



Washwood Heath  
Multi Academy Trust

## Early Career Teacher (ECT) Induction Policy

<b>Prepared by:</b>	Core executive team in consultation with WHMAT's Early Careers Working Group, whole school staff and recognised trade unions
<b>Applies to:</b>	Early Career Teachers (ECTs) at WHMAT. Note: this policy does not apply to NQTs (see below)
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## **1.0 Commitment and policy aims**

- 1.1 Washwood Heath Multi Academy Trust (“WHMAT”) recognises that the successful appointment and induction of an Early Career Teacher (ECT) can have a positive impact on both the academy where they are based, on the ECT and on the wider MAT. WHMAT acknowledges that ECTs bring new ideas and fresh approaches to teaching and that there is a responsibility to develop them and to help nurture a promising career, so that they are happy, engaged and investing discretionary effort to the benefit of its young people.
- 1.2 The purpose of this policy is therefore to set out how the statutory induction period will work and to ensure relevant employees understand their respective roles in the induction process generally and how WHMAT will ensure that the induction of ECTs meets all statutory requirements of the Early Career Framework (ECF).
- 1.3 WHMAT is rightly proud of those colleagues who have begun their careers in WHMAT academies, the feedback received from them and the progress they make to become outstanding classroom practitioners and leaders: this policy affirms that commitment to their ongoing development (which continues once the induction is complete) and our determination is to ensure equality of opportunity for all ECTs across WHMAT, supported by our collaborative approach. The aim of this policy is to ensure that the excellent induction of NQTs in the past is developed even further by the introduction of the ECF. WHMAT seeks to provide the best possible support for ECTs that complies with but is not limited to the requirements of the ECF, such as activities for ECTs across the Trust.

## **2.0 Legislation and statutory guidance**

- 2.1 This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:
  - The Department for Education’s (DfE’s) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
  - The [Early career framework reforms](#)
  - [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The ‘relevant standards’ referred to below are the [Teachers’ Standards](#).

- 2.2 In line with the DfE guidance relating to the introduction of the ECF, this policy applies to ECTs who start their induction on or after 1 September 2021.
- 2.3 NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our NQT induction policy, which can be found on the policies section of the WHMAT website. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the Head of Academy and the appropriate body, WHMAT will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
  - An induction mentor for the remainder of the NQT's 1-year induction
- 2.4 If they do not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

### **3. The ECT induction programme**

- 3.1 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- 3.2 Prior to the ECT serving their induction, the Head of Academy and appropriate body must agree that the post is suitable.
- 3.3 For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.
- 3.4 The programme is quality assured by the appointed appropriate body, while the training programme will be externally led to ensure compliance with the ECF.
- 3.5 Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.
- 3.6 ECTs serving induction on a part-time basis are required to complete the induction in a time period determined by the appointed external body.
- 3.8 **Each ECT will:**
- 3.8.1 Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of the induction period.
- 3.8.2 Have an appointed induction tutor, who will have qualified teacher status (QTS).
- 3.8.3 Have an appointed induction mentor, who will have QTS, and will have appropriate time allocated to the role.
- 3.8.4 Have a reduced timetable to enable them to undertake learning activities (in their first year, no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time; in their second year of induction, 95% of the timetable of our existing teachers on the main pay range in their second year of induction on the same basis).
- 3.8.5 Be protected as much as operationally possible from any timetable changes made during an academic year.

- 3.8.6 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- 3.8.7 Not be given any additional responsibilities unless there are opportunities the colleague opts to apply for.
- 3.8.9 Not normally teach outside of the age range and/or, at secondary, the subject in which they were trained as specialists (unless agreed otherwise when appointed), except for their role as a form tutor and their participation in whole school programmes and curriculum enrichment activities, for which they would be supported.
- 3.8.10 Be given support in developing a positive, effective classroom ethos, promoting positive behaviour and not be left to respond to challenging discipline situations without support or intervention where appropriate.
- 3.8.11 Be provided with the name and contact details of the appropriate body and the external provider of the ECF training programme.

