



**SANCTA
FAMILIA**

CATHOLIC ACADEMY TRUST

Early Careers Teachers Policy and Procedure

Internal Use

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Purpose, scope and general principles

Commitment to equality

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of academy life and these policies are reviewed regularly in this regard.

Definitions

In this Early Career Teachers Policy and Procedure ("ECT Policy"), unless the context otherwise requires, the following expressions shall have the following meanings:

- 'Academy' means the academy named at the beginning of this ECT Policy and includes all sites upon which the Academy undertaking is, from time to time, being carried out.
- 'Academy Trust Company' means the company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Academy.
- 'Appropriate Body' means the body appointed in accordance with statutory guidance 'Induction for early career teachers (England)' to undertake quality assurance of the induction process and to make the final decision regarding completion, extension or failure of induction.
- 'Board' means the board of Directors of the Academy Trust Company.
- 'Chair' means the Chair of the Board as appointed from time to time.
- 'Clerk' means the Clerk to the Board as appointed from time to time.
- 'Companion' means a willing work colleague not involved in the substance of the ECT's induction/assessment issues, a trade union official, or an accredited representative of a trade union or other professional association of which the ECT is a member, who should be available for the periods of time necessary to meet the timescales under this ECT Policy.
- 'Designated Mentor' means the person appointed by the Headteacher to provide regular one-to-one structured mentoring sessions to support the ECT during induction and provide effective targeted feedback.
- 'Diocesan Schools Commission' means the education service provided by the diocese in which the Academy is situated, which may also be known, or referred to, as the Diocesan Education Service.
- 'Directors' means directors appointed to the Board from time to time.
- 'ECF' means the Early Career Framework.
- 'ECT' means an early career teacher serving statutory induction following award of QTS.
- 'Headteacher' means the most senior teacher in the Academy who is responsible for its management and administration. Such teacher may also be referred to as the Head of School or Principal.
- 'Induction Tutor' means the person appointed by the Headteacher to provide regular support and guidance, to coordinate assessment, and to assess the ECT's progress against the Teachers' Standards.
- 'Misconduct' means any action or inaction which contravenes the provisions of the employee's contract of employment, the rules laid down by Sancta Familia Catholic Academy Trust and/or any Professional Code of Conduct and Practice. In such cases the Disciplinary Policy and Procedure will apply and this ECT Policy may also apply.

- ‘Teachers’ Standards’ means the Teachers’ Standards applicable in England, against which an ECT is assessed during induction.
- ‘TRA’ means the Teaching Regulation Agency (or any successor body).
- ‘Working Day’ means any day on which you would ordinarily work if you were a full-time employee. In other words, ‘Working Day’ will apply differently to teaching and non-teaching staff. However, part-time and full-time staff will not be treated differently for the purposes of implementing this ECT Policy.

1. Scope

1.1 This ECT Policy applies to you if you are employed by Sancta Familia Catholic Academy Trust as an early career teacher (hereinafter referred to as an “ECT” or “you”).

- 1.2 The purpose of this ECT Policy is to set out the Academy Trust Company's arrangements for managing and supporting the induction of ECTs in accordance with current relevant legislation and the statutory guidance 'Induction for early career teachers (England)'. Induction will be underpinned by the provisions of the Early Career Framework (ECF).
- 1.3 This ECT Policy does not form part of any employee's contract of employment and may be amended at any time.
- 1.4 An employee is entitled to have access, by arrangement, to their personnel file and to request the deletion of time-expired records in line with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.
- 1.5 Sancta Familia Catholic Academy Trust delegates its authority in the manner set out in this ECT Policy.
- 1.6 There may be occasions where performance concerns during induction indicate capability due to lack of competence and formal action is required. In such circumstances, this ECT Policy may operate alongside the Academy Trust Company's Capability Policy and Procedure. Where concerns relate to conduct, this ECT Policy may operate alongside the Disciplinary Policy and Procedure. Where concerns relate to health, the Sickness Absence Policy and Procedure may also apply.
- 1.7 The management of induction, related monitoring, and records will be treated in confidence as far as possible by all parties involved.

