1.6. Participating in the agreed monitoring and development programmes.

2.1.7. Providing evidence of their progress against the required Teaching Standards.

2.1.8. Raising any concerns that they have with their induction tutor.

2.1.9. 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 institution;

2.1.10. Participating in the scheduled classroom observations, progress reviews and formal assessment meetings.

2.1.11. 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 retaining copies of all assessment forms.

## 2.2. The principal is responsible for:

- 2.2.1. Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- 2.2.2. Ensuring the ECT knows the identity and role of the DSL and any deputies.
- 2.2.3. Ensuring that the ECT knows the school's response to children who go missing from education.
- 2.2.4. Ensuring that the ECT has been awarded QTS.
- 2.2.5. Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- 2.2.6. Agreeing which body will act as the appropriate body, in advance of the ECT starting the induction programme. Where possible, we will use OAT's preferred appropriate body provider to ensure consistency across trust and to reduce costs.
- 2.2.7. Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- 2.2.8. Ensuring that the requirements for a suitable post for induction are met.
- 2.2.9. Ensuring the induction tutor has the ability and sufficient time to carry out their role effectively.
- 2.2.10. Ensuring that the mentor has the ability and sufficient time to carry out their role effectively, for OAT mentors this should be equivalent to one period per week for first year ECTS and one period a fortnight for 2<sup>nd</sup> year ECTS.
- 2.2.11. Ensuring an appropriate ECF-based induction programme is in place and that OAT has been informed of which programme you are following.
- 2.2.12. Ensuring the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.
- 2.2.13. Ensuring that assessments are carried out and reports completed and sent to the appropriate body.
- 2.2.14. Maintain and retain accurate records of employment that will count towards the induction period.
- 2.2.15. Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- 2.2.16. Make the governing body aware of the arrangements that have been put in place to support ECTS serving induction.
- 2.2.17. Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.

2.2.18. Participate appropriately in the appropriate body's quality assurance procedures; and retain all relevant documentation/evidence/forms on file for six years.

2.2.19. There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments from the ECT's previous post
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- notify the appropriate body as soon as absences total 30 days or more
- periodically inform the governing body about the institution's induction arrangements
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- provide interim assessment reports for staff moving school in between formal assessment periods; and
  - notify the appropriate body when an ECT serving induction leaves the institution.

### 2.3. The Induction tutor is expected to:

2.3.1. Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)

2.3.2. Carry out regular progress reviews throughout the induction period

2.3.3. 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)

2.3.4. Carry out progress reviews in terms where a formal assessment does not occur

2.3.5. 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

2.3.6. 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

2.3.7. Ensure that the ECT's teaching is observed and feedback provided

2.3.8. Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress

2.3.9. 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.

## 2.4. The Mentor is expected to;

- 2.4.1. Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback. This is once per week for 1st year ECTS and once per fortnight for 2nd year ECTS.
- 2.4.2. 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.
- 2.4.3. 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.
- 2.4.4. Partake in CPD and OAT briefing sessions as required and as is necessary.

## 2.5. Appropriate bodies

The appropriate body has the main quality assurance role within the induction process.

- 2.5.1. Through quality assurance, the appropriate body should assure itself that our principals (and 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.
- 2.5.2. The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated, however an appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities.
- 2.5.3. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.
- 2.5.4. The appropriate body should, on a regular basis, consult with principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.
- 2.5.5. Our academies are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that;

- 2.5.6. Principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF
- 2.5.7. Principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction
- 2.5.8. the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- 2.5.9. Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support

- 2.5.10. where an academy is not fulfilling its responsibilities, contact is made with the academy to raise its concerns
- 2.5.11. That induction tutors have the ability and sufficient time to carry out their role effectively and mentors have the ability and sufficient time to carry out their role effectively
- 2.5.12. Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- 2.5.13. That the principal has verified that the award of QTS has been made
- 2.5.14. That the academy is providing a reduced timetable in addition to PPA time (10% in year 1 and 5% in year 2).
- 2.5.15. That the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns
- 2.5.16. That ECTs' records and assessment reports are maintained.
- 2.5.17. 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.
- 2.5.18. That agreement is reached with the ECT and the principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- 2.5.19. That agreement is reached with the ECT and the principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- 2.5.20. That 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.
- 2.5.21. The appropriate body should also (as local capacity, resources and agreements allow), respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes, provide information to the principal on the types of induction available; and respond to requests for assistance and advice with training for induction tutors and mentors.
- 2.5.22. Through quality assurance, the appropriate body should assure itself that our principals (and 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.

## 2.6. The governing body is responsible for:

- 2.6.1. Ensuring staff and the school are compliant with this policy.
- 2.6.2. Ensuring the school has the capacity to support the ECT.
- 2.6.3. Ensuring the principal is fulfilling their responsibilities to meet the requirements of a suitable post for induction, including the allocated time periods and entitlement to a mentor.
- 2.6.4. Investigating concerns raised by an ECT as part of the school's Complaints Procedures Policy.
- 2.6.5. Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- 2.6.6. Requesting general reports from the induction tutors on the progress of an ECT.

## 3. Statutory induction

- 3.1. The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The school will support the ECT in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.
- 3.2. The [Teachers' Standards](#) will be used to assess an ECT's performance at the end of their induction period.
- 3.3. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period.
- 3.4. A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in Appendix 1.
- 3.5. Before an ECT undertakes an induction, they must have QTS status.
- 3.6. Teachers who completed their ITT between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.
- 3.7. Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.
- 3.8. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.
- 3.9. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full years.

