Early Career Teacher ECT Induction Policy

TYNE &WEAR LEARNING TRUST

September 2026

Statement of intent

At Tyne and Wear Learning Trust, we recognise that the successful appointment and induction of an 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 ECTs will:

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

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

1. Legal framework

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

- DfE (2026) 'Induction for early career teachers (England)' – statutory guidance
- DfE (2026) 'Appropriate bodies guidance: induction and the initial teacher training and early career framework (ITTECF)'
- DfE (2024) 'Initial Teacher Training and Early Career Framework' (ITTECF), effective from 1 September 2025
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2025) 'School teachers' pay and conditions document 2025 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

2. Roles and responsibilities

ECTs will be responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor how best to use their reduced timetable allowance to engage fully with the Early Career Teacher Entitlement (ECTE) and ITTECF-based training.
- Participating fully in the agreed monitoring and development programmes.
- Engaging with monitoring and assessment against the Teachers' Standards; the ITTECF is not an assessment framework.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.

- Retaining copies of all assessment reports.

The headteacher will be responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Checking that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Appointing an appropriate body and ensuring the ECT is registered with it before statutory induction starts.
- Ensuring the requirements of a suitable post for induction are met.
- Appointing an appropriate body in advance of the ECT starting induction and ensuring the ECT is informed of the arrangement.
- Making sure that the induction tutor and mentor receive suitable training and have sufficient time to carry out their distinct roles effectively.
- Ensuring that an induction programme based on the ITTECF is in place as part of the ECTE.
- Ensuring the ECT's progress is reviewed regularly and that observations and prompt, constructive feedback take place.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that any ECT undertaking short-term supply teaching is legally eligible to do so; an ECT who has failed induction cannot be employed lawfully as a teacher in a relevant school.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
    - Obtaining interim assessments from the ECT's previous post
    - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily

    - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
    - Notifying the appropriate body where an ECT has 30 or more days' absence in a year of induction, excluding the statutory leave categories set out in this policy.
    - Regularly informing the governing board about the school's induction procedures
    - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed, including in relation to part-time ECTs
    - Providing interim assessment reports for staff moving in between formal assessment periods
    - Informing the appropriate body when an ECT serving induction leaves the school
- Ensuring the ECT's post and responsibilities comply with the school's specific requirements for ECT induction.

Induction tutors/mentors will be responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working with the ECT and other relevant staff to ensure the ECT receives a high-quality induction programme based on the ITTECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

Appropriate bodies have a quality assurance role and will be responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- When working with partners to support or facilitate the delivery of their responsibilities:
    - Maintaining full responsibility for their regulatory duties, and not delegating these.
    - Making direct decisions in every case concerning the suitability of posts and institutions, and taking appropriate action where the school is not complying with requirements or actions to support the progress of ECTs.
    - Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DfE's statutory induction guidance.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme of training and support which is clearly based on the ITTECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Where an ECT has completed part of their induction at another school, ensuring the headteacher has obtained, or been provided with, interim assessments and any formal assessment and progress reviews from the ECT's previous school.
- Ensuring the school submits progress reviews and assessment reports, including any interim assessments, on time.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate, including in relation to part-time ECTs.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Recording induction outcomes and changes through the DfE's 'Record inductions as an appropriate body' service, including starts, completions, departures and extensions.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.

- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Retaining all relevant documentation, evidence and forms for six years.

The governing board will be responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

3. Statutory induction

The statutory induction of an ECT is the bridge between ITT and a career in teaching. The school will support ECTs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The Teachers' Standards will be used to assess an ECT's performance during induction, taking account of what can reasonably be expected in the ECT's work context. Judgements will reflect the expectation that the ECT has consolidated their initial teacher training and met the standards consistently over a sustained period. The ITTECF must not be used as an assessment tool.

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 Annex A of the DfE's 'Induction for early career teachers (England)' guidance.

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

The relevant body will determine the ECT's performance and any pay recommendation through the induction process and the school will consider awarding pay progression to ECTs at the end of the first year of their induction.