General principles underlying this policy

2. Confidentiality

- 2.1 The induction process will be treated as confidential. Appropriate arrangements will be put in place to ensure confidentiality is maintained, including the secure transfer of information between Sancta Familia Catholic Academy Trust and the Appropriate Body.
- 2.2 Information relating to an ECT's induction will be shared only with those individuals directly involved in the induction process and, where appropriate, with the governing body or Local Governing Committee for the purpose of receiving general reports on progress.

3. Consistency of treatment and fairness

- 3.1 Sancta Familia Catholic Academy Trust is committed to ensuring consistency of treatment and fairness in the application of this policy. The Trust will comply with all relevant equality legislation, including the Equality Act 2010, and will make reasonable adjustments for disabled employees where required.
- 3.2 In applying this policy, the Trust will have regard to relevant guidance issued by the Department for Education.

4. Record retention and data protection

- 4.1 The Board of Trustees and the Headteacher of each academy will ensure that all written records relating to induction are retained securely for a period of six years, or longer where there is a legitimate reason to do so, provided this is in accordance with applicable data protection legislation.
- 4.2 In the operation of this policy, Sancta Familia Catholic Academy Trust may collect, process and store personal data in accordance with its Data Protection Policy. All personal data will be handled in compliance with Data Protection Legislation, including the UK General Data Protection Regulation and the Data Protection Act 2018, and any successor legislation.
- 4.3 Records will be retained and disposed of in line with the Trust's Workforce Privacy Notice and Retention and Destruction Policy, and in accordance with statutory requirements.

5. HR advice and early support

- 5.1 The Academy Trust Company recognises the role of Human Resources as a professional adviser in matters relating to induction, employment law, equality and procedural fairness.
- 5.2 Where concerns regarding an Early Career Teacher's ("ECT's") progress are identified at any stage of induction, the Headteacher or Induction Tutor will seek advice from the Head of HR (or a nominated HR representative) at an early stage. Early HR involvement is intended to ensure consistency of approach across the Academy Trust Company, compliance with statutory induction guidance and employment law, and to support early, proportionate intervention in order to reduce the risk of escalation to formal capability or disciplinary procedures where this can reasonably be avoided.
- 5.3 Any formal support plan put in place where concerns have been identified will be shared with HR for advisory purposes. HR may provide advice on reasonable adjustments, equality considerations, workload and timetabling implications, and alignment with Trust-wide practice.
- 5.4 No decision to commence formal capability proceedings in respect of an ECT will be taken without prior consultation with HR. HR's role in this context is advisory and is intended to support appropriate decision making and procedural compliance.

Induction arrangements and roles

6. Prior to starting induction

- 6.1 The Headteacher is responsible for ensuring that, prior to the commencement of induction, all necessary pre-employment checks have been completed in accordance with statutory requirements. This includes confirming that the Early Career Teacher (ECT) has been awarded Qualified Teacher Status (QTS) and is eligible to undertake statutory induction.
- 6.2 The Headteacher will identify and agree an organisation to act as the Appropriate Body in accordance with the statutory guidance Induction for Early Career Teachers (England). The Headteacher will notify the Appropriate Body of the appointment of the ECT and will keep Sancta Familia Catholic Academy Trust informed of the Appropriate Body arrangements for oversight and assurance purposes. The Appropriate Body will determine the start date for induction, which will be agreed in advance with the Academy and the ECT, and will notify the Teaching Regulation Agency (TRA) of the ECT's appointment, as required.

6.3 The Headteacher will agree with the Appropriate Body that the post in which the ECT will serve induction is suitable in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. In doing so, the Headteacher will ensure that the post:

- provides the necessary tasks, experience and support to enable the ECT to demonstrate satisfactory performance against the Teachers' Standards.
- includes access to an Early Career Framework (ECF)-based induction programme.
- does not make unreasonable demands upon the ECT.
- involves the ECT regularly teaching the same classes, normally within the age range and/or subject for which they have been employed.
- involves planning, preparation and assessment processes broadly comparable to those of other teachers within Sancta Familia Catholic Academy Trust.
- does not present unreasonably demanding discipline challenges on a day-to-day basis; and does not include additional non-teaching responsibilities without appropriate preparation and support.

