



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Early Career Teachers Induction Policy	
<i>Responsible Board/Committee</i>	Academy Trust Board
<i>Policy Type</i>	Central Policy (Group A)
<i>Policy Owner</i>	Education
<i>Statutory</i>	Yes
<i>Publish Online</i>	No
<i>Last Review Date</i>	October 2023
<i>Review Cycle</i>	2 Years
<i>Next Review Date</i>	October 2025
<i>Expiry Date</i>	December 2025
<i>Version</i>	1.1

1. Introduction

- 1.1 This policy is linked to the DFE's Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies (revised April 2023 to come into force on 1 September 2023).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1184915/Statutory_Induction_for_early_career_teachers_england_.pdf
- 1.2 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

2. Aims and Objectives

- 2.1 Our schools' induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:
- to ensure the Early Career Framework (ECF) induction programme is embedded as a central aspect of induction;
 - to help ECTs meet all the Teachers' Standards. ○ to provide support appropriate to the individual needs of the ECT.
 - to provide appropriate mentoring and support through the role of an identified mentor.
 - to provide ECTs with examples of best practice.
 - to help ECTs form good relationships with all members of the school community and stakeholders.
 - to help ECTs become aware of the school's role in the local community. ○ to encourage reflection on their own and observed practice.
 - to provide opportunities to recognise and celebrate good practice. ○ to provide opportunities to identify areas for development.
 - to help ECTs to develop an overview of teacher's roles and responsibilities.
 - to provide a foundation for longer-term professional development.
- 2.2 All staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

- 2.3 This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

3. Transitional Arrangements

- 3.1 The induction period for all early career teachers who start their induction on or after 1 September 2021 will be extended from one year to two years. This will apply to ECTs who start their induction on or after 1 September 2021.
- 3.2 ECTs who, on 1 September 2021, had started but not completed their induction, hereafter referred to as ‘the pre-September 2021 cohort’ have until 1 September 2023 to complete induction within three terms.
- 3.3 Where possible, schools should have regard to this amended statutory guidance in relation to ECTs who began their statutory induction before 1 September 2021. For example, where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year 3
- 3.4 After 1 September 2023, when the transition period ends, all ECTs will be required to complete a two-year induction period. These ECTs should not restart induction, but rather complete what remains of a two-year induction. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.

4. The Induction Process

- 4.1 **Checking a teacher is eligible to start an induction period**
Before the ECT takes up post the headteacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration.
- 4.2 **Qualified Teacher Status**
An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers and the appropriate body must check with the Teaching Regulation Agency that the individual holds QTS.

The exemptions to a qualified teacher having satisfactorily completed an induction period to be able to be employed in a relevant school in England have been updated to reflect the changes brought about by the introduction of a new approach to recognising overseas teaching qualifications. Under this new approach, teachers from outside the United Kingdom who are awarded QTS, having made an application to do so after 1 February 2023, are required to complete induction if they have less than two years’ full-time experience when they are awarded QTS. We have also updated the exemptions for teachers who complete an induction or probation period in the other parts of the United Kingdom and certain overseas territories and Crown Dependencies

4.3 **Start date for induction**

The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher and ECT.

4.4 **The start date for induction**

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.

4.5 **A suitable post for induction**

In order for the ECT to serve induction the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. A suitable post is expected to:

- have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the school are engaged in;
- and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

4.6 **Ensuring a reduced timetable**

The headteacher 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. This is in

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

4.7 **Determining the appropriate body**

Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions. An ECT cannot start their induction until their appropriate body has been agreed.

4.8 **Registering the ECT with the appropriate body**

Once an ECT has been appointed, the headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period.

The following organisations can act as the appropriate body:

- A teaching school hub (subject to the conditions outlined in para 2.25 below)
- A local authority with which the school reaches agreement (From 1 September 2023 local authorities will no longer be listed as an appropriate body). From 1 September 2023 until 31 August 2024, local authorities can only continue to act as appropriate bodies in a limited capacity where the local authority was acting as an appropriate body for an institution immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023. In addition to the above list, an appropriate body may also be an organisation determined for this purpose by the Secretary of State.

These organisations currently are:

- National Teacher Accreditation (NTA) (From 1 September 2024 NTA will no longer operate as an appropriate body)
- The Independent Schools Teacher Induction Panel (ISTIP) (for their members and associate or additional members only)

4.9 **Named contact at the appropriate body**

At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

4.10 **Determining the length of 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. In some exceptional circumstances the length of an induction period may be reduced. In this case, schools must contact their appropriate body.

4.11 **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. 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.

4.12 **Length of the induction period for an NCT who works part-time**

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years. It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced.

