



Academies Trust

Early Career Teachers Induction Policy

Policy details

- Date reviewed - August 2024
- Date approved - 17/09/24
- Date applicable - 17/09/24
- Next review date - August 2026
- Policy owner - Head of Initial Teacher Training (ITT)

Table of contents:

1.0 Introduction

1.1 Who is this policy for?

1.2 Aims

2.0 Legislation and statutory guidance (revised March 2021)

3.0 Appropriate Body Overview

4.0 The Early Career Framework-Overview

4.1 How Does the ECF link to the Teachers' Standards?

5.0 Roles and Responsibilities

5.1 The Trust Board

5.2 Regional Directors

5.3 Headteacher/Principal

5.4 Induction Tutor

5.5 ECF Mentor

5.6 Early Career Teacher

5.7 The Trust Central ECF Team

6.0 Early Career Teacher Entitlement

6.1 Support for the ECT

6.2 Lesson Observation, Reviewing and Target Setting

6.3 Addressing ECT concerns

7.0 Statutory Assessment of the ECT (role of the Appropriate Body)

8.0 ECTs Presenting as a Cause for Concern

8.1 Informal Support Plan

8.2 Formal Stage One - ECT Development plan

8.3 Formal Stage Two - ECT Support Plan

8.4 Formal Stage Three - Decision Hearing

9.0 Formal Stage Four – Appeal

10.0 The Appeal Body

11.0 Review and Monitoring

12.0 Links with Other Policies

Appendix One: Informal Support Plan

Appendix Two: Formal Stage One Support Plan

Appendix Three: Stage Two Formal Support Plan

1.0 Introduction

The first two years of teaching are not only demanding, but also of considerable significance in the professional development of the early career teacher (ECT). Our Trust induction process ensures the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided through a structured 2 year Early Career Framework (ECF) based training programme and induction programme.

This programme should support the ECT 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 induction period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

This policy describes the Trust's structured approach to supporting and inducting Early Career Teachers (ECTs). It is also to be used when an ECTs performance is causing concern. Sections 8 to 10 mirror the steps taken in the Trust's Capability Policy used for non ECT colleagues.

This policy covers the role of the Appropriate Body (AB) and the Early Career Teachers (ECTs) entitlement to access an ECT programme of professional development and support.

The Co-operative values and the four 'Ways of Being' (Show You Care, Succeed Together, Be Yourself Always and Do What Matters Most) also underpin the support, training and professional behaviours of all colleagues, including ECTs.

This policy should be read in conjunction with [DfE Statutory Induction for early career teachers England \(revised April 2023\)](#) and [Early Career Framework \(March 2021\)](#).

From September 2025, the [initial teacher training and early career framework](#) will replace this framework.

1.1 Who is this policy for?

The Trust's Early Career Teachers, Mentors, Induction Tutors, Senior Leadership Teams, Headteachers/Principals, Executive Headteachers, Regional Directors and the Trust Board.

All Trust academies will:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF).
- Provide ECTs with a supportive environment to develop and equip ECTs with the tools to be effective and successful teachers.
- Make sure all colleagues understand their role in the ECT induction programme.
- Contribute to the colleague's sense of job satisfaction, wellbeing, and personal achievement.
- Ensure timely and accurate reporting of ECT recruitment and progress to the Trust Central Team and Appropriate Body.

1.2 Aims

Our Trust induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The Trust were key partners in the pilot of the National Early Career Framework programme and part of the early roll out.

The Trust will engage with the Full Induction Programme: a funded provider led programme offering high quality training for ECTs and their mentors alongside professional development materials. The Trust is involved in the design, development and delivery of the Full Induction Programme with one of the DfE's accredited provider-led partners. The Trust facilitates part of the ECF seminar package that ECTs and Mentors attend during the induction period.