### **3.9 The induction period for an ECT will:**

- 3.9.1 Enable an ECT to build upon existing knowledge, skills and understanding.
- 3.9.2 Enable an ECT to feel a sense of belonging within the Academy and WHMAT, the teaching profession and provide a foundation for future CPD.
- 3.9.3 Enable an ECT to meet identified goals and complete their induction years to the required standard.
- 3.9.4 Include the relevant opportunities outlined in the WHMAT Career Pledge to enable the points at 3.9.1-3 to happen.
- 3.9.5 Contain the learning opportunities required by the ECF as part of an extensive and effective induction programme.
- 3.9.6 Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- 3.9.7 Provide support to ECTs failing to make satisfactory progress and ensure that they are aware of any issues and how to address them as they arise.
- 3.9.8 Fulfil the requirement of the ECF.

### **4.0 Roles and responsibilities**

- 4.1 ECTs are responsible for:

- 4.1.1 Providing evidence that they have QTS and are eligible to start their induction.
  - 4.1.2 Meeting with their induction tutor at the start of the programme to agree on priorities for their programme and keeping these under review.
  - 4.1.3 Discussing and agreeing on their reduced timetable allowance with their induction tutor.
  - 4.1.4 Participating fully in the agreed monitoring and development programme, including CPD sessions targeted at new colleagues (see 4.1.10 below).
  - 4.1.5 Providing evidence of their progress against the required standards; it is the intention of WHMAT to eliminate any unnecessary workload: the evidence of routine monitoring should enable ECTs and those assessing them to access evidence with ease, as required.
  - 4.1.6 Raising any concerns that they have with their Induction Tutor promptly. If the concerns relate to the Induction Tutor and cannot be resolved informally with them, then the ECT should report their concerns to the senior line manager of their Induction Tutor or to the head of their academy. If the ECT does not wish to raise concerns with anyone in their academy or is not satisfied with the outcome, they should contact the People Matters team at [peoplematters@whmat.academy](mailto:peoplematters@whmat.academy). If the ECT cannot resolve issues within their academy or WHMAT, then they should contact the appropriate body.
  - 4.1.7 Participating in scheduled classroom observations, progress reviews and formal assessment meetings.
  - 4.1.8 When an induction period will not run over the course of two academic years, agreeing with their induction tutor the start and end dates of the induction period.
  - 4.1.9 Agreeing the dates of any planned absences from work during the period.
  - 4.1.10 Retaining copies of all assessment forms.
  - 4.1.11 Fully participating in the induction CPD programme, both those elements which are statutory elements of the ECF and other element of WHMAT induction. ECTs are expected to attend all CPD sessions, with any requests for absence given in a timely fashion. If ECTs have attended sessions previously - for example, while on an ITT placement at a WHMAT Academy - they should discuss if they need to attend specific sessions with their induction tutor. Not engaging with the CPD programme could constitute a lack of engagement with 'professional growth' and thus put the colleague in question at risk of not receiving their pay increment.
- 4.2 Heads of Academy are responsible for:
- 4.2.1 Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
  - 4.2.2 Ensuring the ECT knows the identity and role of the DSL and any deputies.

- 4.2.3 Ensuring that the ECT knows the academy's response to children who go missing from education.
- 4.2.4 Ensuring that the ECT has been awarded QTS.
- 4.2.5 Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- 4.2.6 Agreeing with the ECT on which body will act as the appropriate body and the external training provider, in advance of the ECT starting the induction programme.
- 4.2.7 Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- 4.3.0 Alongside the approving body, ensuring the ECT's post meets the requirements of a suitable post for induction.
- 4.3.1 Making sure that both the induction tutor and the induction mentor have received suitable training and have the time to carry out the roles effectively.
- 4.3.2 Ensuring that both a personalised induction and ECF-compliant programmes are in place.
- 4.3.3 Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback about their teaching.
- 4.3.4 Making sure that completed reports are sent to the appropriate body for review.
- 4.3.5 Retaining accurate records of employment that will count towards the induction period.
- 4.3.6 Informing the relevant local academy advisory board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- 4.3.7 Making a recommendation to the appropriate body on whether the ECT's performance is satisfactory or whether the induction period should be extended.
- 4.3.8 Participating in the appropriate body's quality assurance process.
- 4.3.9 In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the ECT's previous post;
  - Promptly alerting the appropriate body when an ECT may not be completing induction satisfactorily;
  - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party;
  - Promptly notifying the appropriate body if an ECT is absent for a total of 30 days or more, since this may impact on the length of the induction period;

