Early Career Teacher Induction Policy

2025

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2. Introduction

From September 2021, the government is funding an entitlement for all Early Career Teachers in England to access high quality professional development at the start of their career. New teachers will now receive development, support and training over 2 years instead of one. The term Early Career Teacher (ECT) replaces the term Newly Qualified Teacher (NQT).

Changes to the statutory induction arrangements will ensure that all Early Career Teachers undergoing induction are entitled to a 2-year training and support programme based on the Initial Teacher Training and Early Career Framework (ITTECF) Key changes include:

- the Appropriate Body role will sit with L.E.A.D. Teaching School Hub Lincolnshire who will work with Voyage Education Partnership as a Delivery Partner to deliver and support services to ECTs
- the extension of the induction period to 2 school years, pro rata for those on part time contracts
- there will be two formal assessment points, one midway through induction and one at the end of the induction supported by regular progress reviews
- Early Career Teachers will be entitled to a programme of training based on the early career framework, as well as the support of a dedicated mentor
- schools will receive additional funding for 5% time away from the classroom for teachers in their second year, payable at the end of the second year
- a dedicated mentor who will receive support and training
- funding to cover mentors' time with the mentee in the second year of teaching

3. Equal Opportunities

In adopting this policy, the Trust:

- is committed to promoting equalities in all areas of employment and to challenging discrimination and stereotyping.
- seeks to use this policy to maintain and promote equal opportunities across the Trust and ensure that no employee is discriminated against for any reason.
- will provide appropriate support to all employees and will give them sufficient opportunity to have their training and development needs reviewed regularly as part of the Early Career Teaching Induction Process
- will make every effort to address the needs of those with a disability and will make any reasonable adjustments necessary in order to overcome any barriers to access.

4. PART ONE Relates to the Roles of Voyage Education Partnership and its academies.

4.1 Rationale

At Voyage Education Partnership we recognise that the high-quality induction of an Early Career Teacher is an entitlement and is of critical importance. These initial years are extremely demanding and are of key significance in the professional development of new teachers. ECTs bring new ideas and fresh approaches to teaching and it is vital that they are able to thrive through appropriate transitional support. In taking on any ECT the Voyage Education Partnership commits to developing and nurturing a promising career.

As part of the commitment to ECTs the Voyage Education Partnership works in partnership with the L.E.A.D. Teaching School Hub as the Appropriate Body to deliver the Education Development Trust (EDT) Early Career Training Programme (ECTP) and all our ECTs are enrolled on to the Funded Provider - Led Programme. This programme is a comprehensive, DfE endorsed package which provides for ECTs and their mentors to systematically develop the early teacher through CPD and professional dialogue with the monitoring and assessment of performance against relevant standards. ~~We work in collaboration with the Horncastle Education Trust on the delivery of this programme to ensure the best expertise, advice and support is available to our ECTs.~~

4.2 Legal Framework

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

- DfE Induction for Early Career Teachers (England) Revised April 2025 To come into force on 1 September 2025
- DfE (2011) Teachers' standards
- Education Act 2002

This policy refers to the following academy policies

- Grievance Procedures Policy
- Records Management Policy

4.3 Purpose

Statutory induction is the bridge between initial teacher training and a career in teaching. The Early Career Teacher Entitlement (ECTE) underpins an entitlement to a fully funded, two-year package of structured training and support for Early Career Teachers, linked to the best available research evidence. It combines a structured programme of development, support and professional dialogue, underpinned by the ITTECF, with monitoring and an assessment of performance against the Teachers' Standards. It ensures that teachers have dedicated time set aside to focus on their development across a two-year period. The ECTPsupports the Early Career Teacher and provides them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is at least 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.