The purposes of induction include:

- help ECTs to develop an overview of the role and responsibilities of a teacher
- help ECTs to meet the Teacher Standards
- provide ECTs with examples of outstanding/good practice across the individual academy and/or across the region
- provide an ECF programme appropriate to the individual needs of the ECT
- provide appropriate counselling and support through the role of an identified ECF mentor to support the Early Career Framework programme and a separate Induction Tutor to support the induction arrangements
- an appropriate body that has been identified as taking on the main quality assurance role within the 2 year induction process. The appropriate body is responsible for checking that Headteachers/Principals have put in place an induction programme for the ECT; and ensuring this programme of support is clearly based on the ECF
- help ECTs become aware of the school's role in the local community
- help ECTs form good relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice, which can be supported by the use of professional development tools such as IRIS
- provide opportunities to recognise and celebrate good practice
- provide opportunities to identify areas for development
- provide a foundation for longer-term professional development

2.0 Legislation and statutory guidance (revised March 2021)

This policy is based on the [DfE Statutory Induction for early career teachers England \(revised April 2023\)](#), [Early Career Framework \(March 2021\)](#) and [Sections 135A, 135B and 141C\(1\)\(b\)](#), of the Education Act 2002.

This guidance updates and replaces the statutory guidance which accompanied [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

This guidance will be kept under review and updated when necessary.

3.0 Appropriate Body Overview

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

Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher. Appropriate Bodies provide an evidence-based golden thread of professional development, which ultimately, will result in better teaching ensuring children will learn more and be able to do more. For wider context, the golden thread of teacher development is:

- the new core content framework for Trainee teachers
- the Early Career Framework for new teachers and
- the National Professional Qualifications for experienced teachers

The Appropriate Body has the main quality assurance role within the induction process. From 1 September 2023, only teaching school hubs and other organisations determined by the Secretary of State will be listed as being able to act as Appropriate Bodies. All Co-op Academies, regardless of location, use the Bright Futures Teaching School Hub as their

Appropriate Body and it is the responsibility of the Headteacher/Principal, delegated or otherwise, to ensure that all ECTs are registered with the Appropriate Body before Induction begins. Exceptions, under specific circumstances, may be made and all should be discussed with the Head of ECF.

The role of an Appropriate Body can only be performed by the body specified in regulations and must not be delegated. The Appropriate Body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The Appropriate Body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction. The Appropriate Body should, on a regular basis, consult with Headteachers/Principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

The Appropriate Body is expected to take steps to ensure that:

- Headteachers/Principals have put in place an ECF based induction programme for ECTs; and the programme of support is clearly based on the ECF.
- Headteachers/Principals are meeting their responsibilities in respect of providing a suitable job position for induction.
- procedures for monitoring, support, assessment and guidance are fair and appropriate.
- action is taken to address areas of performance that require further development and support an ECT who is experiencing difficulties.
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns
- induction tutors and mentors have the ability and sufficient time to carry out their role effectively
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- any agreement entered into with either an FE institution or an independent school's governing body is upheld
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- headteachers/principals have obtained or have been provided with interim assessments, any formal assessment and progress reviews from the ECT's previous post;
- the school is submitting progress reviews and assessment reports (including any interim assessments) on time;

- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements where a reduced induction period may be appropriate;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.
- retain all relevant documentation/evidence/forms on file for six years.

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from headteachers/principal to obtain interim assessments, any formal assessment and progress reviews from the ECTs previous post;
- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher/principal on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

4.0 The Early Career Framework-Overview

The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured support for early career teachers (ECTs), linked to the best available research evidence. All Co-op Academies Trust ECTs access the DfE Full Induction Programme through the Bright Futures Teaching School Hub who work in partnership with Teach First.

There are Five Core Areas the content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. These are:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

These are not used to assess ECTs against but instead offer support to develop professionally.

From September 2021, early career teachers are expected to receive support from a dedicated mentor through regular one to one mentoring sessions. From September 2023, ECT and mentor sessions are expected to be 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. *This role should be separate to that of the induction tutor* and focus on supporting the early career teacher through the 2-year programme.

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. In some exceptional circumstances the length of an induction period may be reduced or extended, this decision sits with the Appropriate Body, in this case Bright Futures Teaching School Hub.