6.4 During the first year of induction (terms 1–3), the ECT will have a reduced timetable of no more than 90% of that of other main pay range teachers in order to undertake induction activities. During the second year of induction (terms 4–6), the ECT will have a reduced timetable of no more than 95% of that of other main pay range teachers.

The ECT will agree with their Induction Tutor how best to use their reduced timetable allowance. These reductions are in addition to the entitlement to planning, preparation and assessment (PPA) time.

6.5 The Headteacher will appoint an Induction Tutor who holds QTS and has the appropriate skills and knowledge to provide regular professional support and guidance and to assess the ECT's progress against the Teachers' Standards. The Headteacher will ensure that the Induction Tutor is appropriately trained and has sufficient time to carry out the role effectively. This role may be undertaken by the Headteacher. The Induction Tutor will meet with the ECT at the start of the induction programme to discuss and agree priorities, will be responsible for day-to-day monitoring and support, and will coordinate the assessment process. Any concerns raised by the ECT in relation to their induction programme should, in the first instance, be discussed with the Induction Tutor, who will seek to resolve them.

6.6 In addition, the Headteacher will appoint a Designated Mentor who holds QTS and has the necessary skills, knowledge and time to provide effective mentoring support. The Designated Mentor will provide regular, structured one-to-one mentoring sessions to support the ECT throughout induction and will offer focused, developmental feedback. This role may be undertaken by the Headteacher. The role of Designated Mentor is separate from that of the Induction Tutor and would normally be carried out by a different individual. In exceptional circumstances where one individual fulfils both roles, appropriate safeguards will be put in place to ensure that mentoring support is clearly separated from assessment responsibilities.

7. The induction period

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

- 7.2 Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards.
- 7.3 Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.
- 7.4 Where an ECT is eligible to carry out short-term supply work and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

Monitoring, support and progress during induction

8. Monitoring, support and assessment during the induction period

- 8.1 Monitoring and support will take place throughout the induction period. Such monitoring and support will be structured to meet the professional development needs of the Early Career Teacher ("ECT") and to enable a fair and effective assessment of the ECT's performance against the Teachers' Standards. Monitoring and support arrangements will include, but will not be limited to, the matters set out in paragraphs 4.1.1 to 4.1.5 below. The ECT is expected to engage fully with the induction process and associated requirements.
- 8.1.1 An Early Career Framework ("ECF")-based training programme will be embedded as a central aspect of the induction period. The purpose of the ECF-based programme is to support the ECT in developing and applying the knowledge and skills set out in the ECF evidence statements and practice. The Headteacher will determine which of the delivery approaches permitted under statutory guidance is most appropriate, taking into account the needs of the ECT and the capacity of those providing support. The ECF is not an assessment tool.
- 8.1.2 The Induction Tutor, or another suitable internal or external person holding Qualified Teacher Status ("QTS"), will regularly observe the ECT's teaching for the purposes of monitoring progress against the Teachers' Standards. Following each observation, the observer will provide timely and constructive feedback, normally through a post-observation review meeting. A brief written record of the feedback provided will be made and retained. Any areas for development identified will be communicated clearly to the ECT.
- 8.1.3 The Induction Tutor will carry out a professional progress review in each term in which a formal assessment is not scheduled. Each progress review will be informed by evidence of the ECT's teaching and professional practice. A written record of each progress review will be produced, retained, and provided to the ECT. The record will state whether the ECT is making satisfactory progress towards completion of induction, summarise the evidence considered, and identify any agreed development objectives. Following each progress review, the Induction Tutor will update the Headteacher and will notify the Appropriate Body and the ECT whether satisfactory progress is being made.
- 8.1.4 A formal assessment will normally be carried out in the final term of the first year of induction and in the final term of the second year. Formal assessments will be conducted by the Headteacher or the

Induction Tutor. The timing of formal assessment meetings will be agreed in advance with the ECT. Formal assessments will be based on evidence drawn from the ECT's work as a teacher, the induction programme, and, where appropriate, information provided by other colleagues. The assessor will complete a formal assessment report setting out an evaluation of the ECT's performance against the Teachers' Standards. The ECT will be given the opportunity to add comments to the assessment report. The report will be signed by the Induction Tutor, the Headteacher (where different), and the ECT. The ECT will be provided with the original report, and a copy will be submitted to the Appropriate Body in accordance with statutory requirements.