Our induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to their academy and to the Voyage Education Partnership. Specifically we aim to provide support which will:

- Enable an ECT to build upon existing knowledge, skills and understanding
- Assist an ECT in becoming a full member of the teaching profession and provide a foundation for CPD in their short and longer term professional development
- Enable an ECT to meet identified goals and complete their induction year to the required standards
- Be systematic, fair and rigorous in the assessment of an ECT's professional practice
- Help ECTs form productive relationships with all members of the school community and stakeholders
- Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate success
- Act quickly to help ECTs address any areas of concern
- Provide support to ECTs failing to make satisfactory progress.

4.4 Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards that they achieved in training.

Key aspects of the induction programme for ECTs at Voyage Education Partnership are as follows:

- Access to the Education Development Trust Funded Provider- Led Programme that will commence upon appointment;
- Structured visit(s) to the academy prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these;
- Help and guidance from the Trust Teacher Development Lead and Academy Induction Tutors who are adequately prepared for the role and will ensure full delivery of the induction programme;
- Regular scheduled meetings with a mentor and, as needed, meetings with subject coordinators, SENCo, etc;
- Tailor-made opportunities to observe experienced colleagues teaching in their academy and where practical in other academy settings across the Voyage Education Partnership;
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in the first year. This time is used for participating in the induction programme and meetings with the mentor and other development activities;
- A reduction of 5% of the average teacher's workload (in addition to PPA time) will be offered in the second year. This will allow the ECT to continue to have dedicated time for the EDT ECTP. It is the responsibility of the Academy Induction Tutor and mentor in conjunction with the ECT, to determine how any other time will be used.
- Regular observation of ECT's teaching by experienced colleagues

- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary;
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner;
- Opportunities for further professional development based on agreed targets and identified needs;
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards;
- ECTs will be provided with a named contact within the Voyage Education Partnership and the Appropriate Body with whom to raise concerns;
- ECTs will be informed during the assessment meeting of the judgements to be recorded in the formal assessment record and will be invited to add their comments – there should be no surprises.

5. Roles and Responsibilities

This policy reflects a Voyage Education Partnership wide approach to ECT induction and has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice. Laid out in this policy are the expectations, roles and responsibilities of all parties involved in induction.

5.1 The Voyage Education Partnership is responsible for:

- Ensuring staff and the academies are compliant with this policy
- Ensuring each academy has the capacity to support the ECT
- Ensuring the Headteachers fulfil their responsibilities
- Investigating concerns raised by an ECT as part of the Trust's Grievance Procedures Policy
- Asking for advice from the Appropriate Body on induction procedures and the responsibilities of staff involved in the process.
- Requesting general updates from the mentors on the progress of an ECT.

5.2 Headteachers play an important role in ensuring a high-quality induction process for colleagues new to the profession and, alongside the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. Each Headteacher is responsible for:

- Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Prevent Policy, Behaviour Policy, Staff and Pupil Code of Conduct, Equality and Diversity Statement, Dress Code, SEND Policy, Social Media Usage Guidance and Keeping Children Safe in Education: Part one.
- Ensuring the ECT knows the identity and role of the Designated Safeguarding Lead and any deputies
- Ensuring that the ECT knows the academy's response to children who go missing from education (CME)
- Ensuring that the ECT has been awarded QTS before starting employment
- Clarifying whether the ECT needs to serve an induction period or is exempt from it (see appendix for more detail)

- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work
- Informing the ECT that L.E.A.D. Teaching School Hub will act as the Appropriate Body, in advance of the ECT starting the induction programme
- Informing the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction
- Informing the ECT which ECTP provider will be supporting their induction as an ECT
- Meeting the requirements of a suitable post for induction (see appendix for more detail)
- Ensuring that the Academy Induction Lead has the ability, including relevant skills, knowledge, experience and sufficient time to carry out their role effectively
- Making sure that mentors has the ability, including relevant skills, knowledge, experience and sufficient time to carry out their role effectively
- Ensuring that a comprehensive induction programme is in place, building on the targets set from their training programme or previous progress reviews or assessments
- Ensuring that the progress of the ECT is reviewed regularly via scheduled assessments, observations and feedback of their teaching
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- Making sure that completed reports and assessments are sent to the Appropriate Body for review
- Maintain and retain accurate records of employment that will count towards the induction period
- Retain all relevant documentation/evidence/forms on file for six years
- Informing the Trust 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 is satisfactory or requires an extension
- Participating in the Appropriate Body's quality assurance process
- Allocating DfE funding for ECTs appropriately and in line with DfE guidance