- Regularly informing the local academy advisory board about the academy’s induction procedures;
- Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT’s induction period, e.g. where it is deemed the induction period has been satisfactorily completed;
- Providing interim assessment reports for ECT’s leaving in-between formal assessment periods;
- Informing the appropriate body when an ECT serving induction leaves the academy.

Induction tutors are responsible for:

- 4.4.0 Coordinating, guiding and supporting the ECT’s professional development.
- 4.4.1 Reviewing ECT’S progress regularly during the induction period.
- 4.4.2 Undertaking termly progress reviews (as sections 2.46 to 2.51 of the Statuary Induction Guidance) over the induction period.
- 4.4.3 Coordinating input from other staff if required.
- 4.4.4 Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- 4.4.5 Ensuring that the teaching of the ECT is observed by suitably experienced colleagues and that the ECT receives feedback.
- 4.4.6 Informing ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside of the academy.
- 4.4.6 To ensure that the providing of evidence does not place any unnecessary or unreasonable workload burden on the ECT, other colleagues or themselves.
- 4.4.7 Taking appropriate action if an ECT is facing difficulties;
- 4.4.8 To liaise with the Induction Mentor.
  
- 4.5 The Induction Mentor will:
  - 4.5.1 Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
  - 4.5.2 Work 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.

- 4.5.3 Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- 4.5.4 Act promptly and appropriately if the ECT appears to be having difficulties.
- 4.5.5 Be able to provide phase/subject specialist advice and guidance.

Appropriate bodies have a quality assurance role and are responsible for:

- 4.6.1 Ensuring that the heads of academy and local academy advisory boards are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- 4.6.2 Ensuring procedures are in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- 4.6.3 Consulting with the head of academy on the nature and extent of the quality assurance procedures in the academy.
- 4.6.4 Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- 4.6.5 Training induction tutors and induction mentors to carry out their roles effectively.
- 4.6.6 Contacting an academy when the academy's responsibilities are not fulfilled.
- 4.6.7 Ensuring that the head of academy has confirmed that the award of QTS has been made.
- 4.6.8 Ensuring the academy is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- 4.6.9 Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- 4.6.10 Ensuring records and assessment reports of ECTs are maintained.
- 4.6.11 Ensuring an agreement is reached with the head of academy and the ECT to determine where a reduced induction period may be appropriate.
- 4.6.12 Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standards.
- 4.6.13 Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period.

- 4.6.14 Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- 4.6.15 Responding to requests for assistance and advice with training for induction tutors and induction mentors.

The CEO is responsible for:

- 4.7.1 Ensuring staff and the academies within WHMAT are compliant with this policy.
- 4.7.2 Appointing the appropriate body or delegating this responsibility.
- 4.7.3 Ensuring the WHMAT academies have the capacity to support the ECT.
- 4.7.4 Ensuring the heads of academy are fulfilling their responsibilities.
- 4.7.5 Investigating any concerns raised by an ECT in line with appropriate Trust Policies and Procedures.
- 4.7.6 Asking for advice from the appropriate body and/or the external training provider on the Trust's induction procedures and the responsibilities of staff involved in the process.
- 4.7.7 Requesting general reports from the induction tutors on the progress of an ECT.

## **5.0 Suitable posts**

- 5.1 Heads of academy will determine the suitability of posts for induction.