- 8.1.5 Assessment of performance will take place throughout the induction period and at its conclusion against the Teachers' Standards. Judgements will be made on the basis of what can reasonably be expected of an ECT at the relevant stage of induction, taking account of the work context. Evidence used to inform assessments will be drawn from the ECT's professional practice during induction and will, where appropriate, be informed by evidence gathered during progress reviews and earlier assessment periods.
- 5. Joining or leaving part-way through induction.
- 8.2 Where an ECT joins Sancta Familia Catholic Academy Trust part way through induction, the Headteacher will contact the ECT's previous Appropriate Body to obtain copies of progress review records or assessment reports and to establish how much induction time remains to be served.
- 8.3 If it is established that concerns have previously been raised about the ECT's progress, the Headteacher will alert the Appropriate Body.
- 8.4 If an ECT is due to leave after completing one term or more, but before the next formal assessment, the Induction Tutor or Headteacher will complete an interim assessment to capture progress since the last assessment, including any concerns that may have arisen.
- 8.5 If the induction period is extended by the Appropriate Body after completion, and the ECT leaves before completing the extension, the Headteacher will complete an interim assessment and notify the Appropriate Body.

9. Leaving or joining part way through induction

- 9.1 Where an Early Career Teacher ("ECT") joins Sancta Familia Catholic Academy Trust part way through the statutory induction period, having completed a period of induction at another institution, the Headteacher will take appropriate steps to establish the ECT's induction status. This will include contacting the ECT's previous Appropriate Body in order to:
 - 9.1.1 obtain copies of any progress review records and/or formal assessment reports completed to date; and
 - 9.1.2 confirm the amount of induction time remaining to be served.
- 9.2 Where an ECT leaves employment with Sancta Familia Catholic Academy Trust after completing one term or more, but before the next scheduled formal assessment or before the final assessment at the end of the induction period, the Induction Tutor or the Headteacher will complete an interim assessment prior to the ECT's departure. The interim assessment will record the ECT's progress since the most recent assessment or progress review and will include details of any concerns that have arisen during that period.
- 9.3 Where the Appropriate Body has determined that the induction period should be extended, and the ECT leaves employment with Sancta Familia Catholic Academy Trust before completing the extension, the Headteacher will complete an interim assessment in accordance with statutory guidance.

9.4 The Headteacher will notify the Appropriate Body where an ECT leaves employment before completing the induction period, or where an ECT leaves prior to completing an extension to the induction period, and will provide any required documentation to support the Appropriate Body's oversight of the induction process.

10. Absences during the induction period

- 10.1 Where an Early Career Teacher ("ECT") is absent from work during the induction period for a total of 30 working days or more per year of induction, or the equivalent for a part-time ECT, the Headteacher will notify the Appropriate Body as soon as the aggregate level of absence reaches this threshold.
- 10.2 In such circumstances, the induction period will automatically be extended by the total number of days of absence, provided that the extension can be served in the same setting. Where it is not possible for the extension to be served in the same setting for any reason, the ECT will be required to complete the minimum statutory period of one school term, or equivalent, in a new setting.
- 10.3 The automatic extension provisions set out in paragraph 8.1 do not apply where absence arises from statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave.
- 10.4 In such cases, the ECT may decide whether or not to extend the induction period to reflect the number of days absent. It is recommended that the ECT seeks appropriate advice before making such a decision. Where an ECT elects to extend the induction period in these circumstances, the request will be granted, and the ECT's performance will continue to be assessed against the Teachers' Standards in accordance with statutory requirements.