## 4. Suitable Posts

4.1. The principal and governing body will determine the suitability of posts for induction, guided by the following considerations. The post will:

- Have an appropriate body to hold the ECT's performance to the relevant standards and quality-assure the 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 institution are engaged in; and not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

4.2. In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities.

### 4.3. Ensuring a reduced timetable

4.3.1. The principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) 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) 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.

4.3.2. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

## 5. Monitoring, support and assessment

5.1. The principal 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.

### 5.2. Appointment of an induction tutor

5.2.1. The headteacher/principal 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.

5.2.2. The induction tutor is a separate role to that of mentor (see below)

### 5.3. Appointment of a mentor

5.3.1. The headteacher/principal 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.

5.3.2. 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/principal 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.

### 5.4. Observation of the ECT's teaching practice

5.4.1. 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 institution.

5.4.2. 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.

## 5.5. Professional progress reviews of the ECT

- 5.5.1. The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.
- 5.5.2. 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.
- 5.5.3. 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.
- 5.5.4. 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.
- 5.5.5. 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.
- 5.5.6. It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track.
- 5.5.7. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

## 5.6. Formal assessments

- 5.6.1. ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.
- 5.6.2. ECTs 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. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

- 5.6.3. 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.
- 5.6.4. ECTs should be kept up to date on their progress. There should be nothing unexpected.
- 5.6.5. 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.
- 5.6.6. The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal'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.
- 5.6.7. Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal 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 may be submitted electronically.

## 5.7. Interim assessments

- 5.7.1. When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher/principal 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 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.

## 5.8. Raising concerns

- 5.8.1. 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 who should, as soon as possible, investigate the issues raised.

# 6. Completing the induction period

- 6.1. 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 or
  - a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body) or
  - an extension to that period, as a consequence of absences occurring during the period; or
  - an extension following a decision by the appropriate body or the Appeals Body.
- 6.2. 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 principal.
- 6.3. Within 20 working days of receiving the principal'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.
- 6.4. In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.
- 6.5. The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the principal (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.
- 6.6. 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.
- 6.7. Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in an OAT school, a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. This does not prevent them from teaching in other settings where statutory induction is not mandatory.
- 6.8. An ECT working in an OAT 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.
- 6.9. 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.

## 7. Record keeping

- 7.1. Records will be kept in accordance with the school's GDPR Compliant Records Management Policy.
- 7.2. Assessment forms will be signed by the principal and submitted to the appropriate body in a timely manner.
- 7.3. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.
- 7.4. Where an ECT has already completed part of their period in another institution, the principal 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
- 7.5. 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
- 7.6. The TRA keeps records of all submitted appeals and will be contacted as needed.
- 7.7. Assessment reports will be retained for six years, as recommended by the DfE. If there are reasons for the institution 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
- 7.8. ECTs will be advised by the school to retain their original copies of assessment reports.

## 8. Confidentiality and data protection

- 8.1. Principals and induction tutors should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.
- 8.2. 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.
- 8.3. 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 reports. The exception to this would

be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation.

- 8.4. If at any stage the governing body has questions or concerns about the quality of the academy's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the Director of Teaching and Training.
- 8.5. induction process and assessments will be not be shared with others involved in the process and will be treated as confidential.

## 9. Special circumstances

- 9.1. To recognise the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish.
- 9.2. 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. 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 principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.
- 9.3. 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, parental bereavement leave, carer's leave or neonatal care 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/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.
- 9.4. ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave, carer's leave or neonatal care 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. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision
- 9.5. The appropriate body has the option, when making its decision at the end of the induction period, 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.
- 9.6. 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.
- 9.7. If an ECT leaves an institution having started but before completing their extension, the headteacher/principal should complete an interim assessment report and notify the appropriate body.
- 9.8. In exceptional circumstances, through no fault of the teacher concerned and where records have either been lost or are in error, the appropriate body will decide whether the teacher can be deemed to be exempt from induction on the basis that the teacher has met the Teachers' Standards. (see para 24 of Schedule 1 of the Regulations). Each case must be considered on its own merits. 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.

## 10. Unsatisfactory progress and appeals

- 10.1. 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.
- 10.2. 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 principal 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 principal 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.

10.3. 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

10.4. 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;
- details of the improvement plan for the next assessment period.

10.5. 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.

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

10.7. Action in the event of serious capability problems :

10.7.1. 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 institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

10.7.2. 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.

10.8. Making an appeal against a decision by the appropriate body:

10.8.1. 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. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

## 11. Monitoring and review

11.1. The governing body is responsible for reviewing this policy annually.

11.2. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the principal immediately.

11.3. Any changes to this policy will be communicated to all members of staff.

11.4. This policy will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force

## Appendix 1

### Exemptions

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).

Exemption	Explanation
<p>A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).</p>	<p>A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.</p>
<p>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).</p>	<p>A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.</p>
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an independent school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>

Exemption	Explanation
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>
<p>An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.</p>	<p>An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.</p>
<p>Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.</p>	<p>Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.</p>
<p>A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.</p>	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the NQT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an FE school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>

Exemption	Explanation
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> <li>• On or before 31st October 2014, by the Institute for Learning; or</li> <li>• On or after 1st November 2014, by the Education and Training Foundation</li> </ul>	<p>Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.</p>
<p>Completed a course of ITT in Wales before September 2003.</p>	<p>A teacher who completed a course of initial teacher training in Wales before September 2003.</p>