In addition, there may be circumstances when the following should be undertaken by Headteachers:

- Obtaining interim assessments, any formal assessment and progress reviews from the ECT's previous post
- Alerting the Appropriate Body and Voyage Induction Lead when an ECT may be at risk of not completing induction satisfactorily against the Teachers' Standards
- Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
- Notifying the Voyage Induction Lead if an ECT is absent for a total of 30 days or more
- Regularly informing the Trust Board about the academy's induction procedures
- Discussing with the Voyage Induction Lead 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
- Providing interim progress reports for staff moving in between formal assessment periods

- Informing the Appropriate Body and the Voyage Induction Lead when an ECT serving induction leaves the academy

In practice, many of the tasks associated with the above will be carried out between the Voyage Induction Lead and Academy Induction Tutor supported by the relevant mentor.

5.3 The Voyage Induction Lead will

- Act as the representative of Voyage Education Partnership as a Delivery Partner in supporting the L.E.A.D. Teaching School Hub in its role as Appropriate Body;
- Maintain up to date knowledge of statutory requirements and entitlements in relation to ECT Induction and communicate these effectively with all stakeholders;
- Ensure Academy Induction Tutors, mentors and those involved in the induction of ECTs engage with relevant induction and training from the Appropriate Body and the Education Development Trust;
- Ensure and monitor the engagement of ECTs and their mentors in the EDT Full Induction Programme;
- Target additional sources of support and/or training for ECTs to assist them in meeting the Teachers' Standards;
- Give advice where ECTs are at risk of failing to meet the Teachers' Standards and discuss appropriate support measures for the ECT;

5.4 Academy Induction Tutors

The principal requirement for the Academy Induction Tutor is to be responsible for the overall management of inducting ECTs into the teaching profession and into their academy's systems and structures and those of the Trust.

The Academy Induction Tutor is responsible for:

- Providing, or coordinating, guidance and effective guidance for the ECT's professional development in conjunction with the Voyage Induction Lead and the mentor and, where necessary, the Appropriate Body
- Maintaining records of activities and the monitoring of the quality of provision
- Carrying out regular progress reviews throughout the induction period
- Ensuring two formal assessments against Teachers Standards are carried out in line with Appropriate Body schedules during the total induction period coordinating input from other colleagues as appropriateEnsuring rigorous, fair and consistent assessment of performance
- 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
- informing 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
- ensuring that the ECT's teaching is observed and feedback provided

- ensuring ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- taking prompt, appropriate action if an ECT appears to be having difficulties
- sharing concerns with the Headteacher and the Voyage Induction Lead
- ensure that all monitoring and record keeping is done in the most streamlined and burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

5.5 Mentors are responsible for:

- Regularly meeting with the ECT for structured mentor sessions to provide effective targeted feedback
- Working 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 programme of training and support based on the ITTECF
- Observing the teaching of the ECT and providing honest, constructive feedback
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the academy
- Taking prompt, appropriate action if an ECT is facing difficulties liaising with the Academy Induction Tutor, Voyage Induction Lead and the Headteacher where necessary