Managing concerns, outcomes and appeals

11. Where there are concerns

- 11.1 Where there are concerns regarding an Early Career Teacher's ("ECT's") progress, the arrangements set out in this section will apply and will be implemented in accordance with the statutory requirements governing induction and the guidance flow set out at Appendix A, which is intended to support the fair, consistent and transparent application of this policy.
- 11.2 Where it becomes apparent through a professional progress review that an ECT is not making satisfactory progress against the Teachers' Standards, the Induction Tutor will record this determination clearly within the progress review record and will set out the support plan to be implemented in order to assist the ECT in addressing the identified areas of concern.
- 11.3 The Induction Tutor will notify the Appropriate Body of the determination referred to in paragraph 9.2 and will provide the Appropriate Body with a copy of the progress review record and the associated support plan for review, in accordance with statutory requirements.
- 11.4 Where, at the point of the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress against the Teachers' Standards, the Appropriate Body will be informed. The Headteacher will ensure that appropriate measures are put in place without delay and will:
 - 11.4.1 clearly identify the areas in which improvement is required;

- 11.4.2 provide the ECT with an opportunity to comment on and discuss the concerns raised;
 - 11.4.3 establish whether there are any matters, whether arising in or outside of work, which may be affecting the ECT's performance and which may be addressed through appropriate support;
 - 11.4.4 implement additional monitoring and specify any further support to be provided to address the identified areas and support improvement;
 - 11.4.5 set appropriate objectives, linked to the Teachers' Standards, to guide the ECT towards satisfactory performance; and
 - 11.4.6 make clear how, and by when, progress will be reviewed, ensuring that the ECT is given every reasonable opportunity to demonstrate improvement.
- 11.5 Where the ECT's progress continues to be unsatisfactory in subsequent professional progress reviews following the first formal assessment, the Induction Tutor will continue to conduct progress reviews. This will include reviewing and, where appropriate, revising objectives and the support plan, ensuring continued linkage to the Teachers' Standards. Progress review records and updated support plans will be shared with the ECT, the Headteacher, and the Appropriate Body.
- 11.6 Where concerns remain between the first and second formal assessments, despite the additional monitoring and support measures that have been implemented, the Headteacher will meet with the ECT to discuss the position. Brief details of this discussion will be recorded within the formal assessment report and will include:
- 11.6.1 the identified areas of weakness and the evidence on which the judgements have been based;
 - 11.6.2 an opportunity for the ECT to comment on and discuss the concerns raised;
 - 11.6.3 a review of the objectives previously set and the progress made against them, including the setting of new or revised objectives where appropriate;
 - 11.6.4 details of the additional monitoring and support that has been provided and any further measures to be implemented;
 - 11.6.5 the improvement plan for the subsequent assessment period; and
 - 11.6.6 confirmation of the potential consequences of a failure to complete the induction period satisfactorily.
- 11.7 As with all professional progress reviews, the progress review record will clearly document the ECT's unsatisfactory performance against the Teachers' Standards and will be shared with the Appropriate Body alongside the corresponding support plan.
- 11.8 For the avoidance of doubt, the purpose of the support arrangements described in this section and illustrated in Appendix A is to provide the ECT with every reasonable opportunity to demonstrate improvement. Formal capability proceedings will be considered only where concerns remain serious despite appropriate support having been provided.
- 11.9 Where concerns regarding the ECT's progress are of a serious nature, Sancta Familia Catholic Academy Trust may instigate formal capability proceedings in accordance with the Sancta Familia Catholic Academy Trust Capability Policy and Procedure. Such proceedings may result in dismissal prior to the completion of the induction period.
- 11.10 The induction process set out in this policy will continue alongside any capability procedure, and the Appropriate Body will be informed. The commencement of capability proceedings will not, of itself, prevent the ECT from completing induction at another institution, as a final determination regarding completion or failure of induction can only be made by the Appropriate Body following completion of a full induction period.

