



# Early Career Teacher (ECT) policy

## September 2021

Policy Tracker - Responsibility for monitoring this policy:			
Date of review	Reviewed by:	Role	Date received by Senior Executive Team
July 2021	R Cox  R Jones	Director of School Improvement  COO	July 2021

## Contents

1	Introduction	3
2	Scope and purpose of this policy	3
3	Prior to starting induction	3
4	The induction period	5
5	Early Career based training	6
6	Observation of the ECTs teaching practice	6
7	Special Circumstances	8
	7.1 Reducing the induction period	8
	7.2 Extending an induction period to account for ad hoc absences	8
	7.3 Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental bereavement leave	9
	7.4 Extension of the induction period after induction has concluded	9
	7.5 Induction periods extended in Wales (before or after completion)	9
	7.6 Data loss/error - determining whether induction has been satisfactorily completed	10
	7.7 ECTs completing induction in more than one institution simultaneously	10
	7.8 Special provisions applying to teachers who gained QTS between 1 May 2000 and 30 April 2001 (Cohort 1)	10
8	Raising concerns	10
9	Unsatisfactory progress and appeals	10
10	Completion of the induction period	11
11	Making an appeal against a decision by the appropriate body	12
12	Failure to complete induction and dismissal or Action in the event of serious capability problems	12
13	General principles within this policy	13
14	Review of this policy	14
	Appendices - roles and responsibilities	
	Appendix One            Headteacher	15
	Appendix Two           Induction tutor (co-ordinator)	17
	Appendix Three        Mentor	18

	Appendix Four	Appropriate body	19
	Appendix Five	Governing body	21
	Appendix Six	Teacher Regulation Agency	22

## **1 Introduction**

Hales Valley Trust offers induction to Early Career Teachers (ECTs). This policy sets out how we aim to manage this personalised programme to support an Early Career Teacher during their induction, to satisfactorily meet the Teachers' Standards (the relevant standards) by the end of this period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The term 'early career teacher' refers to a newly qualified teacher in their first or second year of induction.

## **2 Scope and purpose of this policy**

This policy has been developed to comply with current relevant legislation and the statutory guidance 'Induction for early career teachers (England)'.

This policy has been implemented following agreement with the central executive team.

This policy does not form part of any employee's contract of employment and may be amended at any time.

## **3 Prior to starting induction**

We will follow our Recruitment Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.

We will identify and agree an organisation to act as the appropriate body and will notify them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor, and will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment. This named contact should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

The Headteacher will agree with the appropriate body whether or not the post that it is intended the ECT will serve induction in is suitable for this purpose. The headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, will be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. A suitable post is expected to:

- have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with the 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 (co-ordinator) 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.

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

We will also ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT will 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 will not teach more than 95%. This time off timetable will be used to specifically enable ECTs to undertake activities in their induction programme. The ECT will agree with their induction tutor and/or mentor how best to use their reduced timetable allowance.

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

The Headteacher will appoint an induction tutor (co-ordinator) and a mentor for the ECT with QTS.

#### **Appointment of an induction tutor (co-ordinator)**

The headteacher will identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor will 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 will be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

## **Appointment of a mentor**

The headteacher will identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor will 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 will 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.

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

## **4 The induction period**

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms. The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

### **Minimum period of continuous employment that can count towards induction**

The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

A suitable monitoring and support programme will take place throughout the induction period structured to meet their professional development needs (including the development needs of part-time ECTs). This will include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who will hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor (co-ordinator) who will hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor (co-ordinator) to set and review development targets against the Teachers' Standards; and

- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

## **5 Early Career Framework based training**

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework -based training will be embedded as a central aspect of induction; it is not an additional training programme. Hales Valley Trust have chosen the funded provider led programme.

## **6 Observation of the ECT's teaching practice**

The induction tutor (co-ordinator) or another suitable internal or external person with QTS will regularly observe the ECT's teaching to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Following observation, the observer will give advance notification to meet with the ECT to provide prompt and constructive feedback and a brief written record made on each occasion. Any written record will indicate where any development needs have been identified.

The induction tutor (co-ordinator) will review the ECT's progress based on the evidence of their teaching against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

### **Professional Progress Reviews**

Progress reviews will be informed by existing evidence of the ECT's teaching and will be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

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 (co-ordinator).

A written record of each progress review will 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 (co-ordinator) and stating the agreed development targets. Objectives will be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

If the induction tutor is not the headteacher, the induction tutor will also update the headteacher on the ECT's progress after each progress review.

The induction tutor (co-ordinator) will notify 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 they will outline the plan they have put in place to assist the ECT in getting back on track. We will 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.

## **Formal Assessments**

ECTs will have formal assessments carried out by either the headteacher or the induction tutor (co-ordinator). Mentors will not carry out formal assessments unless they are also acting as the induction tutor (co-ordinator). ECTs will 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). The headteacher, induction tutor (co-ordinator) and ECTs will agree exactly when the assessment dates are set. Evidence used in assessments will be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments will 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 will 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 will 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.

ECTs will be kept up to date on their progress. Nothing will be unexpected.

Formal assessment reports will be completed for both formal assessments. These reports will clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment report.

