



West Byfleet Infant School  
We Belong, Inspire, Succeed

# Early Career Teacher Entitlement policy



## Context of Policy to our School vision and Values

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

As an Early Career Teacher (ECTE) we will ensure that all teachers feel a real sense of belonging to West Byfleet Infant School, we will provide them with the support to be successful teachers as they embark on their career.

We will inspire them to be the best teacher they can be through supportive monitoring opportunities and will ensure that they succeed at every stage of their career by using the statutory Early Career Framework.

Member of staff responsible	Headteacher
Date Policy Produced	Summer 2024
Policy agreed/last reviewed	Summer 2025
Next review date	Summer 2026
Other Related Policies	
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

## **Statement of intent**

At West Byfleet Infant School, we recognise that the successful appointment and induction of an ECTE strongly contributes to both the development of the school and the ECTE. ECTEs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

The induction period for ECTEs will:

- Enable ECTEs to build upon existing knowledge, skills and understanding.
- Assist ECTEs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTEs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTEs' professional practice.
- Provide support to ECTEs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

## **Legal framework**

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

- DfE (2024) 'Induction for early career teachers (England)'
- DfE (2024) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2023) 'School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions'

## **Roles and responsibilities**

ECTEs will be responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Retaining copies of all assessment reports.

The headteacher will be responsible for:

- Monitoring, supporting and assessing the ECTE throughout their induction in conjunction with the appropriate body.
- Agreeing with the ECTE on which body will act as the appropriate body, in advance of the ECTE starting the induction programme.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECTE is reviewed regularly, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Informing the governing board about the arrangements which have been put in place to support ECTEs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECTE's performance against the 'Teachers' Standards' is satisfactory or requires an extension.

- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
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- Ensuring the ECTE's post and responsibilities comply with the school's specific requirements for ECTE induction.

Induction tutors will be responsible for:

- Coordinating, guiding and supporting ECTEs' professional development.
- Reviewing ECTEs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTEs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTEs, the headteacher and the appropriate body.
- Taking prompt, appropriate action if ECTEs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTEs draws on existing or working documents.

**Mentors will be responsible for:**

- Regularly meeting with the ECTE for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECTE and other staff members involved in the ECTE's induction to help ensure the ECTE receives a high-quality induction programme based on the ECF.
- Taking prompt, appropriate action if the ECTE is facing difficulties.

**The governing board will be responsible for:**

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECTE.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECTE as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECTE.

**Statutory induction**

The statutory induction of an ECTE is the bridge between ITT and a career in teaching. The school will support ECTEs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECTE's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECTE within their work context. All judgements will reflect the expectation that the ECTE has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in Annex A of the DfE's 'Induction for early career teachers (England)' guidance.

ECTEs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTEs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

The relevant body will determine the ECTE's performance and any pay recommendation through the induction process and the school will consider awarding pay progression to ECTEs at the end of the first year of their induction.

Short-term supply teaching of less than one term will not count towards an ECTE's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

Where an ECTE is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

### **Eligibility**

In order to determine eligibility, the headteacher will undertake pre-employment checks on the ECTE before the ECTE takes up the post – these will be verified by the appropriate body. These pre-employment checks will include determining that the ECTE holds QTS. The headteacher and the appropriate body will check with the TRA that the ECTE holds QTS prior to the induction beginning.

If an ECTE holds QTS but has already completed a period of induction which resulted in a judgement of failing to meet the 'Teachers' Standards', they will not be eligible to undertake statutory induction at the school. The headteacher will confirm whether this is the case by consulting the TRA.

The school will not refuse an induction post to an ECTE whose QTS was obtained several years ago; although ECTEs are encouraged to undertake induction as soon as possible after gaining QTS, there are no barriers to them undertaking induction later.

Teachers who completed their ITT between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) are also required to pass the QTS numeracy skills test before completing an induction.

### **Suitable posts**

- Provide the ECTE with an ECF-based induction programme.
- Provide the ECTE with the tasks, experience of teaching whole classes, and support needed to enable them to demonstrate satisfactory performance against the 'Teachers' Standards'.
- Ensure the appointment of an induction tutor who holds QTS, and has relevant knowledge and experience.
- Provide the ECTE with a reduced timetable to enable them to undertake the activities involved in their induction programme.
- Not normally demand teaching outside the phase or subject(s) for which the ECTE has been employed to teach.

