KEYS Academy Trust

Early Career Teacher (ECT) Policy

KEYS Academy Trust
Unlocking the future

Version control summary and overview details

TKAT Statutory Policy • All schools require a policy on this area. • There should be no changes to the core text. • LGBs will minute that they have noted Trust approval and will adopt the policy effective immediately. • This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all.
Version control Version 1 – November 25 • Moved to Browne Jacobson template policy Version 2 – November 26 • Additon of 5.2

Reviewed by (Trust Officer)	Hester Wooller, CEO
Approved by TKAT Trustee Committee:	FAPPP
Trust date of approval:	Autumn 26
Trust date of next review:	Autumn 27

TKAT vision
We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

Key areas of note
Please note the following, which will be applicable throughout the policy:

- Any reference to 'headteacher' should read as whatever title is relevant to the school using the policy (i.e. Executive Headteacher/Head of School or Headteacher). Anything else will be explicitly referenced within the policy.
- Any reference to 'everyone' to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

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1. Purpose

1.1 The purpose of this policy is to establish a consistent, supportive and effective approach to the statutory induction of Early Career Teachers (ECTs) across The Keys Academy Trust (TKAT). It seeks to ensure that ECTs receive the professional development, guidance and support necessary to establish strong foundations for a successful teaching career and demonstrate satisfactory performance against the Teachers' Standards by the end of their induction period.

1.2 TKAT recognises that the early stages of a teacher's career are fundamental to developing professional knowledge, confidence and effective classroom practice. Through a structured and personalised induction programme, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), the Trust is committed to supporting ECTs to develop their expertise, manage the demands of teaching and contribute positively to the quality of education provided to pupils.

1.3 This policy also establishes the Trust's commitment to meeting its statutory responsibilities for ECT induction, ensuring that all ECTs receive fair, consistent and appropriate support and assessment throughout their induction period.

1.4 This induction will be underpinned by the provisions of the Initial Teacher Training and Early Career Framework (ITTECF).

2. Aims

2.1 Through this policy, TKAT aims to achieve the following:

a) Provide a high-quality, structured and personalised induction programme that supports ECTs in developing the knowledge, skills and professional behaviours required for effective teaching.
b) Ensure that all ECTs receive their statutory entitlements, including appropriate timetable reductions, mentoring, professional development and regular feedback.
c) Support ECTs to develop their teaching practice through evidence-informed professional development aligned with the ITTECF and the Early Career Teacher Entitlement (ECTE).
d) Establish a positive and supportive professional environment in which ECTs can develop confidence, reflect on their practice and access guidance from experienced colleagues.
e) Ensure that ECTs are assessed fairly, consistently and transparently against the Teachers' Standards, with a clear distinction between professional development and formal assessment.
f) Identify and respond promptly to individual development needs, providing additional support where concerns about progress arise.
g) Promote manageable workloads, professional wellbeing and sustainable working practices during the induction period.
h) Ensure that induction tutors, mentors and school leaders understand and fulfil their responsibilities in supporting, monitoring and assessing ECTs.
i) Promote consistency in the quality and delivery of induction arrangements across all TKAT schools, while recognising the individual needs and circumstances of each ECT.
j) Support the successful completion of statutory induction and the development and retention of skilled, reflective and effective teachers.

3. Scope

3.1 This policy applies to all Early Career Teachers undertaking statutory induction within TKAT schools, including those employed on full-time, part-time, fixed-term or temporary contracts where their employment is eligible to count towards statutory induction.

3.2 It also applies to headteachers, Heads of School, induction tutors, designated mentors and other staff involved in the delivery, monitoring, support or assessment of ECT induction.

3.3 The policy sets out the Trust's arrangements for the following:

a) Confirming eligibility for statutory induction and ensuring that teaching posts are suitable for induction.
b) Working with an appropriate body to oversee and quality assure the induction process.
c) Providing a structured induction programme, including professional development aligned with the ITTECF and ECTE.
d) Ensuring statutory timetable reductions, mentoring, training and professional support.
e) Monitoring progress through observations, professional progress reviews and formal assessments against the Teachers' Standards.
f) Identifying and addressing concerns about an ECT's progress, including the provision of additional support.
g) Managing induction arrangements where ECTs work part-time, experience periods of absence, or join or leave the Trust part-way through induction.
h) Determining the arrangements for completing induction, including recommendations to the appropriate body, extensions and rights of appeal.
i) Ensuring fairness, confidentiality, appropriate record-keeping and compliance with relevant legislation and statutory guidance.

3.4 The normal induction period is the full-time equivalent of two school years, subject to the provisions for reduction or extension set out in statutory guidance.

3.5 ECTs undertaking statutory induction are exempt from TKAT's appraisal process during their induction period. Their progress and performance will instead be monitored and assessed through the statutory induction arrangements set out in this policy.