5.6 Early Career Teachers are responsible for:

- Providing evidence that they have QTS and are eligible to start their induction.
- Meeting with the 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 programme of training and support based on the ITTECF
- Meeting regularly with their mentor to review practise, agree on priorities for next steps, feedback on their learning from the EDT provider-led programme and where they can implement this in their practise
- Participating fully in the EDT ECTP
- Participating fully in the agreed monitoring and development programmes
- Providing evidence of their progress against the Teachers' Standards
- Raising any concerns that they have with the Induction Tutor, Voyage Induction Lead, Mentor or Appropriate Body as soon as practical
- Consulting the Appropriate Body or Voyage Induction Lead at an early stage if there are difficulties with resolving issues with the Induction Tutor or mentor

- Keeping track of and participating effectively 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 mentor
- Retaining copies of all assessment reports

6. PART TWO relates to the role and responsibilities of the Appropriate Body

Since September 2021, induction for teachers joining the profession is extended to two years and, underpinned by the ECF, will provide them with a structured programme of development, support and professional dialogue. Appropriate Bodies will play a key role in teacher induction. From September 2021, as well as ensuring that ECTs receive their statutory entitlements, they will ensure that regard is had to the amended statutory guidance and that ECTs are fairly and consistently assessed. Appropriate Bodies are expected to check that ECTs are receiving a programme of support and training based on the ECF.

6.1 The L.E.A.D. Teaching School Hub is designated as the Appropriate Body for Lincolnshire. The Appropriate Body has a quality assurance role and is responsible for:

- Ensuring Headteachers and Trust Boards are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes checking that an ECT receives a programme of training and support based on the ITTECF, a designated Induction Tutor and mentor with the appropriate skills and experience and a reduced timetable.
- Ensuring procedures are in place to support monitoring, assessment and guidance are fair and appropriate.
- Retaining full responsibility for regulatory duties and powers including overseeing induction and must directly take all decisions on agreeing reductions and extensions with the ECT and recommendations to pass or fail induction which would all be based on its own consideration of relevant evidence.
- Making direct decisions in every case concerning suitability of posts and institutions, appropriate action where schools are not complying with requirements or actions taken to support ECT's progress.
- Maintaining oversight of and accountability for all activities undertaken by third parties and ensure services are conducted according to the agreed operating policies and processed of the appropriate body and this statutory guidance.
- Consulting with Headteachers on the nature and extent of the quality assurance procedures in the academy.
- Responding to requests to take action to address areas that require further development/support, where an ECT is facing difficulties that have not been resolved by the academy.
- Mentors and Induction Tutors have the ability, including relevant skills, knowledge, experience and sufficient time to carry out their role effectively
- Contacting an academy when the academy's responsibilities are not fulfilled.
- Ensuring that Headteachers have confirmed that the award of QTS has been made.
- Ensuring the academy is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.

- Ensuring ECT and mentor sessions are timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time
- Ensuring ECTs are provided with a named person within the Appropriate Body and AB Delivery Partner to raise concerns if they have any.
- Ensuring an agreement is reached with the Headteacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- Ensuring they provide the DFEwith information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- Ensuring they respond to requests from academies 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 and mentors
- Retaining all relevant documentation/evidence/forms on file for six years

6.2 Statutory Induction – what follows is not comprehensive, for full detail refer to DfE Induction for Early Career Teachers (England) April 2025

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

6.3 Completing the induction period

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

- The full-time equivalent of two standard academic years (usually six full terms); or
- A reduced period as agreed with the Appropriate Body, Headteacher and the TRA, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the Appropriate Body or the appeals body.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained academy. Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the academy will dismiss the ECT within **10 working days.**

If the appeal is heard but not upheld, the academy will dismiss the ECT within **10 days** of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

7. At Risk Procedures

7.1 ECT difficulties meeting Teachers Standards

If any ECT encounters difficulties with meeting the Teachers' Standards, action must not be delayed until a formal assessment meeting has taken place. The following procedures will be put into place and will involve the Voyage Induction Lead and the Appropriate Body.

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the academy's concerns communicated to the Voyage Induction Lead and the Appropriate Body without delay;

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The Appropriate Body, the Headteacher and the Voyage Induction Lead will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards.