4.1 How Does the ECF Link to the Teachers' Standards?

The ECF has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In order to ensure congruence with the 8 Teachers' Standards, the content of the framework is presented in 8 sections.

In developing the framework:

- behaviour management was thought to be encompassed by High Expectations and Managing Behaviour (S1 and S7);
- pedagogy was thought to be encompassed by How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5);
- curriculum, assessment and professional behaviours were thought to be encompassed by S3, S6 and S8 respectively.

While the ECF is presented around the Teachers' Standards for clarity, the ECF is not, and should not be used, as an assessment framework. Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only.

From September 2025, the [initial teacher training and early career framework](#) will replace this framework.

5.0 Roles and Responsibilities

5.1 The Trust Board

The Trust Board will be fully aware of its responsibility to ensure that ECTs are provided with necessary monitoring, support and assessment. Careful consideration is given, prior to any decision to appoint an ECT, whether the academy currently has the capacity to fulfil all its obligations. The Trust Board will be kept aware and up to date about induction arrangements and the arrangements in place for the delivery of formal assessment meetings.

The Trust Board:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the Trust has overall capacity to support the number of ECTs in position;
- may seek guidance from the appropriate body on the quality of the Trust's overall induction arrangements; and
- may request general reports on the quality of the induction arrangements in place from relevant trust staff.

5.2 The Regional Directors

The Regional Director will ensure that the academy has the resources to provide ECTs with necessary monitoring, support and assessment. With the Headteacher/Principal, they will give careful consideration, prior to any decision to appoint an ECT, whether the academy currently has the capacity to fulfil all its obligations. They will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Regional Director:

- should be satisfied that the academy has the capacity to support the ECT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- may seek guidance from the appropriate body on the quality of the academy's induction arrangements and the roles and responsibilities of staff involved in the process; and

- can request general reports on the progress of an ECT if necessary.

5.3 Headteacher/Principal

The head teachers statutory responsibilities are:

- clarify whether the teacher needs to serve an induction period or is exempt;
- check with the Teaching Regulation Agency that the individual holds QTS;
- notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins and carry out pre-employment checks upon registration;
- ensure the ECTs post is a suitable post in which to serve induction;
- ensure that an appropriate induction programme is in place;
- ensure the ECT has both a reduced timetable 10% in year 1, 5% in year 2 and PPA time as necessary; and
- where relevant obtain documentation from the ECT's previous post including any interim assessment and details of absences and take this into account in determining the length and nature of the ECT's induction programme and period (see transition arrangements Statutory Induction Guidance 2018)
- appoint an induction tutor, separate from the ECF mentor (who must hold QTS) and ensure two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled;
- ensure the induction tutor is appropriately trained and has time to carry out their role;
- appoint an ECF mentor for each ECT (who must hold QTS)
- ensure that all ECTs are enrolled and receive the appropriate ECF programme provider as indicated by the Trust
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third party observation of a ECT whose progress towards meeting the standards may be at risk;
- maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the academy part way through a period;
- monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;
- ensure termly assessment reports are completed (on pro rated time scale for part-time staff) and sent to the Appropriate Body as required;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
- within 10 days of the ECT completing the induction period, make a recommendation to the Appropriate Body on whether the ECT has met the core standards, using agreed forms;

- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school/college; and
- retain all relevant documentation/evidence on file for six years ensuring an appropriate induction programme is set up
- make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory
- notify the Appropriate Body before commencing any formal capability procedure against the ECT during the statutory induction period
- where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years;
- involve the ECT regularly teaching the same class(es);
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;

While the Headteacher/Principal may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleague. In addition to the statutory requirements the Headteacher/Principal will:

- observe and give written warnings to an ECT at risk of failing to meet the required standards.