3.6 This policy has been developed in accordance with the statutory guidance Induction for Early Career Teachers (England) and relevant legislation. It should be read alongside the Trust's relevant recruitment, capability, equality and data protection policies.

3.7 This policy does not form part of any employee's contract of employment and may be amended by TKAT from time to time.

4. Prior to starting induction

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

4.2 We will identify and agree an organisation to act as the appropriate body in accordance with the guidance, and will notify them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction, which will be agreed with us and the ECT in advance. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor (see the relevant section below), and will also notify the Department of Education (DfE) via the 'record inductions as an appropriate body' service of the ECT's appointment. This named contact should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

4.3 The headteacher will agree with the appropriate body whether or not the post that it is intended the ECT will serve induction in is suitable for this purpose, in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post meets the following:

a) Provides the necessary tasks, experience, and support, to demonstrate satisfactory performance against the Teachers' Standards.
b) Will provide the ECT with an Early Career Teacher Entitlement (ECTE) programme.
c) Will not make unreasonable demands upon the ECT.
d) Will involve the ECT regularly teaching the same classes, normally within the age range and/or subject of the post that they have been employed to teach.
e) Will involve similar planning, preparation and assessment processes to other teachers in TKAT.
f) Will not present unreasonably demanding discipline problems on a day-to-day basis.
g) Will not involve additional non-teaching responsibilities without appropriate preparation and support.

4.4 We will also ensure that, in the first year of induction (terms 1-3), there will be a reduced timetable of no more than 90% of other main pay range teachers to undertake induction activities. In addition, during the second year (terms 4-6), there will be a reduced timetable of no more than 95% of other main pay range teachers to undertake induction activities. The ECT will agree with their induction tutor how best to use their reduced timetable allowance. This is in addition to the timetable reduction received for planning, preparation, and assessment (PPA) time.

4.5 The headteacher will appoint an induction tutor for the ECT, who is expected to hold QTS. They should also have the necessary skills and knowledge to provide regular support and guidance. They will also need to be able to assess the ECT's progress against the Teachers' Standards and ensure that they are appropriately trained and have sufficient time to carry out the role effectively. This role may, if necessary, be carried out by the headteacher. The induction tutor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for day-to-day monitoring and support, and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the induction tutor, who will seek to resolve them.

4.6 In addition, the headteacher will appoint a designated mentor, who is expected to hold QTS and have the necessary skills, knowledge and experience to provide effective mentoring and have sufficient time to carry out the role effectively. The mentor will provide regular one-to-one structured mentoring sessions to support the ECT during their induction, and provide effective targeted feedback. This role may, if necessary, be carried out by the headteacher, provided they are not already the induction tutor. This is a separate role to that of the induction tutor and it is expected that it should be carried out by a different individual. In exceptional circumstances, a single teacher may fulfil both roles and where this is the case, adequate safeguards will be put in place to ensure that the mentoring support offered by the designated mentor is not conflated with the assessment role carried out by the induction tutor.

5. The induction period

5.1 The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based on a school year of three school terms). Where the ECT has or is serving some of the induction period in another setting, the appropriate body will determine the equivalence to two school years. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

5.2 Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part-time ECT may be able to have their induction period reduced in cases where they have completed a period covering, but not equivalent to, two full school years, and can demonstrate that they meet the Teachers' Standards.

5.3 Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.

5.4 Where an ECT is eligible to carry out short term supply work and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

6. Monitoring, support, and assessment during the induction period

6.1 Monitoring and support will take place throughout the induction period. This will be structured to meet the professional development needs of the ECT. It will include a programme of training and support based on the ITTECF, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this school or another appropriate institution where effective practice has been identified and the following, which the ECT should keep track of, and participate effectively in, the following:

a) A programme of training based on the ITTECF, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ECTE evidence statements and practice. The headteacher will determine which of the two approaches set out in the statutory guidance will best suit the needs of the ECT and their mentors. The approaches are either a funded provider-led programme, or the school delivers their own training programme. We recognise that the ITTECF is not an assessment tool and is separate from the formal assessment of an ECT's performance against the Teachers' Standards.

b) The induction tutor or another suitable internal or external person with QTS will regularly observe the ECT's teaching against the Teachers' Standards, normally on a half termly basis. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback, and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.

c) The induction tutor will carry out a professional progress review based on the evidence of the ECT's teaching; taking place in each term where a formal assessment is not scheduled. A written record of each progress review will be retained and provided to the ECT, stating whether the ECT is on track to complete induction, summarising the evidence collected and the agreed development targets. As a result, objectives may be reviewed to take account of the needs and strengths of the ECT. The induction tutor will update the headteacher after each progress review and will notify the appropriate body and the ECT themselves whether they are making satisfactory progress.

d) A formal assessment will normally be carried out in the final term of the first year and the final term of the second year, by the headteacher or the induction tutor. We will agree with the ECT exactly when these assessment dates will be. The assessment will use evidence gathered from the ECT's work as a teacher, from their induction programme, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the appropriate body. The person carrying out the formal assessment will complete a formal assessment report showing an assessment of the ECT's performance against the Teachers' Standards. The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the induction tutor, the headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body shortly after each meeting.