7.2 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 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 programme is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the Headteacher and Voyage Induction Lead will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also 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 an ECT from completing their induction at another academy.

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.

Appendix

Suitable posts

The Headteacher and the Voyage Education Partnership will determine the suitability of posts for induction, guided by the following considerations. The post will:

- 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 an Appropriate Body to hold the ECT's performance to the relevant standards and quality-assure the process.
- Provide the ECT with a programme of training based on the ITTECF
- Provide the ECT with the tasks, experience and support needed.
- Enusre the appointment of an Induction Tutor with QTS
- Ensure the appointment of a mentor with QTS.
- Provide the ECT in their first year with a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the academy's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time).
- A reduction of 5% of the average teacher's workload (in addition to PPA time) will be offered in the second year. This will allow the ECT to continue to have dedicated time for the EDT provider - led Programme.
- Not make unreasonable demands upon the ECT.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same class(es).
- 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.

Monitoring, support and assessment

- A suitable monitoring and support programme will be put in place for the ECT, personalised to meet their CPD needs.
- ECTs will be provided with a mentor who will provide day-to-day monitoring and support, and coordination of assessment.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The criteria used for formal assessments will be shared between the ECT and the Headteacher and agreed in advance.
- Formative assessment (to include lesson observation, target setting, pupil progress) and summative assessment (scheduled reports) will be used when assessing ECTs.

- Termly observations of ECTs lessons will be conducted, alongside a follow-up discussion with their mentor.
- All ECTs will be provided with the opportunity to undertake regular observations of experienced teachers.
- All teachers who have a part in the ECT's development will be responsible for assessing the ECT, so as to gain a reliable overall view.

Record keeping

- Records will be kept in accordance with the academy's Records Management Policy.
- Where an ECT has already completed part of their induction in another institution, the headteacher must contact the ECT's prior appropriate body to obtain copies of progress review records or assessment reports, including interim assessments.
- Assessment forms will be signed by the Headteacher and submitted to the Appropriate Body in a timely manner.
- Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.
- The TRA keeps records of all submitted appeals and will be contacted as needed.
- Assessment reports will be retained for six years, as recommended by the DfE.
- ECTs will be advised by the academy to retain their original copies of assessment reports.

Confidentiality

- The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.
- All ECTs will be made aware of who has been granted access to their assessments.
- Voyage Education Partnership is allowed to 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 Voyage Education Partnership to access the assessment forms to review the situation.

Special Circumstances

- To recognise the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish.

- The Appropriate Body also has discretion to reduce the prescribed induction period by up to **29 days** where this is less than a **full year** and to account for ad hoc absences.
- If an ECT is absent for a total of **30 days or more**, the induction period will be automatically extended by the aggregate of total days absent with the exception of those on statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, carer's leave or neonatal care leave.
- ECTs who take any of the exceptional leave outlined on their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction.
- If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.
- 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. These may include: illness, personal crisis, disability, a lack of support during induction etc.
- If an ECT leaves the academy before completing their extension, an interim assessment form will be completed by the Headteacher and the Appropriate Body notified.
- In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same academy, the minimum period of employment will still be served as the ECT will be working in a new academy.
- In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the Appropriate Body has the discretion to decide if the ECT can be exempt from induction.
- 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.
- In reaching its decision, the Appropriate Body will consider the strength of evidence that an error has occurred or that records are missing or lost.
- The Appropriate Body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

Exemptions

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

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving their induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the Appropriate Body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short- term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.

Exemption	Explanation
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	Countries are Wales, , N. Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and in Ministry of Defence (MoD) Academies in located outside of the United Kingdom
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.
A person who has, or is eligible for, full registration as a teacher with the General Teaching Council for Scotland; and, Unless that person had or was eligible for such registration before 1 February 2023, has successfully completed a probationary period in Scotland.	A person who has full registration as a teacher with the General Teaching Council for Scotland, but who got that registration after 1 February 2023, and has completed a probationary period in Scotland. Teachers who have full registration with the General Teaching Council for Scotland prior to 1 February 2023 are also exempt from induction whether or not they completed a probationary period.