5.4 Induction Tutor

The Headteacher/Principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards and will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor but the induction tutor is a separate role to that of mentor

The induction tutor (or the Headteacher/Principal if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;

- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher/principal and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties;
- 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;
- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- 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 and appropriate action where an ECT appears to be experiencing difficulties; and
- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

5.5 ECF Mentor

The ECF mentor will support the ECT through:

- regularly meeting with the ECT for structured mentor sessions to provide targeted feedback
- working with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- providing, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- acting promptly and appropriately if the ECT appears to be having difficulties.
- engaging with the ECF 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;
- liaising and feeding back on programme support and development with the academy Induction Tutor and Appropriate Body as and when required;

- regularly one to one mentoring sessions who is expected to hold QTS and has the time and ability to carry out the role effectively;

5.6 Early Career Teacher

The ECT has a vital part to play in their own induction and are expected to:

- provide evidence that they have QTS and are eligible to start induction;
- prior to appointment, satisfactorily meet the safe recruitment checks required by [KCSIE](#) and the [Trust's Safer Recruitment Policy](#)
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- meet regularly with identified ECF mentor and engage fully with Teach First's ECF programme
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

5.7 The Central ECF Team

The Central Trust Team provide part of the Governance around the induction process for Trust early career teachers and should therefore maintain an overview of:

- compliance with the requirements within this policy
- quality Assurance processes eg checks on general reports on the progress of an ECT
- should be satisfied that any Co-op Academy has the capacity to support an ECT
- investigating concerns raised by ECTs and seeking guidance from the appropriate body if necessary
- should ensure the Headteacher/Principal is fulfilling their responsibility to meet:
 - the requirements of a suitable post for induction
 - must investigate concerns raised by an individual ECT
 - can seek guidance from the Appropriate Body on the quality of the academy induction arrangements and the roles and responsibilities of staff involved in
 - the integrity of the whole process

6.0 Early Career Teacher Entitlement

Our induction programme ensures that ECTs 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 standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows:

- access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- help and guidance from an induction tutor and separate mentor who is adequately prepared for the role and will coordinate the induction programme.
- regular meetings with induction tutor, senior managers, mentors, subject leads and other key staff where appropriate.
- time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- observe experienced colleagues teaching.
- a reduction of 10% of the average teacher's workload. This time is used for participating in the academy's and ECF induction programme and a reduction of 5% of the average teachers workload during year 2.
- have teaching observed by experienced colleagues.
- to receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- attend meetings of ECTs arranged by the LA, Teach First and Trust where appropriate.
- opportunities for further professional development based on agreed targets.

6.1 Support for the ECT

The academy will support the ECTs:

- the ECT will be designated an induction tutor, who will provide monitoring and support, and co-ordinate their assessments against the Teachers' Standards
- a designated induction mentor, who will provide regular structured feedback sessions after a formal or progress review point

- observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- opportunities to observe experienced teachers, either within the academy or at another school with effective practice.
- ensure the ECT is enrolled onto a (FTE) two-year package of structured support linked to the best available research evidence.
- weekly mentors meetings to address the key focus of the Early Career Framework (ECF) programme of support.

Note: the ECF programme is a programme of support and is not an assessment tool by which the ECTs will be assessed against. All assessment of the ECT is undertaken through the role of the Appropriate Body.

6.2 Lesson Observation, Reviewing and Target Setting

These will be followed and completed in accordance with the DfE Induction Guidance on ECT induction unless the ECT is viewed as at risk of failing to meet the necessary standards. All lesson observations will be agreed with the ECT during progress review/discussion meetings; they should link (wherever possible) to current targets set for the ECT, Teachers Standards and ECF modules. Feedback will be given as soon after the lesson observation as possible. Strengths and possible areas for improvement should be discussed.

6.3 Addressing ECT concerns

When the ECT has any concerns regarding the induction, mentoring and support programme or Teach First ECF training, they will;

- Raise these with their induction tutor as soon as they can.

The Induction Tutor may seek support from the academy Headteacher/Principal and directed central Trust staff from the Early Career Team.

- Where the school does not resolve them the ECT should raise concerns with their named AB contact. At registration, the Appropriate Body (at the Teaching School Hub) will provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

For Bright Futures, if a concern is regarding the Early Career Framework, ecf@bright-futures.co.uk should be contacted. If a concern is regarding the Appropriate Body ab-induction@bright-futures.co.uk should be contacted.