4.13 **Monitoring, support and assessment during induction**

The Headteacher should identify a person to act as the ECTs Induction Tutor and a different person to act as the ECTs Mentor. As these are two discreet roles they should ideally be held by different individuals. A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;

- regular one to one mentoring sessions, weekly in year 1 and fortnightly in year 2, from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively; In exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively; ○ observation of the ECT's teaching with written feedback provided; ○ professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own school or in another school in the Academy Trust where effective practice has been identified.

4.14 **Observation of the ECT's teaching practice**

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the school.

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.

4.15 **Professional progress reviews of the ECT**

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. 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. 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.

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. 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.

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. 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 all progress reviews.

4.16 **Formal Assessments**

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. 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 schools and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body. Where an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment should not be made until the ECT returns.

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.

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

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.

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. 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.

4.17 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 or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance 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.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher/principal is still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

4.18 Completing 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 must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose school the ECT was working at the end of their induction); and the Academy Trust. 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 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 Academy Trust will 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.

5. Roles and Responsibilities

5.1 The ECT

The ECT will:

- provide evidence that they have QTS and are eligible to start induction; ○ meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards; participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable; ○ consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the school;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

5.2 The Headteacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to: ○ check that the ECT has been awarded QTS;

- clarify whether the teacher needs to serve an induction period or is exempt; ○ agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction; ○ ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place; ○ ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments 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;
- retain all relevant documentation/evidence/forms on file for six years; and ○ provide mentors with the opportunity to enrol on the National Professional Qualification for Leading Teacher Development (NPQLTD), which is fully funded by the DfE.

There may also be circumstances where the headteacher 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;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the school.

In addition to the above, headteachers should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

5.3 Induction Hours

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. ○ 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.

5.4 **Mentors**

The mentor is expected to:

- hold QTS and have the necessary skills and knowledge to work successfully in this role.
- 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 ECFbased 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.

5.5 **The 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 school's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the school'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.

5.6 **The Appropriate body**

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 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 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. Schools 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 school is not fulfilling its responsibilities, contact is made with the school to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively; mentors have the ability and sufficient time to carry out their role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- the headteacher has verified that the award of QTS has been made; ○ the school is providing a reduced timetable in addition to PPA time; ○ the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records 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.
- Retain all relevant documentation/evidence/forms on file for six years.

The appropriate body should also:

- respond to requests from schools for guidance, support and assistance with ECTs' induction programmes; ○ provide information to the headteacher on the types of induction available; and ○ respond to requests for assistance and advice with training for induction tutors and mentors.

5.7 **The University of Birmingham**

The University of Birmingham has been appointed by Capita as its main delivery partner for the Early Career Framework. Within its delivery partner network, the university has established the University of Birmingham Alliance consisting of the King Edward VI Academy Trust, The Mercian Trust and Woodrush Training Consortium to bring together the experience and resources of its own School of Education with these of local academy trusts and training consortiums. In January 2023 Capita informed us that they had decided not to bid for any further cohorts. Capita and The University of Birmingham remain fully committed to taking through the Yr 2 ECTs to completion in summer 2024. Due to these developments an alternative deliver partner has been selected from September 2023 onwards.

The Arthur Terry Teaching School Hub

The Arthur Terry Teaching School Hub has been appointed by the Education Development Trust to be one of its delivery partners for the Early Career Framework. From 1st September 2023 all ECTs joining schools within the King Edward VI Academy Trust will complete their two-year ECF with Arthur Terry Teaching School Hub. Arthur Terry will act as both the delivery partner and awarding body. Training for new mentors will be provided along with re-fresher sessions for those experienced ones. KEVI ECTs will experience two bespoke face-to-face training sessions to enable opportunities for greater collaboration. They will also have access to the annual ECT Regional Conference.

6. Record keeping/ Retention

- 6.1 The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time.

- 6.2 Where an ECT has already completed part of their period in another institution, the headteacher should contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.
- 6.3 It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years.

7. Confidentiality and Data Protection

- 7.1 Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.
- 7.2 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.
- 7.3 Governing bodies can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the school's grievance procedures, which would in many cases require the 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 can seek guidance from the appropriate body.

8. Unsatisfactory Progress and Appeals

Putting in place additional monitoring and support

- 8.1 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.
- 8.2 If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice

and given every opportunity to raise their performance. The headteacher and the appropriate body should be satisfied that:

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

8.3 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.

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

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

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.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed. Action in the event of serious capability problems.

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.

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. 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. For induction completed in Wales, the Appeals Body is the Education Workforce Council. Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appeals-procedures>