Short-term supply teaching of less than one term does not count towards induction. An ECT who has not completed induction may undertake such work in a relevant school only within the fixed five-year period beginning on the date QTS was awarded. If a placement is extended to one term or more and becomes suitable for induction, induction begins when the post becomes suitable and cannot be backdated.

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

Eligibility

Before the ECT takes up the post, the headteacher will complete the required pre-employment checks and use the DfE 'Check a teacher's record' service to confirm that the ECT has QTS and is eligible to start induction. The appropriate body will verify QTS and eligibility through the DfE 'Record inductions as an appropriate body' service.

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

ECTs are encouraged to begin induction as soon as possible after gaining QTS, but there is no general time limit for starting or completing induction. The only time limit concerns short-term supply teaching of less than one term.

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

Suitable posts

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

- Have a headteacher who can make a recommendation about whether the ECT's performance against the 'Teachers' Standards' is satisfactory.
- Have an agreement with an appropriate body to quality-assure the process.
- Provide an induction programme of training and support based on the ITTECF as part of the ECTE.
- Provide the ECT with the tasks, experience of teaching whole classes, and support needed to enable them to demonstrate satisfactory performance against the 'Teachers' Standards'.
- Ensure the appointment of an induction tutor who holds QTS, and has relevant knowledge and experience.
- Provide the ECT with a reduced timetable to enable them to undertake the activities involved in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the phase or subject(s) for which the ECT has been employed to teach.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same classes.
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.

- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The governing board will be satisfied that the school has the capacity to support the ECT in the role and that the headteacher is fulfilling their responsibilities.

If a school becomes eligible for intervention because it requires special measures, it may continue induction for an ECT who was already serving induction there, or who was employed there on an employment-based initial teacher training route before gaining QTS. It will not normally appoint a new ECT to serve induction unless Ofsted judges the school, or a specified part of it, suitable for that purpose. The appropriate body must be satisfied that the circumstances will not unfairly compromise the ECT's ability to complete induction successfully.

Beginning induction

Before induction starts, the headteacher will ensure that the ECT is registered with an appointed appropriate body and that the school and ECT have the appropriate body's named contact. The school will also register the ECT, induction tutor, mentor and training arrangements through the DfE 'Register early career teachers' service.

The appropriate body will determine and agree the induction start date in advance with the headteacher and ECT. The start date is the date on which the ECT starts teaching in a suitable post and is registered with the appropriate body. It is not determined by the start of the ITTECF-based training programme and may differ from the contractual start date.

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

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

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

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

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

Mentoring and support

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

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

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

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

Mentors will receive suitable training for their role, normally through the school's ECTE training provider where provider-led training is used. Mentoring will be phase- or subject-specific where appropriate and will remain separate from formal assessment.

Monitoring and assessment

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

The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties. ECTs will be informed that they should raise any concerns about their induction with their induction tutor in the first instance. If the matter is not resolved, the ECT will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.

Termly observations of the ECT's lessons will be conducted, usually by the induction tutor. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT and the observer (induction tutor) will meet to review the teaching observed. All feedback provided by the induction tutor will be prompt and

constructive. The induction tutor will make a brief written record of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.

ECTs will receive progress reviews against the 'Teachers' Standards', conducted by their induction tutors, in each term of their induction where a formal assessment is not scheduled.

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

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

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

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

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

The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.

ECTs will be formally assessed in the final term of the first year of their induction and again in the final term of the second year of their induction. The exact dates of these assessments will be agreed between the headteacher and the ECT in advance. Formal assessments will be carried out by the induction tutor or the headteacher only.

If an ECT is absent when a formal assessment is due, the outstanding assessment will not be completed until the ECT returns. Interim assessments will record all absences accurately, and the school will notify the appropriate body of relevant absence totals.

All evidence used for formal assessments will be drawn from the ECT's teaching work during their induction. In order to reduce the potential burden of evidence collection, the evidence used will largely come from that collected during progress reviews, and will consist of existing or working documents. ECTs will not be required to create anything new for a formal assessment. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT and the appropriate body. As a result, the school aims for all formal assessments to work in combination with the regular

progress reviews; where possible, the ECT should not find any unexpected results from a formal assessment.