Exemption	Explanation
A person who is qualified teacher who became so qualified by virtue of regulation 5 of and para 8 or 8A of Schedule 2, to the 2003 Qualifications Regulations – (a) before 1st February 2023 and remains so qualified; or (b) pursuant to— (i) a decision taken or determination made under the 2007 Regulations in accordance with para 50 or para 51 of Schedule 1 to the 2019 Regulations in respect of a transitional application; or (ii) a decision taken or determination made under the 2015 Regulations in accordance with para 44 of Schedule 1 to the 2019 Regulations in respect of a transitional application	A teacher qualified in the EEA who was determined to have qualified teacher status as a result of the European Union (Recognition of Professional Qualifications) Regulations 2015 either before 1 February 2023 or on an application made before that date.
A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent academy.	A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent academy, where the NQT must have: • Been employed by an independent academy before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent academy at the time of recommendation, and the recommendation must have taken place prior to September 2004.

Exemption	Explanation
A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America, who before the 1st February 2023 made a request to be granted QTS under para 13A of Schedule 2 Part 1 of the School, Teachers' Qualifications Regulations 2003	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded academies in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country; and who requested QTS via Schedule 2 Part 1 of the School, Teachers' Qaulifications Regulations 2003 before 1st February 2023
A person who – (a) has successfully completed a programme of professional training for teachers in any country outside the United Kingdom and which is recognised as such by the competent authority in that country; (b) has not less than two years' full-time teaching experience, or its equivalent, in the United Kingdom or elsewhere; (c) is a qualified teacher who became so qualified on or after 26th April 2001 by virtue of regulation 5 of, and para 9 or 10 of Schedule 2 to, the 2003 Qualifications Regulations; and (d) has been assessed by a person approved by the Secretary of State as meeting the standards mentioned in regulation 10(5).	1. An overseas-trained teacher with at least two years' teaching experience, who has obtained QTS through an employment based training route and been assessed against the relevant standards for the purposes of induction. 2. An overseas-trained teacher with at least two years' teaching experience, who has gained QTS having been granted an authorisation before 2002 and been assessed against the relevant standards for the purposes of induction. This exemption only applies to people who have acquired QTS via schedule 2, para 9 or 10 of the School Teachers' Qualifications Regulations 2003
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.

Exemption	Explanation
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE Institution or as an instructor in a school.	A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE academy or as an instructor in a academy where the NQT must have: • Been employed by an FEI/School before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE academy at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A person who has been awarded qualified teacher learning and skills status: • On or before 31st October 2014, by the Institute for Learning; or • On or after 1st November 2014, by the Education and Training Foundation	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003	A teacher who completed a course of initial teacher training in Wales before September 2003.
A person – (a) who has been informed in error by the General Teaching Council for England or the Secretary of State that they are exempt from the requirement to complete an induction period; or (b) who has satisfactorily completed an induction period but is unable to produce verifying data	A teacher who has been informed in error by the General Teaching Council for England or the Secretary of State that they do not need to complete an induction period; or a teacher who has completed induction but cannot produce the relevant verifying data, and the appropriate body is satisfied that the ECT meets the relevant standards

Exemption	Explanation
A person – (a) who became a qualified teacher virtue of regulation 5 of, and para 8 or 8A (and not qualifying for the transitional arrangements under para 10) or 13E of Schedule 2 to, the 2003 Qualification Regulations on or after 1 February 2023, i.e. certain teachers who gained their qualification to teach outside the United Kingdom; and, (b) who has no less than two years full-time teaching experience	An overseas-trained teacher with at least two years' experience, who has obtained QTS through recognition of their qualification on or after 1 February 2023.This exemption only applies to people who have acquired QTS via schedule 2, para 8 or 8A or 13E of the School Teachers' Qualifications Regulations 2003 – essentially, teachers recognised under the new approach to recognising overseas teaching qualifications introduced on 1 February 2023 with two years teaching experience

Induction concerns - an overview

School identifies a reason(s) for a concern with an ECT undertaking statutory induction with L.E.A.D. Teaching School Hub Appropriate Body. School contacts L.E.A.D. Teaching School Hub Delivery Partner Contact in the first instance to discuss the concern.