The post will:

- 5.1.1 Have an appropriate body to assess the ECT's performance against the relevant standards.
- 5.1.2 Provide the ECT with the tasks, experience and support needed, with training which is compliant with the ECF.
- 5.1.3 Ensure the appointment of an induction tutor with QTS.
- 5.2 Provide the ECT with a reduced timetable to enable them to undertake learning activities as set out in 3.8.3.
- 5.3 Not make unreasonable demands upon the ECT.
- 5.4 Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- 5.5 Involve the ECT regularly teaching the same class(es).
- 5.6 Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.

- 5.7 Not involve non-teaching responsibilities without the provision of appropriate preparation and support.
- 5.8 The CEO and/or Academy Advisory Board (AAB) (WHMAT'S local governing body) will be satisfied that the academy in which the ECT is based has the capacity to support the ECT in the role and that the head of academy\_is fulfilling their responsibilities.
- 5.9 Once an ECT has been appointed to a suitable post, the head of academy\_will notify the TRA in advance of the ECT taking up the post.
- 5.10 Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

## **6.0 Monitoring, support and assessment**

- 6.1 A suitable monitoring and support programme will be put in place for the ECT, which is personalised to meet their CPD needs and this will be underpinned by the opportunities outlined in the relevant section of the WHMAT Teachers' Career Pledge as well as being fully compliant with the ECF.

## **6.2 Formal assessment meetings**

- 6.2.1 These will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor. They will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- 6.2.2 After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- 6.2.3 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- 6.2.4 A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- 6.3 Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- 6.4 The criteria used for formal assessments will be shared between the ECT and the head of academy and agreed in advance.

- 6.5 Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs.
- 6.6 Observations of ECTs lessons will be conducted, once per half-term as a minimum, alongside a follow-up discussion with their induction tutor.
- 6.7 All ECTs will be provided with the opportunity to undertake regular observations of experienced teachers.
- 6.8 All teachers who have a part in the ECT's development will be responsible for assessing the ECT, in order to gain a reliable overall view.
- 6.9 Annual assessment reports will give details of:
  - 6.9.1 Areas of strength.
  - 6.9.2 Areas requiring development.
  - 6.9.3 Evidence used to inform judgement.
  - 6.9.4 Targets for coming term (i.e. 'smart' targets).
  - 6.9.5 Support to be provided by the base academy.

## **7.0 Completing the induction period**

- 7.1 ECTs will have completed their induction period when they have served:
  - 7.1.1 The full-time equivalent of two standard academy years (usually six terms; or
  - 7.1.2 A reduced period as agreed with the head of academy and the TRA, based on previous teaching experience; or
  - 7.1.3 An extended period as a result of absences occurring during the period; or
  - 7.1.5 An extension following a decision by the appropriate body, or the appeals body.
- 7.2 The appropriate body will make the final decision as to whether or not an ECT's performance against the relevant standards has been satisfactory, taking into account the recommendations of the Head of Academy, who will have taken 'into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.' (Section 1.8, *DfE's Induction of Early Career Teachers (England)*)
- 7.3 The appropriate body will make a decision within 20 working days of receiving the head of academy's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the head of academy.
- 7.4 If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the Teaching Regulation Agency (TRA). Any appeal will be notified within 20 working days or the period for submitting appeals will be deemed to have expired.

- 7.5 Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher.
- 7.6 Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, WHMAT will dismiss the ECT subject to usual contractual or statutory notice periods.
- 7.7 If the appeal is heard but not upheld, the original ECT dismissal will stand.
- 7.8 If the appeal is heard and is upheld, the ECT will remain a WHMAT employee and a professional growth action plan will be agreed to support their ongoing development.
- 7.9 The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

### **Exceptional Circumstances**

- 7.10 If there is an extended period of school closure which impacts significantly on the period of induction, the Head of Academy will liaise with the appropriate body to agree a sensible, fair and proportionate way forward. This could involve an extension of the induction period or an agreement to shorten it. In the case of the latter, individual academies will ensure the necessary CPD is in place upon reopening. The CEO would ensure that all academies within WHMAT respond in a similar fashion to ensure equality for ECTs across the MAT.