- Involve the ECTE regularly teaching the same classes.
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The governing board will be satisfied that the school has the capacity to support the ECTE in the role and that the headteacher is fulfilling their responsibilities.

The school will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECTEs, unless it is given specific permission to do so from an Ofsted inspector. The appropriate body will also need to be satisfied that such circumstance would not unfairly compromise the ECTE's ability to successfully their induction.

### **Beginning induction**

The start date for the ECTE's induction will be determined by the appropriate body, who will agree this date with the headteacher and the ECTE in advance. This start date will be the date the ECTE's induction programme formally begins, which may be a different date from when the ECTE's contract with the school begins.

The length of the induction period will also be determined prior to the induction commencing. ECTEs are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECTE is completing their induction on a part-time basis, the school and the appropriate body will liaise to decide the length of the induction period required for each individual case – this will be always be fair and consider the ECTE's working pattern. Where an ECTE is completing their induction across more than one school, the appropriate body will make the final decision about how the ECTE will meet the equivalent of two years' work.

The school will not commence the ECTE's induction until an appropriate body has been agreed. The headteacher will ensure that the appropriate body with whom an agreement is reached matches the criteria for organisations that can act as an appropriate body. When forming an agreement with an appropriate body, the appropriate body and the headteacher will agree any reasonable charges the appropriate body may make to the school for its service.

### **Mentoring and support**

The headteacher will identify a person to act as an ECTE's mentor to support them through their induction period. They will usually be a relevant member of the school's teaching staff. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

The role of the mentor will be held by a different individual to the induction tutor where at all possible. Where this is not possible, the headteacher may decide to designate a single individual to hold both roles, which may be the headteacher themselves in exceptional circumstances.

Mentors are provided for ECTEs in a supportive and advisory capacity only; mentors will not carry out formal assessments of ECTEs (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTEs to discuss how the ECTE's induction is going, including offering advice and providing an opportunity for the ECTE to ask questions or raise any issues.

Mentors will receive training to support them in their role. Mentors will be expected to attend these training sessions to ensure they are successful in their role.

### **Monitoring and assessment**

ECTEs will also be provided with an induction tutor who will provide regular monitoring and support, and coordination of assessment. The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECTE's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECTE who is experiencing difficulties. ECTEs will be informed that they should raise any concerns about their induction with their induction tutor in the first instance. If the matter is not resolved, the ECTE will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.

Termly observations of the ECTE's lessons will be conducted, usually by the induction tutor. Post-observation review meetings will be arranged in advance of an observation taking place. The induction tutor will make a brief written record of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.

ECTEs will receive progress reviews against the 'Teachers' Standards', conducted by their induction tutors, in each term of their induction where a formal assessment is not scheduled.

For part-time ECTEs, progress reviews will also take place each term, regardless of the ECTE's working pattern.

A written record of each progress review will be retained by the school and a copy will be provided to the ECTE. This record will include:

- Whether the induction tutor believes the ECTE is on track to successfully complete their induction.
- Evidence of meeting Teacher Standards
- The agreed development targets for the ECTE.
- A review of the ECTE's objectives in relation to the 'Teachers' Standards' and the ECTE's own individual strengths and needs.

The appropriate body will be provided with copies of all progress reviews.

The ECTE will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECTE.

ECTEs will be formally assessed in the final term of the first year of their induction and again in the final term of the second year of their induction. The exact dates of these assessments will be agreed between the headteacher and the ECTE in advance. Formal assessments will be carried out by the induction tutor or the headteacher only.

If an ECTE is absent at the point a formal assessment is scheduled, any outstanding formal assessment will not be made until the ECTE returns.

The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECTE has been assessed against the 'Teachers' Standards'. Once the report has been completed, the headteacher will hold an assessment meeting with the ECTE, where the

ECTE will be able to add their comments to the report. The report will be signed by the induction tutor, headteacher and ECTE. The ECTE will then be given the original report and a copy will be sent to the appropriate body. For the final assessment report, the headteacher will record their recommendation to the appropriate body of whether the ECTE's performance throughout their induction has been satisfactorily demonstrated their competence against the 'Teachers' Standards'. For the final assessment meeting, the headteacher will ensure a copy of the report is sent to the appropriate body within 10 working days of the final assessment meeting.

Where an ECTE decides to leave their post at the school after completing one term or more, but before the next formal assessment would take place, the induction tutor will complete an interim assessment before the ECTE leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECTE leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECTE.