L.E.A.D. TEACHING SCHOOL HUB AB PARTNER CONTACTS

L.E.A.D. Teaching School Hub
AB Named Contact: Sophie Lougher
sophielougher@leadtshub.co.uk / 01522 214459

LEARN SEND Hub - Sarah Robertson
sarah.robertson@learnsendhub.co.uk
01400 659009

Anthem Schools Trust - Lesley Coulthurst
lcoulthurst@kyra.anthemtrust.co.uk
07769 661605

Voyage Education Partnership - Suzie Pell
suzie.pell@voyage-education.org
01205 337028

Horncastle Education Trust - Veronica Addis
Veronica.addis@horncastleeducationtrust.org
01507 522465

Keystone Academy Trust - Denise Parker
denise.parker@keystonemat.org
01778 424152

If the concern is in relation to **unsatisfactory progress** being made towards the **Teachers' Standards**, the **AB** will advise a **Support Intervention Plan (SIP)** being put into place with an identified start / mid-point review and end date. We recommend a 6-8 week timescale for the support plan with a review at the half way point. This must be signed by all parties and submitted to and approved by the AB. The AB Contact will follow this up with the relevant parties.

Please note: An Assessment/Progress Review cannot be submitted where the ECT is identified as 'not making satisfactory progress' without a support plan being in place and approved by the Appropriate Body.

SUPPORT INTERVENTION PLAN 1

POSITIVE/GOOD PROGRESS

If after the end date, the **Support Intervention Plan 1 (SIP 1)** has been effective and the ECT is **on track to make satisfactory progress by the end of the induction period**, no further action is needed. The AB will confirm this with all parties.

LIMITED/NO PROGRESS

If after the end date, the **Support Intervention Plan 1 (SIP 1)** has been **ineffective** and the ECT remains **not on track to make satisfactory progress by the end of the induction period, a Support Intervention Plan 2 (SIP 2)** will need to be submitted.

This will trigger an AB Quality Assurance visit from the AB and will help determine next steps.

SUPPORT INTERVENTION PLAN 2

POSITIVE/GOOD PROGRESS

If after the end date, the **Support Intervention Plan 2 (SIP 2)** has been **effective** and the ECT is **on track to make satisfactory progress** by the end of the induction period, no further action is needed or de-escalation support to be considered if appropriate.

LIMITED/NO PROGRESS

If after the end date, the **Support Intervention Plan 2 (SIP 2)** has been **ineffective** and the ECT remains **not on track to make satisfactory progress by the end of the induction period, a Cause for Concern Support Plan (C4CSP)**

CAUSE FOR CONCERN SUPPORT PLAN (C4CSP)

If the **AB** is in agreement with the school that there is a genuine concern with regards to the ECT's performance against the Teachers' Standards, a **cause for concern support intervention plan** will be put into place with an identified start / mid-point review and end date. The AB will work with the school to co construct the plan to ensure that intensive support is constructed that is tailored to the needs of the ECT at the appropriate level.

This plan continues to be reviewed.