### **8.0 Record Keeping**

- 8.1 Records will be kept in accordance with *WHMAT's Data Retention Policy* at [www.whmat.academy](http://www.whmat.academy) policies tab.
- 8.2 Assessment forms will be signed by the head of academy and submitted to the appropriate body in a timely manner.
- 8.3 Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.
- 8.4 The TRA keeps records of all submitted appeals and will be contacted as needed.
- 8.5 Assessment reports will be retained for six years, as recommended by the DfE.
- 8.6 ECTs will be advised by the base academy to retain their original copies of assessment reports.

### **9.0 Confidentiality**

- 9.1 The induction process and assessments will be not be shared with others involved in the process and will be treated as confidential.
- 9.2 All ECTs will be made aware of who has been granted access to their assessments.

9.3 Individual academy advisory boards may request termly reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the AAB to access the assessment forms to review the situation.

#### **10.0 Special circumstances**

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

10.2 The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.

10.3 If an ECT is absent for a total of 30 days or more during the induction period, the induction period will be extended by the aggregate of total days absent. This is in addition to any action which may be taken under the WHMAT Sickness Policy.

10.4 ECTs who take statutory maternity leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction.

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

10.6 If an ECT leaves the Academy before completing their extension, an interim assessment form will be completed by the head of academy and the appropriate body notified.

10.7 In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school/academy, the minimum period of employment will still be served as the ECT will be working in a new school/academy.

#### **11.0 Unsatisfactory progress and appeals**

11.1 Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the head of academy, organising refresher training and providing more guided supervision. The appropriate body and the head of academy will be satisfied that:

11.1.1 Areas of improvement have been correctly identified.

11.1.2 Appropriate objectives have been set to guide the ECT to perform against the relevant standards.

11.1.3 An effective support programme is in place to help the ECT improve performance.

- 11.2 When there are still concerns about the ECT's progress following intervention, the head of academy will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:
- 11.2.1 The identified weaknesses;
  - 11.2.2 The agreed objectives set in order to have them satisfactorily complete the induction to the required standards;
  - 1.2.3 Details of additional support put in place;
  - 11.2.4 Evidence used to inform the judgement;
  - 11.2.5 Details of the improvement plan for the next assessment period;
  - 11.2.6 If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent the ECT from completing their induction at another academy outside of WHMAT.
  - 11.2.7 If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

## **12.0 ECT contracts and pay**

- 12.1 All ECT recruits will be employed on a permanent contract. In year 1 they will be placed at M1 of the teachers' pay scale. Assuming that they are on course to complete their induction and have engaged with the induction programme, they will automatically progress to M2 at the end of the first year of their induction.
- 12.2 If an ECT, who is paid on M1, completes the first year of their induction period within an academic year (i.e. before the end of the summer term), they would be paid an allowance to make their pay equitable with M2, on a pro rata basis for the remaining period of that academic year following the early completion. They will then move up one point on the pay scale in the normal way the following September in line with other teaching colleagues. The same process will apply at the completion of induction and the move to M3.

## **13.0 Monitoring and review**

- 13.1 The WHMAT Early Careers Working Group is responsible for reviewing the implantation and impact of this policy every 24 months to ensure that it complies with legislation, guidance and good practice in liaison with the Director of People and the CEO or Executive Headteacher. This will be carried out in consultation with recognised trade unions and WHMAT employees.
- 13.2 Any changes to this policy will be communicated to all WHMAT employees.

## Appendix A - Exemptions

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

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

Exemption	Explanation
<p>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).</p>	<p>A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.</p>
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an independent school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>

Exemption	Explanation
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an FE school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> <li>• On or before 31st October 2014, by the Institute for Learning; or</li> <li>• On or after 1st November 2014, by the Education and Training Foundation</li> </ul>	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.