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INDUCTION HANDBOOK

**FOR EARLY CAREER TEACHERS,
INDUCTION TUTORS (LEADS),
MENTORS AND HEADTEACHERS**

Updated
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THE ECT INDUCTION TEAM – YOUR KEY CONTACTS



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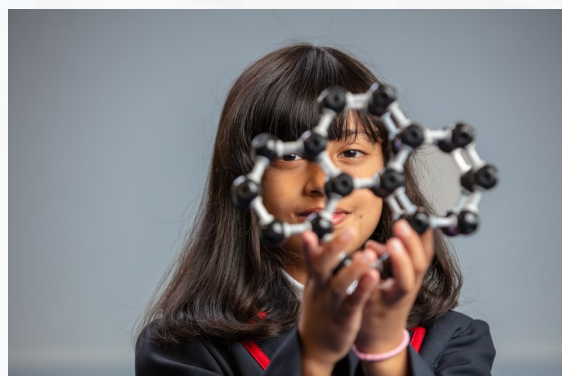
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Teaching Regulation Agency

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appeals procedure and general induction enquiries:

Teacher Qualifications Unit Teacher Services Division

Tel: 020 7593 5392

Email enquiries: teacher.induction@education.gov.uk

WELCOME LETTER TO NEWLY APPOINTED EARLY CAREER TEACHERS

Dear Colleague,

Congratulations on achieving Qualified Teacher Status (QTS). I am delighted to welcome you on behalf of the North West London Teaching School Hub (NWLTSH) to your new teaching post.

As an Early Career Teacher (ECT) you are especially valued for your energy and enthusiasm, coupled with being right up to date with the latest research and developments in the world of education, all of which enrich the quality of learning for our children and young people. All Early Career Teachers in England undergoing statutory induction are entitled to 2 years of high-quality professional development support and training based on the Early Career Framework. This will provide you with a structured programme of development, support and professional dialogue. You will build on the skills and knowledge you have acquired through your initial teacher training to enable you to become an effective and successful teacher.

The North West London Teaching School Hub provides a high quality and professional Appropriate Body Service for Primary, Secondary, Further Education, Independent and Special School ECTs, under the lead school Wembley High Technology College. Appropriate bodies support the schools and teachers they work with in a variety of ways, their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career. We ensure that Early Career Teachers are receiving their statutory entitlements, provide Early Career Framework (ECF) fidelity checks, ensure schools are supported to provide ECTs with an Early Career Framework based induction and make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

The NWLTSH Appropriate Body will provide all participating schools with the reassurance of support for their new teachers and their induction tutors.

I sincerely hope that you will find this handbook of real use; it has been specifically designed to guide and assist you through the key aspects of your induction. It is, however, only a small part of the support offered to you. The staff in your school, particularly your assigned induction tutor and mentor, are there to help steer you through the next two years and to offer vital help and advice. As the Appropriate Body, we are also on hand to answer any questions or queries that may arise.

Please do not hesitate to contact us at any time.

All the best with your induction year!

Yours sincerely,

Trudi Mootealoo

Head of NWLTSH Appropriate Body Service

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SECTION 1 - GENERAL INFORMATION RELATED TO EARLY CAREER TEACHER'S INDUCTION

What is the purpose of the ECT induction?

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and assessment of performance against the Teachers' Standards. The programme should support the Early Career Teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a solid foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Why does an ECT have to complete induction?

Subject to the exceptions listed in Annex A of the [“Statutory Guidance for Appropriate Bodies, Headteachers, School Staff and Governing Bodies”](#) document, a qualified teacher cannot be employed as a teacher in a relevant school in England unless he or she has satisfactorily completed an induction period in accordance with the Induction Regulations and its guidance. This requirement applies regardless of the route by which the individual gained Qualified Teacher Status.

Registering the ECT with the appropriate body

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

The length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods, each consisting of three school terms.

ECTs moving to a new school to continue their induction

The headteacher/principal should contact the ECT's previous appropriate body and obtain the necessary reports to ensure induction can be continued effectively. With written consent from the headteacher/principal the appropriate body may contact the ECT's previous appropriate body to obtain the necessary reports.

Early Career Teachers may only serve one induction period

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

A suitable post for induction

In order for the ECT to serve induction, the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards (please refer to the [“Statutory Guidance for Appropriate Bodies, Headteachers, School Staff and Governing Bodies”](#) for further information).