**please note an ECT can be determined as not on track at all Progress Review Points and the first formal assessment. The judgement as to whether 'the ECT has made satisfactory/unsatisfactory progress within the induction period' are made at the second/final assessment. For further information please see the Statutory Information.*

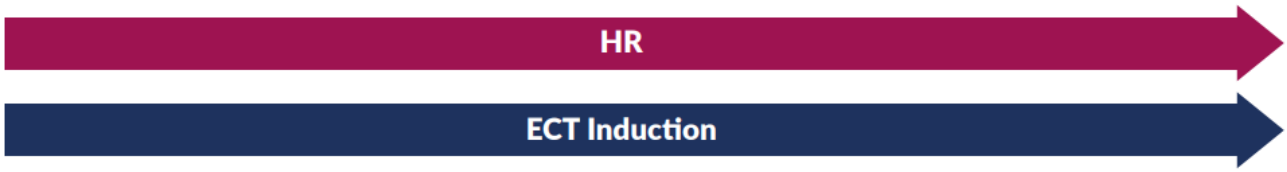
Steps for an Educational Institution or school where they have a concern with an ECT (taken from LEAD Teaching School Hub Appropriate Body Escalation Policy) HR processes alongside the ECF Induction (taken from LEAD Teaching School Hub Appropriate Body Escalation Policy)

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.

All organisations have their own policies and processes relating to HR. An example model of the way in which HR processes work alongside ECT Induction can be seen below.



Timeline	Autumn Term Year 1	Spring Term Year 1	Summer Term Year 1	Autumn Term Year 2	Spring Term Year 2	Summer Term Year 2	Autumn Term Year 3
Statutory ECT Induction	Yes	Yes	Yes	Yes	Yes	Yes	No
Probation Policy*	Yes	Yes	No	No	No	No	No
Disciplinary Incl. Conduct	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes
Performance Management	No	No	No	No	No	No	Yes
Capability	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes

* PLEASE NOTE: The length and conditions of the probationary period will vary according to the policy.

Glossary

Term	Explanation
Academy Induction Tutor	Nominated person within each academy responsible for the oversight of the Early Career Framework in relation to Early Career Teachers and their formal assessment
Appropriate Body	DfE body responsible for the induction of Early Career Teachers and determining whether they have satisfactorily met the Teachers' Standards
CEO	Chief Executive Officer
CME	Child Missing in Education. All schools have a statutory obligation to report on children that appear missing.
CPD	Continuous Professional Development
Delivery Partner	Name given to those working in partnership with L.E.A.D. Teaching School Hub in the carrying out of their duties as the Appropriate Body
DfE	Department for Education
Designated Safeguarding Lead (DSL)	Nominated and trained lead individual responsible for safeguarding and child protection
ECF	Early Career Framework – a curriculum based approach to the support of teachers at the start of their careers published by the DfE
ECT	Early Career Teacher who qualifies for the ECT Programme
Education Development Trust	The selected, fully funded provider of the Early Career Framework for Lincolnshire. They have a DfE approved programme which supports ECTs and their mentors in working through the ECF. There are two levels of programme offered – Full Induction Programme (FIP) and the Core Induction Programme. We have selected the FIP for all our ECTs.
Provider-Led Programme	Refers to the ECF programme offered by the Education Development Trust
Horncastle Education Trust	A local academy trust based in Horncastle with whom we have partnered over the last year to deliver high quality support for NQTs. We will continue to collaborate as joint Delivery Partners for the L.E.A.D. Teaching School Hub in its role as an Appropriate Body.
ITT	Initial Teacher Training
Mentor	A professional within a school who is assigned to advise, support, develop and train an ECT and who is given sufficient time to do this
NQT	Newly Qualified Teacher who does not qualify for the ECT Programme but has still to complete their induction
PPA	Preparation, Planning and Assessment time allocated within a teacher's timetable

QTS	Qualified Teacher Status meaning that a teacher has satisfactorily met the Teachers' Standards and is therefore paid as a qualified teacher
TRA	Teaching Regulation Agency
Teachers' Standards	A set of standards by which ITT and ECTs are assessed and all teachers are held to account
Voyage Induction Lead	Designated person at senior level to oversee the ECF for the Voyage Education Partnership, they also act as the key person in the role Voyage has as a Delivery Partner