7.0 Statutory Assessment of the ECT (role of the Appropriate Body)

There are two formal assessment points which will be rigorous but also objective. The first of these will be at the end of the first year of induction and the final assessment taking place at the end of the second year (FTE). *Please note assessment points for part-time ECTs should be personalised to meet the FTE two-year statutory induction.*

Throughout the two-year induction period 'Progress Reviews' will take place one per term; this is to make sure the ECT is meeting the Teachers' Standards, Induction Tutors will report progress through an online IT platform.

The Appropriate Body is responsible for deciding whether the ECT has met the Teachers' Standards (England), based on the Headteacher's/Principal's recommendation at the end of formal assessment point 2.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher/Principal will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

8.0 ECTs Presenting as a Cause for Concern

8.1 Informal Support Plan

Any concerns regarding an ECT's performance should be discussed with them at the earliest opportunity, with ECT Mentors and Induction Tutors looking to resolve issues of minor incapability in a supportive manner as part of Statutory Induction and Early Career Framework process. Mentors meet regularly (weekly or fortnightly depending on year of statutory induction) with ECTs and so close monitoring of capability is expected.

Where this has not succeeded in improving performance, or where the underperformance is more serious, an informal support meeting should be organised. Support for ECTs should occur in a timely manner and Induction Tutors should not wait for a termly Progress Review or Formal Assessment to act on any concerns.

The ECT should be informed of the reason for the meeting, and be given five days' notice, in writing. It should be made clear that this is not part of the formal ECT support process and this will not be noted in references. Although it is an informal meeting, they may be accompanied by a work colleague or trade union representative. The ECT must provide notification in advance regarding who will be accompanying them. A representative from HR may also attend.

This meeting should:

- Introduce the issue - give clear feedback about the nature and seriousness of the concerns.
- Set the level - the manager should bring to the attention of the colleague how they are failing to meet the required level of performance and of the concerns that exist.
- Seek an explanation - provide the colleague with an opportunity to comment and discuss the situation, to provide information on any issues impacting on why they are not meeting the required level of performance, and to discuss the acceptability of the explanation(s).
- Require improvement - advise the colleague what they are expected to do to bring about improvements in performance.
- Document support - outline any management action and support (e.g. coaching, mentoring, structured observations, training, professional courses, stress risk assessment, referral to support agencies) that will be provided to help address those specific concerns.
- Document timescales - discuss & document a reasonable time limit within which the colleague can be expected to demonstrate improvement, making clear how, and by when, progress will be reviewed. The amount of time must be reasonable and will need to reflect the seriousness of the concerns.
- Warn of the consequences - of failure to improve, to meet and sustain the level of performance required, such as formal action at Stage One, Stage Two and Stage Three of this Policy.

The main points discussed should be noted and a copy provided to the colleague, along with the agreed Informal Support Plan (see Appendix One).

A review meeting should be convened at the end of the documented time period and, if performance has not improved, a referral should be made to the Headteacher/Principal that the matter may need to be considered under Formal Stage One of the ECT Induction Policy.

8.2 Formal Stage One with Support Plan

If an ECT's performance continues to be unsatisfactory, or where the induction tutor determines unsatisfactory performance is sufficient to warrant moving straight to formal action, the ECT should be invited to a formal meeting to discuss the concerns.

The ECT should be given 10 working days' written notice of the meeting which must include:

- The time and place of the meeting
- Confirmation of the performance concerns that are to be reviewed
- The possible consequences of the meeting
- Their right to be accompanied by either a work colleague or trade union representative (the ECT must provide notification in advance regarding who will be accompanying them).
- Copies of any written evidence that might be relied upon

At the review meeting the Induction Tutor, ECT Mentor and ECT will discuss the monitoring and review period and any support provided. The Induction Tutor will advise the ECT that satisfactory performance has not been maintained and so a further, formal period for monitoring and review will now begin in the form of a Formal Stage One Support Plan (see Appendix Two).