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Ensuring a reduced timetable

In a relevant school, the headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Arrangements for part-time ECTs

It is possible to complete an induction programme on a part-time basis. The induction period for a part-time ECT is calculated pro-rata so that the same number of sessions is covered as for a full-time ECT.

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full academic years. Therefore, an ECT working part time as a 0.5 FTE will need to serve induction for four school years. It is for the school and the appropriate body to decide in each individual case the length of the induction period required, which is fair and takes into account the ECT's working pattern.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced.

Minimum period of continuous employment that can count towards induction

The minimum period that can be counted towards completion of the induction period (for both, full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both, permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term (please refer to Section 3 for further guidance).

Early Career Framework (ECF) based training

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge. The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in the Early Career Framework.

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Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice, and ultimately accelerate pupil outcomes.

The Early Career Framework based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

Where a school has opted to follow the provider-led programme, the induction tutor is responsible for ensuring that the programme is implemented effectively and appropriate timetabling has been put in place. In addition, the induction tutor will ensure that ECTs and mentors are supported and held to account for their responsibilities, as well as taking action to continually track and improve the programme over time in their school.

- ◆ **A funded provider-led programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- ◆ **Schools deliver their own training using DfE accredited materials and resources** - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
- ◆ **Schools Design and deliver their own two-year induction programme for ECTs based on the ECF.**

In the case where a school uses DfE accredited materials and resources or designs their own two year induction programme, the headteacher and induction tutor are responsible for planning the Induction Programme based on the ECF. The induction tutor is responsible for ensuring that the programme is implemented effectively across the school and appropriate timetabling has been put in place. In addition, the induction tutor will ensure that ECTs and mentors are supported and held to account for their responsibilities, as well as taking action to continually track and improve the programme over time in their school.

Induction tutors may also identify additional learning, specific to their school's policies and contexts for example, safeguarding, enhanced support around developing writing for EAL pupils, to meet the needs of the school's cohort.

Appropriate Bodies (AB) and ECF - Fidelity Checks

As the appropriate body, we have the main quality assurance role within the induction process. We will check that all teachers are receiving their statutory entitlements (such as reduced timetable) and that monitoring, support, assessment and guidance procedures in place, are fair and appropriate.

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We will quality assure and expertly review all assessment forms against the Teachers' Standards, on a termly basis and make the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory at the end of the induction period, drawing on the recommendation of the headteacher.

In addition, the AB will ensure that every new teacher has access to an Early Career Framework based induction.

Appropriate bodies are expected to check that all ECTs have access to an induction programme based on the ECF. This check is referred to as 'ECF fidelity' checking.

The AB role, and the level of fidelity checking, will vary depending on the induction route a school has chosen.

- ◆ Where schools opt for the provider led programme, which includes materials and funded training, the appropriate body does not need to carry out ECF fidelity checks. This is because the provider led programme will already be subject to separate quality assurance through Ofsted and contract management to ensure their training provides fidelity to the ECF.
- ◆ Where schools choose to deliver the high quality DfE accredited materials, the AB will be checking that the support and training being provided is faithful to the ECF.
- ◆ Schools delivering their own induction programmes will require an appropriate body to check these have been designed and delivered with fidelity to the ECF. A more in-depth level of checking will be carried out throughout the induction period to ensure that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.

Where schools choose to deliver the DfE accredited materials or their own training programme based on the ECF:

Induction type	Induction checks required?	ECF fidelity checking required?
Schools using the provider-led programme	Yes	No
Schools using the DfE accredited materials	Yes	Yes
Schools designing their own training programme based on the ECF	Yes	Yes






- ◆ **Headteacher** must ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body before the start of induction.
- ◆ **Induction Tutor** should support the headteacher in planning an ECF-based induction as required and ensure that mentor and ECT are aware of the plans for an ECF-based induction.
- ◆ **Mentor** will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

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Appropriate bodies will review the school's plan prior to the start of induction to ensure appropriate provision is in place for the ECT from the start. The appropriate body will notify the Teaching Regulation Agency of the induction type the school has chosen.