The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT has been assessed against the 'Teachers' Standards'. Once the report has been completed, the headteacher will hold an assessment meeting with the ECT, where the ECT will be able to add their comments to the report. The report will be signed by the induction tutor, headteacher and ECT. The ECT will then be given the original report and a copy will be sent to the appropriate body. For the final assessment report, the headteacher will record their recommendation to the appropriate body of whether the ECT's performance throughout their induction has been satisfactorily demonstrated their competence against the 'Teachers' Standards'. For the final assessment meeting, the headteacher will ensure a copy of the report is sent to the appropriate body within 10 working days of the final assessment meeting.

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

Completing induction

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

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

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

- Statutory maternity, paternity, adoption and neonatal care leave
- Shared parental leave
- Parental bereavement leave
- Carer's leave

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

- Personal crises.
- Illness.

- Disability.
- Issues around the support during induction.
- Where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

ECTs are still able to progress both their career and pay grade during and after the two-year induction period, and are not adversely impacted by this. The extension to a two-year induction period will not prevent the school from awarding pay progression to ECTs at the end of their first year.

The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher.

If the appropriate body decides to extend induction after the agreed period has concluded, the ECT will be informed of the decision, the reasons, their right of appeal and the deadline and arrangements for appealing to the Teaching Regulation Agency. An appeal must be made within 20 working days of the ECT receiving the decision.

Where an ECT fails induction and states that they do not intend to appeal, or the appeal deadline expires, the school will secure the termination of employment within 10 working days, subject to the statutory requirements and the Trust's applicable procedures.

If an appeal is dismissed, the school will secure the termination of employment within 10 working days of receiving the appeal outcome, subject to the statutory requirements and the Trust's applicable procedures. The Teaching Regulation Agency will maintain the record of the failed induction.

4. Record-keeping

All records regarding ECTs will be kept in accordance with the school's Records Management Policy.

Assessment forms will be signed by the headteacher and submitted to the appropriate body promptly. They will record the date employment began, the induction completed, any changes in working pattern and all absences. The school will retain assessment reports for six years and advise ECTs to retain their own copies.

The school will use the DfE 'Check a teacher's record' service to verify induction status. The DfE records induction information supplied by appropriate bodies, while the Teaching Regulation Agency retains responsibility for induction appeals.

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

5. Confidentiality

The school will work with the appropriate body, the DfE and, where relevant, the Teaching Regulation Agency to protect and securely transfer personal data relating to ECT induction.

Induction records and assessments will be treated as confidential and disclosed only to those who are authorised or where disclosure is required by law.

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

6. Special circumstances

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

If an ECT has 30 or more days' absence in a year of induction, or the part-time equivalent, the relevant year must be extended by the total number of days absent. This automatic extension does not apply to statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's or neonatal care leave. Days already counted in an existing absence-related extension will not be added again.

An ECT who takes statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's or neonatal care leave may choose whether to extend induction by the number of days absent. Any outstanding assessment will wait until the ECT returns and has decided whether to extend. If the ECT chooses not to extend and moves institution, the institution where the induction period ends and its appropriate body will complete the final assessment and decision, informed by records from any previous institution.

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

Where induction records have been lost or are incorrect through no fault of the teacher, the appropriate body may treat induction as satisfactorily completed only where every reasonable avenue to recover the records or establish an audit trail has been exhausted and the available evidence supports that conclusion.

The appropriate body may consider evidence of satisfactory performance against the Teachers' Standards, including previous appraisal or performance management records and

the most recent review statement, when deciding whether the teacher can be treated as having completed induction satisfactorily.

For ECTs completing induction in more than one school simultaneously:

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

For ECTs transferring during induction:

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

7. Unsatisfactory progress and appeals

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

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

Together with the school, the appropriate body may:

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

The appropriate body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.

- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

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

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

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

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

Concerns about capability, conduct or grievances will be managed under the Trust's relevant employment procedures. The appropriate body may be consulted on induction-specific matters but does not determine employment matters.

8. Monitoring and review

The Trust Board is responsible for reviewing this policy. It will be reviewed annually and sooner where legislation or statutory guidance changes.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the headteacher immediately. Any changes to this policy will be communicated to all relevant stakeholders.