The Induction Tutor should state clearly within the progress review record the areas the ECT is not making satisfactory progress against the Teachers' Standards and clearly outline the informal support measures that have been put in place to assist the ECT in getting back on track. (Informal Support Plan in Appendix One).

The Stage One Support Plan must run for a minimum of 6 weeks, with a mid-point review meeting, to allow for support and the demonstration of ECT progress. The Stage 1 Support Plan can be extended if the ECT is responding well and making progress against the SMART targets set but not demonstrating satisfactory performance against the Teachers' Standards. Support Plans can be used more than once throughout the induction period.

A Stage One Support Plan (see Appendix Two) should be discussed with the Trust ECF Leadership Team before being initiated:

- Andy Gibson - Head of ECF and ITT - all Secondary & Post 16 matters
- Claire Norcott - Deputy Head of ECF and ITT - all Primary and Special School matters

The Induction Tutor is expected to notify the Appropriate Body of formal support being implemented and share the Stage One Support Plan for the Appropriate Body to review.

At the end of this period a further review meeting will be convened to determine if satisfactory progress against the Stage One Support Plan targets and satisfactory capability against the Teachers' Standards is evident in the ECT's practice. If there has been no, or insufficient improvement made and performance remains unsatisfactory, this will be escalated to a Stage Two. The Induction Tutor will confirm the continuing areas of concern and the improvement required before escalation and consideration will be given to any further support that can be provided.

The colleague will be informed of the outcome of the review meeting in writing, including details of the outcome of the Stage One Support Plan, normally within five working days of

the meeting. The ECT should be informed that failure to improve sufficiently within the set timescale of the Stage Three Formal Support Plan, may result in dismissal.

8.3 Formal Stage Two with Support Plan

If it becomes apparent that an ECT is not making satisfactory progress after a Stage one Support Plan has been in place, the Appropriate Body should be informed, and the Headteacher/Principal should ensure that additional monitoring and support measures are put in place immediately. A decision will be made as to whether to extend the Formal Stage One Support Plan or escalate to Stage 2 (see Appendix Three for Stage Two Support Plan).

Every effort should be made to reach agreement, however if the ECT disagrees that they should be monitored as part of a formal support process or at a particular stage within the procedure, the Trust has the right to impose it since this forms part of a colleague's terms & conditions of employment as part of their ECT Induction. The Head Teacher should seek advice from their Regional HR Manager in this situation. The points raised by the ECT should be documented as part of the Stage Two process. The colleague may add their own comments to this documentation.

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/Principal 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.

Please note, induction tutors are encouraged to observe their ECT on a 'regular' basis and concerns around ECT progress might be raised as a concern earlier than the first formal assessment.

If the ECT's progress is still unsatisfactory after a period of formal support, Induction Tutors should continue to deliver Progress Reviews or a Formal Assessment Point of the ECT, detailing the formal support measures in place, linking these with the Teachers' Standards and sharing with the ECT, Head of School/Principal and Appropriate Body.

In accordance with the Statutory induction guidance in a few particularly serious cases it may be necessary for us to instigate capability proceedings before the end of the ECT induction period, which may lead to dismissal before the end of the induction period. If this is the case, the induction process must continue in parallel with the capability proceedings. The appropriate body should be informed, however it is Co-op Academies Trust that has a responsibility to manage its capability proceedings and decisions relating to the outcome of these.

A review meeting should be convened at the end of the agreed and documented time period where the following decisions can be made:

- The colleague has reached a satisfactory standard of performance and no further action is required under the procedure
- There has been no, or insufficient improvement made and performance remains unsatisfactory, the person(s) chairing the meeting will arrange a dismissal hearing under Formal Stage Three.

Whilst our Trust's Capability Procedure does not apply to ECTs, serious concerns in respect of an ECT's capability which have not been addressed through the cycles of support offered under the ECT Induction Policy, will be managed in accordance with this Procedure at the Informal Stage, Formal Stage One, Formal Stage Two, Formal Stage Three and Stage Four (appeal). This is to ensure colleagues are treated fairly and consistently, with the opportunity to have their case heard independently, and the right of appeal.