ECF fidelity checks formally take place at five points over the induction period:

For schools using the DfE's accredited materials, the appropriate body will look for plans to include a breakdown of how the core elements of the Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction. The school must make it clear which provider's accredited materials they are using. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ECF.

	Starting with the planning stage: before the start of induction, the appropriate body will check that an induction has been designed with fidelity to the ECF.
	Review point 1: one week before the end of term one the appropriate body will check implementation of the school's plans.
	Review point 2: one week before the end of term two the appropriate body will check implementation of the school's plans.
	Review point 3: two weeks before the end of term three the appropriate body will check implementation of the school's plans.
	Review point 4: before the end of induction, the appropriate body will check actual delivery of the planned ECF-based induction.

For school designing their own training programme based on the ECF, schools are expected to provide a greater level of detail to explain how full coverage of the ECF is provided by their induction programme, including coverage of the ECF statements, and the sequencing / scheduling of content. It is expected that all ECF statements are covered in sufficient depth and breadth. There should be a robust rationale for sequencing the induction training in the way they have chosen i.e. it should be based on evidence from widely accepted educational research.

At the planning stage, it is not necessary for schools to have planned in detail the scheduling of all individual sessions across the full induction period, this will be checked at review points. However, as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction. It is expected that greater coverage will be planned for year 1 as ECTs have additional time in the first year of induction.

Templates are available on request.

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Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs).

This is expected to include:

- ◆ a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- ◆ regular one to one mentoring sessions from a designated mentor:
- ◆ support and guidance from a designated induction tutor:
- ◆ regular observation of the ECT's teaching with written feedback provided;
- ◆ professional reviews of progress conducted by the induction tutor
- ◆ formal assessments carried out by the induction tutor
- ◆ ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

The role of the Mentor

An ECT should have a designated mentor to provide regular mentoring.

The Mentor is expected to:

- ◆ observe the ECT, as directed by the Induction Programme being followed by the school, providing effective targeted feedback;
- ◆ regularly meet with the ECT for structured coaching conversations where the mentor provides feedback, models good practice related to what good looks like, provides opportunities for the ECT to practice a 'precise target', reviews targets and sets new ones;
- ◆ work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- ◆ provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- ◆ take prompt, appropriate action if an ECT appears to be having difficulties.

ECT and mentor sessions are expected to be timetabled during teaching hours, as schools are funded to cover the time off timetable.

Please note, the induction tutor is a separate role to that of the mentor.

The role of the Induction Tutor

An ECT should have a designated induction tutor throughout his/her induction period.

The induction tutor is expected to:

- ◆ provide regular monitoring and support, and coordination of assessment;
- ◆ provide, or coordinate, guidance for the ECT's professional development;
- ◆ carry out two formal assessments during the total induction period to assess the ECTs progress against the Teachers' Standards;
- ◆ carry out professional progress reviews in terms where a formal assessment does not occur to set and review development targets against the Teachers' Standards;
- ◆ 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

SECTION 2: THE INDUCTION PROCESS

- ◆ inform the ECT during the formal assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ◆ ensure that the ECT's teaching is observed regularly by the mentor, as directed by the induction programme being followed;
- ◆ observe the ECT half termly in Year 1 and termly in Year 2 providing written and verbal feedback;
- ◆ set, review and revise induction targets half termly in year 1 and termly in year 2, recording these on the Appropriate Body's Induction Target proforma;
- ◆ ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- ◆ take prompt, appropriate action if an ECT appears to be having difficulties; and
- ◆ ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

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

Observation of the ECT's teaching practice by the induction tutor

An ECT's teaching is expected to be observed half termly in year 1 and termly in year 2 of their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT should be undertaken by the induction tutor or another suitable person from inside or outside the institution. Observations should focus on areas of individual needs in relation to the Teachers' Standards and will be followed by constructive verbal and written feedback within 24 hours.

Professional progress reviews of the ECT

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled (terms 1,2, 4 and 5).

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

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT and the appropriate body after each meeting. The record should clearly state whether the ECT is making satisfactory progress and whether they are on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. At this stage the appropriate body must be informed.

Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

SECTION 2: THE INDUCTION PROCESS

Setting objectives - Induction Targets

At the start of the induction period and thereafter ½ termly in year 1 and termly in year 2, post observation, the ECT and the induction tutor should discuss the priorities for development and agree objectives to support the ECTs progress towards meeting the Teachers' Standards. They will have a precise focus and should be formally recorded on the Induction Target template available in the resource section on ECT Manager. Each target should clearly state which Teachers' Standard it refers to, the success criteria (what good looks like), the action required and by whom, and the achieve by date.

Initial objectives are likely to include short-term targets that the ECT will feel are very important, such as finding out about school systems, procedures and policies. These should be achieved within the first few weeks. In addition, priorities for further professional development and professional aspirations following completion of their ITT.

Once the first observation has been carried out and discussed, the objectives will become more challenging and reflect medium and longer term targets. These are likely to include areas for development as well as further developing an identified strength. The success criteria will be written for each objective. This will indicate how the ECT will meet the objective.

Formal assessments

The induction tutor or headteacher will carry out two formal assessments during the total induction period, coordinating input from other colleagues, as appropriate (one at the end of term three and one at the end of term six, or pro rata for part-time staff). Mentors should **not** carry out formal assessments. Evidence used in assessments should be clear and transparent and must be drawn from the ECT's work as a teacher during their induction. Copies of these assessments must be provided to the ECT and appropriate body.

To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents such as, but not limited to: formal written observation feedback, Induction targets (set, reviewed, and achieved), feedback from whole school or departmental monitoring and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

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

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

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

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Once the assessment report has been completed, the ECT should add their comment. It should then be digitally signed by the induction tutor, headteacher and the ECT and submitted electronically via ECT Manager. The due date is the final deadline to submit completed reviews and reports. Assessment windows are open for two weeks before the due date to reduce pressure and workload at the end of term.

Please note, both, the professional progress review and formal assessment sit outside of the ECF programme, as the ECF is not an assessment tool.

Mentors should **not** carry out formal observations, professional progress reviews or end of year/final assessments.

Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

ECT record keeping

Judgements about an ECT's progress and development should be supported by evidence, this may take various forms, such as:

- ◆ records of observations and professional review meetings
- ◆ ECT's engagement with the Induction Programme
- ◆ the use of/engagement with the school's behaviour management system and other school policies/systems
- ◆ outcomes of the ECT's self-assessment and review e.g. weekly "reflective logs"
- ◆ work scrutiny and analysis of pupils' work, progress and achievement including marking and feedback
- ◆ maintenance and up-dating of pupil records, Education Healthcare Plans (EHCP), progress tracking, etc.
- ◆ classroom environment – displays linked to learning, evidence of reward systems, layout reflects needs of class, welcoming atmosphere
- ◆ samples of planning, records and lesson evaluations
- ◆ information about the ECT's liaison and work with others (meeting and sharing information, working with others in planning and implementing new strategies)
- ◆ feedback from mentor or other colleagues involved in the support programme
- ◆ feedback from pupils, parents or carers
- ◆ attendance at relevant training e.g. Safeguarding, Exam Boards
- ◆ involvement and engagement with wider aspects of the school.

SECTION 2: THE INDUCTION PROCESS

Raising concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

Completing the induction period

An ECT completes their induction period when they have served:

- ◆ the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- ◆ a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- ◆ a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body); or
- ◆ an extension to that period, as a consequence of absences occurring during the period; or
- ◆ an extension following a decision by the appropriate body or the Appeals Body

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

Record keeping/retention

The appropriate body will keep a record of each ECT it has registered for induction. It will also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period. The headteacher should notify the appropriate body if an ECT leaves the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

Confidentiality and data protection

Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.

The governing body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

SECTION 3: SPECIAL CIRCUMSTANCES

Reducing the induction period

Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. However, Appropriate Bodies do have discretion to grant a reduced induction period. Each request will be reviewed on a case-by-case basis, as the teacher must have significant whole class teaching experience with sole responsibility for planning, marking, assessing, and reporting on pupils' work and be able to demonstrate that he/she is confidently meeting the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector for many years or who has gained QTS via the assessment-only route.

In making such a decision, the appropriate body will take account of advice from the headteacher and will gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body will consider the evidence of previous experience and performance and determine the length of induction that will be required, the minimum period being the full time equivalent of one term.

Separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body will consult the headteacher and gain the agreement of the teacher concerned. A reduction will only be made on the basis that the ECT has met the Teachers' Standards.