Once assessment reports have been completed, the ECT will be encouraged to add their comments. They will be signed by the induction tutor (co-ordinator), headteacher and the ECT. Once signed, the ECT will 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

## **Interim Assessments**

When an ECT leaves a post after completing one term or more in a school but before the next formal assessment would take place, the induction tutor (co-ordinator) or headteacher will complete an interim assessment. This will 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 will also be completed if the ECT leaves during their final term of induction.

## **7 Special Circumstances**

### **7.1 Reducing the induction period**

Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.

In making such a decision they will take account of advice from the headteacher and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route.

In such cases, only the final assessment meeting and report will be required with the headteacher's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way.

The assessment-only route to QTS allows an individual with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to an accredited and approved training provider and by having their teaching assessed in a school.

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 will consult the headteacher and will gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

### **7.2 Extending an induction period to account for ad hoc absences**

If an ECT is absent during induction for a period of 30 days or more, the Headteacher will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

### **7.3 Extending of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental bereavement leave**

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request will 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.

#### **7.4 Extension of the induction period after induction has concluded**

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.

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.

If an ECT leaves an institution having started but before completing their extension, the headteacher will complete an interim assessment report and notify the appropriate body.

#### **7.5 Induction periods extended in Wales (before or after completion)**

When an extension is granted under Welsh regulations and the ECT is subsequently employed at an institution in England, the period is treated as having been extended under English regulations. These ECTs will complete the remainder of a two-year statutory induction, unless they are eligible under transitional arrangements to complete the remainder of their one-year induction.

#### **7.6 Data loss/error - determining whether induction has been satisfactorily completed**

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 teachers has met the Teachers' Standards. Each case must be considered on its own merits.

The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. The appropriate body, in reaching its decision, will 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/appraisal, 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.

### **7.7 ECTs completing induction in more than one institution simultaneously**

If this situation arises we will follow the statutory guidance outlined in paragraphs 3.14 - 3.16.

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

If this situation arises we will follow the statutory guidance outlined in paragraphs 3.17 and 3.18.

## **8 Raising concerns**

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor (co-ordinator) 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.

## **9 Unsatisfactory progress and appeals**

### **Putting in place additional monitoring and support**

Where the induction tutor (co-ordinator) 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 will notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and the headteacher will ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher and the appropriate body will ensure that they are 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.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors will 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

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record will capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

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

## **10 Completion of the induction period**

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.

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

Within 20 working days of receiving the headteacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;

- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's recommendation and all available evidence including any written representations from the ECT.

The appropriate body will, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency, and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

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.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

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.

## **11 Making an appeal against a decision by the appropriate body**

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.

## **12 Failure to complete induction and dismissal / Action in the event of serious capability problems**

Failure to complete the induction period satisfactorily means that the NQT is longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.

As an academy, we have decided to follow the principle of the Regulations in relation to an NQT who has failed induction working in a relevant school, and apply them to our Trust. Therefore, we will normally dismiss an NQT who has failed induction:

- 12.1.1 Within 10 working days of the NQT giving notice that they do not intend to exercise their right to appeal; or
- 12.1.2 Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or
- 12.1.3 Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the NQT is judged as having failed induction.

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 will continue in parallel with the capability procedure. The appropriate body will be informed.

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.

## **13 General Principles Underlying This policy**

### **13.1 Confidentiality**

The induction process will be treated confidentially and we will ensure that arrangements are in place to facilitate this effective protection and secure transfer of data. Information relating to an ECT's induction process and assessments generated will only be shared with those directly involved in the induction process. It will 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.

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

### **13.2 Consistency of Treatment and Fairness**

Hales Valley Trust are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trust is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

### **13.3 Retention and data protection**

The board of trustees and Headteacher will ensure that all written induction records are retained in a secure place, for a minimum of six years. As part of the application of this policy, the Academy Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to

time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018). Records will be kept in accordance with our Workforce Privacy Notice, our [Retention Policy and in line with the requirements of Data Protection Legislation. 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. ECTs will be advised to retain the original copies of their own assessment reports.

## **14 Review of policy**

This policy is reviewed annually by Hales Valley Trust We will monitor the application and outcomes of this policy to ensure it is working effectively.

## Appendix One Roles and Responsibilities Headteacher

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor (co-ordinator) has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

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.

In addition to the above, headteachers of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

**Appendix Two**  
**Roles and Responsibilities**  
**Induction Tutor (Induction Co-ordinator)**

The induction tutor (co-ordinator) (or the headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
  - carry out regular progress reviews throughout the induction period;
  - undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
  - carry out progress reviews in terms where a formal assessment does not occur;
  - inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
  - inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
  - ensure that the ECT's teaching is observed and feedback provided;
  - ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
  - take prompt, appropriate action if an ECT appears to be having difficulties;
- and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

**Appendix Three**  
**Roles and Responsibilities**  
**Mentors**

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

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

## Appendix Four Roles and Responsibilities Appropriate Bodies

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

- headteachers (and 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 (co-ordinator) and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

The appropriate body should, on a regular basis, consult with headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

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

- headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors (co-ordinators) have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;

- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- 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.

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 headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

**Appendix Five**  
**Roles and Responsibilities**  
**Governing Body**

The governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

**Appendix Six**  
**Roles and Responsibilities**  
**Teacher Regulation Agency**

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

**Statutory**

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

**Non-statutory**

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service