6.2 ECTs undertaking induction are exempt from TKAT's appraisal process during the induction period. Performance will be monitored and assessed through the induction process set out in this policy, including progress reviews and formal assessments against the Teachers' Standards. Where concerns arise about the ECT's progress, the provisions of in the 'Concerns' section of this policy will apply.

6.3 Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period and should not be made against the ITTECF. Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, through the use of existing documents.

7. Leaving or joining part way through induction

7.1 If an ECT joining the academy is part-way through their induction period and has carried out part of their induction at another institution, the headteacher will contact the ECT's previous appropriate body to:

a) Obtain copies of any progress review records or assessment reports.
b) Establish how much induction time remains to be served.

7.2 If, as a result of the above, it is established that any concerns have been raised about the ECT's progress by previous employer/s, the headteacher will alert the appropriate body of this school.

7.3 If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment, or the final assessment at the end of the induction period would have been carried out, then the induction tutor or headteacher will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen (see the 'Concerns' section below).

7.4 If the induction period is extended by the appropriate body after completion, and the ECT leaves before completing the extension, the headteacher will complete an interim assessment.

7.5 The headteacher will notify the appropriate body that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

8. Absences during the induction period

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

8.2 The paragraph above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, carer's leave, neonatal care leave or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent, and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted, and their performance will be assessed against the Teachers' Standards.

9. Where there are concerns

9.1 If it becomes apparent during progress reviews that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor should state this clearly within the progress review record and outline the support plan to 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.

9.2 If, during the first formal assessment it becomes apparent that the ECT is not making satisfactory progress, we will inform the appropriate body, and the headteacher should ensure appropriate measures are put in place immediately, and will ensure the following:

a) Make clear the areas in which improvement is needed.
b) Give the ECT the opportunity to comment on and discuss the concerns.
c) Find out of there are any issues (both in or outside of work) that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support.
d) Put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance.
e) Set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
f) Make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

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

9.4 If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, the headteacher will discuss the following with the ECT, brief details of which will be included on the formal assessment report:

a) The identified weaknesses and the evidence used to inform the judgement.
b) Give the ECT the opportunity to comment on and discuss the concerns.
c) The evidence that has been used to inform the judgement.
d) The agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives.

e) The additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance.
f) Details of the improvement plan for the next assessment period.
g) The consequences of failure to complete the induction period satisfactorily.

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

9.6 If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our TKAT capability policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

10. Completion of the induction period

10.1 A final assessment will normally be carried out at the end of the induction period, by the headteacher or the induction tutor. We will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period, and may require input from other colleagues, as appropriate. Any judgements made will relate to the Teachers' Standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context within that framework. Copies of the evidence used will be provided to the ECT and the appropriate body.

10.2 Following this final meeting, the person carrying out the formal assessment will complete a final assessment report, which will include a recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.

10.3 The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the induction tutor, the headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body within 10 working days of the final assessment meeting.

10.4 The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 school days of receiving the final assessment report from us, drawing on the recommendation of the headteacher made in the formal assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:

a) Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
b) Requires an extension of the induction period; or
c) Has failed to satisfactorily complete the induction period.

10.5 If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the Department of Education (DfE) via the 'record inductions as an appropriate body' service within three working days.

11. Right of appeal to the Appeals Body

11.1 If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, they must inform the ECT that they have the right of appeal against that decision within 20 school days to the Appeals Body, which is the Teaching Regulation Agency.

12. Failure to complete induction and dismissal

12.1 Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.

12.2 TKAT has decided to follow the principle of the regulations in relation to an ECT who has failed induction working in a relevant school and apply them to our trust. Therefore, we will normally dismiss an ECT who has failed induction:

a) Within 10 school days of the ECT giving notice that they do not intend to exercise their right to appeal; or
b) Within 10 school days from when the time limit for making an appeal expires, without an appeal being brought; or
c) Within 10 school days of being told the outcome of an appeal where an appeal is heard, and the outcome of the appeal is that the ECT is judged as having failed induction.

13. General principles underlying this policy

Confidentiality

13.1 The induction process will be treated confidentially, and we will ensure that arrangements are in place to facilitate this, including the secure transfer of data between us and the appropriate body. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process, and the local governing body on request for a general report on progress, on a termly basis.

Consistency of treatment and fairness

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

Retention and data protection

13.3 The board of trustees and headteacher will ensure that all written induction records are retained in a secure place, for six years or longer if there are reasons to do so, as long as this complies with the Data Protection Act. As part of the application of this policy, the academy trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of data protection legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our staff privacy notice], and our retention and destruction policy and in line with the requirements of data protection legislation.