Extending an induction period to account for ad hoc absences

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). In these circumstances, the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental bereavement leave

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

SECTION 3: SPECIAL CIRCUMSTANCES

Extension of the induction period after induction has concluded

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

- ◆ personal crises;
- ◆ illness;
- ◆ disability;
- ◆ issues around the support during induction; or
- ◆ where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

An ECT may be unable to, or choose not to, serve an extension in the same school /institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.

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

SECTION 4: UNSATISFACTORY PROGRESS AND APPEALS

Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record. Depending on the level of concern an informal or formal support plan should be put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review. Induction tutors and headteachers should refer to the Guidance for schools dealing with an ECT NOT meeting the Teachers' Standards, available in the resource section of ECT Manager.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher should ensure that additional monitoring and support measures are put in place immediately. Induction tutors and headteachers should refer to the Guidance for schools dealing with an ECT NOT meeting the Teachers' Standards, available in the resource section of ECT Manager. A formal support plan must be put in place using the NWLTSH Formal Support Plan template. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher and the appropriate body should be satisfied that:

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

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and formal support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory

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

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

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding formal support plan. The Appropriate Body will monitor the ECT's progress closely and support and advise all parties throughout.

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

SECTION 4: UNSATISFACTORY PROGRESS AND APPEALS

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appeals-procedures>

**OUR APPROPRIATE BODY SERVICE SUPPORTS THE INDUCTION OF NQTs AND
INDUCTION TUTORS: WE PROVIDE A 'WELCOME AND INDUCTION BRIEFING EVENT'
FOR ECTs AND TRAINING FOR ECT INDUCTION TUTORS**

ECT Welcome event dates	Course Title and Description
<p>Thursday, 12th September 2024 2.00pm – 4.00pm</p> <p>Tuesday, 17th September 2024 2.00pm – 4.00pm</p> <p>Wednesday, 25th September 2024 3.30pm – 5.15pm</p> <p><i>*ECTs are required to attend only one of the above sessions</i></p> <hr style="border-top: 1px dashed #ccc;"/> <p><i>[Repeated termly for new ECTs]</i></p> <p>Thursday, 16th January 2025 2.00pm – 4.00pm</p> <p>Tuesday, 29th April 2025 2.00pm – 4.00pm</p>	<p style="text-align: center;">Primary, Secondary, Further Education, Independent and Special School ECTs</p> <p style="text-align: center;">Welcome and Induction Briefing Event</p> <p>This event is an opportunity for all ECTs starting their 2 year induction to gain a better understanding of the process.</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> ◆ to ensure all ECTs understand the requirements of induction ◆ to provide new ECTs with information about the support provided by the school and NWLTSH team ◆ the ECF based induction programme ◆ monitoring and assessment ◆ to equip ECTs with the information they need to enable them to contribute to their induction. <p>ECTs' email addresses must be provided in advance of the Induction event to enable us to send out the link and relevant materials.</p>
<p>Wednesday, 18th September 2024 3.45pm – 5.15pm</p> <p>Tuesday, 24th September 2024 3.45pm – 5.15pm <i>[Repeat]</i></p> <p><i>*Induction Tutors are required to attend only one of the above sessions</i></p> <hr style="border-top: 1px dashed #ccc;"/> <p><i>[Repeated termly for new Induction Tutors]</i></p> <p>Wednesday, 15th January 2025 3.45pm – 5.15pm</p> <p>Wednesday, 30th April 2025 3.45pm – 5.15pm</p>	<p style="text-align: center;">Training for ECT Induction Tutors from Brent, Barnet, Enfield and other boroughs registered with the NWLTSH AB</p> <p>For new Induction Tutors, individuals who are supporting ECTs and have not accessed training in the last three years or those wishing for a refresh.</p> <p>This training will provide an overview of the statutory requirements for the induction of ECTs and will cover:</p> <ul style="list-style-type: none"> ◆ roles and responsibilities ◆ understanding the requirements of the two-year induction ◆ supporting and monitoring ECTs ◆ ensuring that the ECF based induction programme is implemented effectively and appropriate timetabling has been put in place ◆ writing formal assessments reports against the Teachers' Standards ◆ professional progress reviews. <p>Tutors' email addresses must be provided in advance of this training session to enable us to send out the relevant materials and link.</p>