In these cases, Induction Tutors should refer to the Headteacher/Principal and the Trust's Regional HR contact and central Head of ECF for advice before instigating this procedure. Following this advice, the Appropriate Body must be informed.

It should be noted that 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.

8.4 Formal Stage Three - Decision Hearing

A hearing to consider dismissal on the grounds of capability will be arranged where the colleague does not make a sufficient improvement in performance or meet agreed objectives during the specified monitoring and review period(s).

The ECT will normally be given 10 working days' notice in writing of a decision hearing. The Chair of the hearing will confirm arrangements to the ECT in writing, including:

- The deficiencies in the colleague's performance and the reasons for contemplating dismissal
- The date, time and location of the hearing. If the date / time is not convenient for any party an alternative date will be agreed, this will not normally be more than 5 working days after the date originally proposed by the Chair.
- The name of the person (or panel) chairing the hearing
- The right to be accompanied and/or represented by a trade union representative or work colleague. The colleague must provide notification in advance regarding who will be accompanying them.
- The requirement to provide the Chair with a copy of the documents that they will be relying upon and the names of any witnesses that they will be calling at the hearing at least 5 working days before the hearing
- Advise the colleague that the hearing could result in dismissal

- Copies of documents that the manager presenting the case will refer to at the hearing, and names of any witnesses that they will call.

At the hearing the Headteacher/Principal will be given the opportunity to put forward their case for dismissal, and the ECT will be given the opportunity to present their case against the dismissal. Both parties may call witnesses and ask questions. HR will attend the hearing to provide procedural advice.

The hearing will normally be adjourned whilst the panel hearing the matter consider the evidence put forward and reach a decision.

The outcome of the hearing may be either dismissal on the grounds of lack of capability or alternative action in the light of evidence presented at the hearing.

Where an ECT is dismissed they should be dismissed with appropriate notice. The ECT will be notified in writing of the outcome normally within 5 working days and of their right of appeal.

A postponement may be granted if the ECT or their representative is unable to attend on the proposed date. A postponement should not be for more than 5 working days after the original date proposed, however, an extension to this time limit can be made by mutual agreement. Where a hearing is rearranged and the ECT is unable to attend a second time, the hearing will normally convene, as arranged, and a decision taken in the ECT's absence.

Alternative actions might include:

- A further period of monitoring and review. If the required level of performance is not achieved and this leads to a further dismissal hearing it should be heard, if possible, by the same person / panel.
- Redeployment to a different post within the academy if a vacant existing post is available as an alternative to dismissal; if the post is on a lower grade there will be no entitlement to protection of salary.
- Reduction of responsibility; this may be linked to the redeployment option or could apply to the post currently held by the ECT – again salary protection will not apply in such circumstances.

9.0 Formal Stage Four– Appeal

An ECT is entitled to appeal against the decision to dismiss due to capability.

The appeal should be on the basis of one of the following grounds:

- The procedure - a failure to follow procedure had a material effect on the decision
- The decision - the evidence did not support the conclusion reached
- The penalty - was too severe given the circumstances of the case
- New evidence
- Bias or discrimination

The appeal must be made in writing, stating the grounds for the appeal, within five working days of receiving written notification of the decision to dismiss.

The appeal will be heard as soon as possible and not normally later than four weeks after being received.

The ECT will normally be given 10 working days' notice, in writing, of the date of the appeal hearing. It will remind the ECT of their right to be accompanied at the hearing by either a trade union representative or work colleague. The ECT must provide notification in advance regarding who will be accompanying them. An HR representative who has not previously been involved will attend the hearing to provide procedural advice.

Both parties must indicate at least 5 working days in advance of the appeal hearing which, if any, witnesses they wish to call and provide copies of any documentation that will be relied upon at the hearing. In exceptional circumstances an alternative time-scale may be agreed. The appeal hearing should consider the evidence presented in relation to the grounds for appeal put forward by the ECT.

The Chair of the decision hearing will attend the appeal to present the management case in relation to the grounds of the appeal. They may be accompanied by an HR colleague. The person(s) who acted at Stages One and Two in the procedure may be called to attend as a witness.