### **Completing induction**

- ECTEs will have completed their induction period when they have served:
- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECTEs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period.

ECTEs who are absent for any of the following reasons will not be subject to an automatic induction period extension and may decide whether their induction period should be extended:

- Statutory maternity, paternity and adoption leave
- Shared parental leave
- Parental bereavement leave
- Carers leave

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

- Personal crises.
- Illness.
- Disability.
- Issues around the support during induction.
- Where there is insufficient evidence within induction documentation for a decision to be made about whether the ECTE's performance against the standards is satisfactory.

ECTEs are still able to progress both their career and pay grade during and after the two-year induction period, and are not adversely impacted by this. The extension to a two-year induction period will not prevent the school from awarding pay progression to ECTEs at the end of their first year.



The appropriate body will make the final decision as to whether an ECTE's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECTE and the headteacher.

If the decision is taken to extend the period of induction, the ECTE will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Failure to complete the induction period will mean an ECTE is no longer eligible to be employed as a teacher in a maintained school.

Where an ECTE fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECTE within 10 working days.

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

### **Record-keeping**

Assessment forms will be signed by the headteacher and submitted to the appropriate body in a timely manner. Assessment reports will be retained for six years, as recommended by the DfE. ECTEs will be advised by the school to retain their original copies of assessment reports.

The TRA keeps records of all submitted appeals and will be contacted as needed. The school will consult the Employer Access Online service for records of individuals who have passed or failed their induction.

Where an ECTE has already completed part of their period of induction in another school, the headteacher will contact the ECTE's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The headteacher will therefore establish how much required induction time remains for the ECTE. The headteacher will also alert the ECTE's new appropriate body of any concerns that were raised about the ECTE's progress by previous employers, as necessary.

### **Confidentiality**

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTEs will be made aware of who has been granted access to their assessments. The governing board can request termly general reports on the progress of an ECTE but cannot automatically have access to this information. The only exception to this is when an ECTE has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

### **Special circumstances**

To recognise the experience of ECTEs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of

the induction period to a minimum of one term; however, the ECTE can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the headteacher, ensure the ECTE is in agreement with the decision, and consider the remaining progress that is to be made by the ECTE against the 'Teachers' Standards'.

If an ECTE is absent for a total of 30 days or more, or equivalent for part-time teachers, (with the exception of statutory maternity, paternity, shared parental, statutory adoption or parental bereavement leave) the induction period will be extended by the aggregate of total days absent.

ECTEs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement 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 ECTE returns to work and has had the opportunity to decide whether to extend induction. If an ECTE chooses to extend their induction in these circumstances, the request will be granted. If an ECTE chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

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

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECTE can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECTEs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

For ECTEs transferring during induction:

- The ECTE's progress will be recorded at the point of leaving a post and the remaining period of induction will be calculated.
- Guidance on interim assessments will be followed under the direction of the appropriate body.
- The new school will be made aware of the need to continue induction from the point they reached and whether an interim assessment is needed.

## Unsatisfactory progress and appeals

Additional monitoring and support measures will be put in place when an ECTE is not making satisfactory progress, such as holding meetings between the ECTE and the headteacher, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place.

In such cases, the school will seek support from the appropriate body to address specific areas of performance that require further development. The school will work collaboratively with the appropriate body where there are issues surrounding an ECTE's performance and appropriate action plans will be put in place.

Together with the school, the appropriate body may:

- Investigate the root cause of the issue.
- Offer additional or more intensive support during quality assurance visits, including joint observations with the induction tutor as appropriate.
- Put in place an appropriate action or support plan.
- Monitor any support plan with regular check-ins.
- Signpost CPD opportunities that may help the ECTE.
- Review, with the ECTEs, their action or support plan.
- Ensure that ECTEs are clear about who to speak to if they need to raise wider issues.

The appropriate body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECTE to perform against the relevant standards.
- An effective support program is in place to help the ECTE improve performance.

When there are still concerns about the ECTE's progress following intervention, the headteacher will explain to the ECTE the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECTE has had their induction extended or has failed it, the appropriate body will inform the ECTE of their right to appeal and the time limit for doing so.

Where concerns are raised in relation to capability, misconduct or complaints, the school will not seek advice from the appropriate body but will follow its own internal policies or grievance procedures as appropriate.

## **Monitoring and review**

The governing board is responsible for reviewing this policy annually.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the headteacher immediately. Any changes to this policy will be communicated to all relevant stakeholders.