The ECT will be able to present evidence on the grounds of the appeal. Management will have the opportunity to respond.

The appeal hearing may:

- Confirm the decision of the decision hearing

- Overturn the decision of the decision hearing, and specify an additional period of time within which performance must improve
- May recommend alternative action (for example, redeployment).

The ECT will be informed of the appeal decision in writing, normally within 5 working days. The decision of the appeal hearing is final.

10.0 The Appeal Body Following Unsatisfactory Completion of Induction

The DfE Teaching Regulation Agency is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.
-

11.0 Review and Monitoring

This policy will be reviewed as part of the Trust's development cycle or prior to this date should there be any changes to statutory requirements.

12.0 Links with Other Policies and Guidance

DfE Statutory Induction for early career teachers England (revised April 2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf

DfE Early Career Framework

<https://www.gov.uk/government/publications/early-career-framework>

Co-op Academies Induction & Probationary Procedure

<https://www.coopacademies.co.uk/co-op-academies-trust-policies/>

Co-op Academies Capability Procedure

<https://www.coopacademies.co.uk/co-op-academies-trust-policies/>

DfE Initial teacher training and early career framework

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>

DfE Teacher Recruitment and Retention Strategy

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

DfE Teacher Standards

<https://www.gov.uk/government/publications/teachers-standards>

ECF Reforms

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Co-op Academies Safer Recruitment Policy

<https://www.coopacademies.co.uk/co-op-academies-trust-policies>

DfE Appropriate Bodies Guidance (for AB)

<https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

Appendix One: Informal Support Plan

Name of Early Career Teacher	
Date	

Targets

Targets should be specific, measurable, achievable, relevant, and time-related (SMART and related to the Teachers' Standards).

Specific areas of the Teachers' Standards that are a cause for concern	Level of improvement required*	Support to be provided (nature of support, who should make arrangements)	Timescales for improvement/ review date(s)

*Actions agreed under this improvement note/support plan should be "SMART": specific, measurable, achievable, relevant, time-related, in other words it should be very clear what is required, by whom and by when, and clear how this will be evaluated and reviewed.

ECT Comments (Optional)

--	--

Signed ECT		Date	
Signed Induction Tutor		Date	

Appendix Two : Formal Stage One Support Plan

Name of Early Career Teacher		School		Date						
Access to this document must be given to:	Signed	ECT Induction Period								
Early Career Teacher ECT Mentor ECT Induction Tutor Headteacher/Principal Head of ECF / Deputy Head of ECF		<i>(Highlight appropriate)</i>	Year 1	Term 1	Term 2	Term 3	Year 2	Term 1	Term 2	Term 3
		Reason for Stage One Support Plan								

Targets

Targets should be specific, measurable, achievable, relevant, and time-related (SMART and related to the Teachers' Standards).

Specific areas of the Teachers' Standards that are a cause for concern	SMART targets	What specific actions will be taken to address these concerns?	Timeline for actions/support	Success Criteria
Date of first Review of Stage One Support Plan				
Outcomes		Recommendations		

Date of second review of Stage One Support Plan:

Second review of Stage One Support Plan

Outcomes

Recommendations

Is an extended Stage One Support Plan needed?

Yes

No

Date:

Is a Stage Two Support Plan needed?

Yes

No

Date:

Appendix 3: Stage Two Formal Support Plan

Name of Early Career Teacher

Job title

Date of commencement of the support plan

Name of Headteacher/Principal

The below plan has been agreed following a conversation with the above member of staff and the Headteacher/Principal.

Specific area of performance which is a cause for concern	Performance standard expected	Agreed support methods	Agreed timescale for performance to reach the required standard	How performance will be measured and reviewed during the period
-----------------------------------------------------------	-------------------------------	------------------------	-----------------------------------------------------------------	-----------------------------------------------------------------

				e.g. observations, monitoring of work, weekly meetings to discuss progress and/or realign the support

Signed ECT		Date	
Signed Headteacher/Principal		Date	