12. Completion of the induction period

- 12.1 A final assessment will normally be carried out at the conclusion of the induction period by the Headteacher or the Induction Tutor. The timing of the final assessment meeting will be agreed in advance with the Early Career Teacher (“ECT”).
- 12.2 The final assessment will be informed by evidence gathered from the ECT’s work as a teacher and from participation in the induction programme during the preceding assessment period and may, where appropriate, include input from other colleagues. Any judgements made will relate to the Teachers’ Standards and will be based on what can reasonably be expected of an ECT at the end of the induction period, taking account of the work context. Copies of the evidence relied upon will be provided to the ECT and to the Appropriate Body.
- 12.3 Following the final assessment meeting, the person conducting the assessment will complete a final assessment report. The report will include a recommendation to the Appropriate Body as to whether the ECT’s performance against the Teachers’ Standards is considered satisfactory, unsatisfactory, or whether an extension of the induction period should be considered.
- 12.4 The ECT will be given the opportunity to add comments to the final assessment report. The report will be signed by the Induction Tutor, the Headteacher (where different), and the ECT. The ECT will be provided with the original report for retention, and a copy will be submitted to the Appropriate Body within 10 working days of the final assessment meeting.
- 12.5 The Appropriate Body will determine whether the ECT’s performance against the Teachers’ Standards is satisfactory within 20 working days of receipt of the final assessment report. In reaching its decision, the Appropriate Body will take account of the recommendation made by the Headteacher in the formal assessment report and all available evidence. The Appropriate Body will notify the ECT and Sancta Familia Catholic Academy Trust in writing of its decision within three working days of making that decision. The decision will be that the ECT:
- 12.5.1 has performed satisfactorily against the Teachers’ Standards and has therefore completed the induction period; or
 - 12.5.2 is required to undertake an extension of the induction period; or
 - 12.5.3 has failed to satisfactorily complete the induction period.
- 12.6 Where the Appropriate Body determines that the induction period should be extended or that the ECT has failed to satisfactorily complete the induction period, the Appropriate Body will notify the Teaching Regulation Agency (“TRA”) within three working days, in accordance with statutory requirements.

13. Right of appeal to the appeals body

- 13.1 Where the Appropriate Body determines that an Early Career Teacher (“ECT”) is required to undertake an extension of the induction period, or that the ECT has failed to satisfactorily complete the induction period, the ECT has the statutory right of appeal against that decision.
- 13.2 Any appeal must be submitted within 20 working days of the date of the decision to the Appeals Body, which is the Teaching Regulation Agency (“TRA”).
- 13.3 The Appropriate Body will notify the ECT in writing of the decision referred to in paragraph 11.1 and will provide information regarding the ECT’s right of appeal and the process by which that right may be exercised, in accordance with statutory requirements.

14. Failure to complete induction and dismissal

- 14.1 Failure to satisfactorily complete the statutory induction period means that an Early Career Teacher (“ECT”) is no longer eligible to be employed as a teacher in a relevant school, as defined by the Regulations, which includes maintained schools and non-maintained special schools.
- 14.2 The Academy Trust Company applies the principles of the Regulations relating to ECTs who have failed induction in relevant schools to all academies within the Sancta Familia Catholic Academy Trust. Accordingly, where an ECT has failed to satisfactorily complete the induction period, the Academy Trust Company will normally dismiss the ECT in accordance with the timescales set out below.
- 14.3 Dismissal will normally take effect:
- 14.3.1 within 10 working days of the ECT confirming in writing that they do not intend to exercise their right of appeal; or
 - 14.3.2 within 10 working days of the expiry of the time limit for lodging an appeal, where no appeal has been submitted; or
 - 14.3.3 within 10 working days of the Academy Trust Company being notified of the outcome of an appeal, where an appeal has been heard and the outcome is that the ECT is determined to have failed induction.
- 14.4 Any dismissal under this section will be affected in accordance with the ECT’s contract of employment and the Academy Trust Company’s disciplinary and dismissal procedures, as applicable.

Appendix 1 – guidance flow

Early career teacher (ECT) support and escalation flow

Purpose

This appendix provides a clear, supportive overview of how concerns during Early Career Teacher (ECT) induction are identified, supported and, where necessary, escalated. It must be read alongside this policy and reflects the Trust’s commitment to a developmental, fair and transparent approach.

Principle

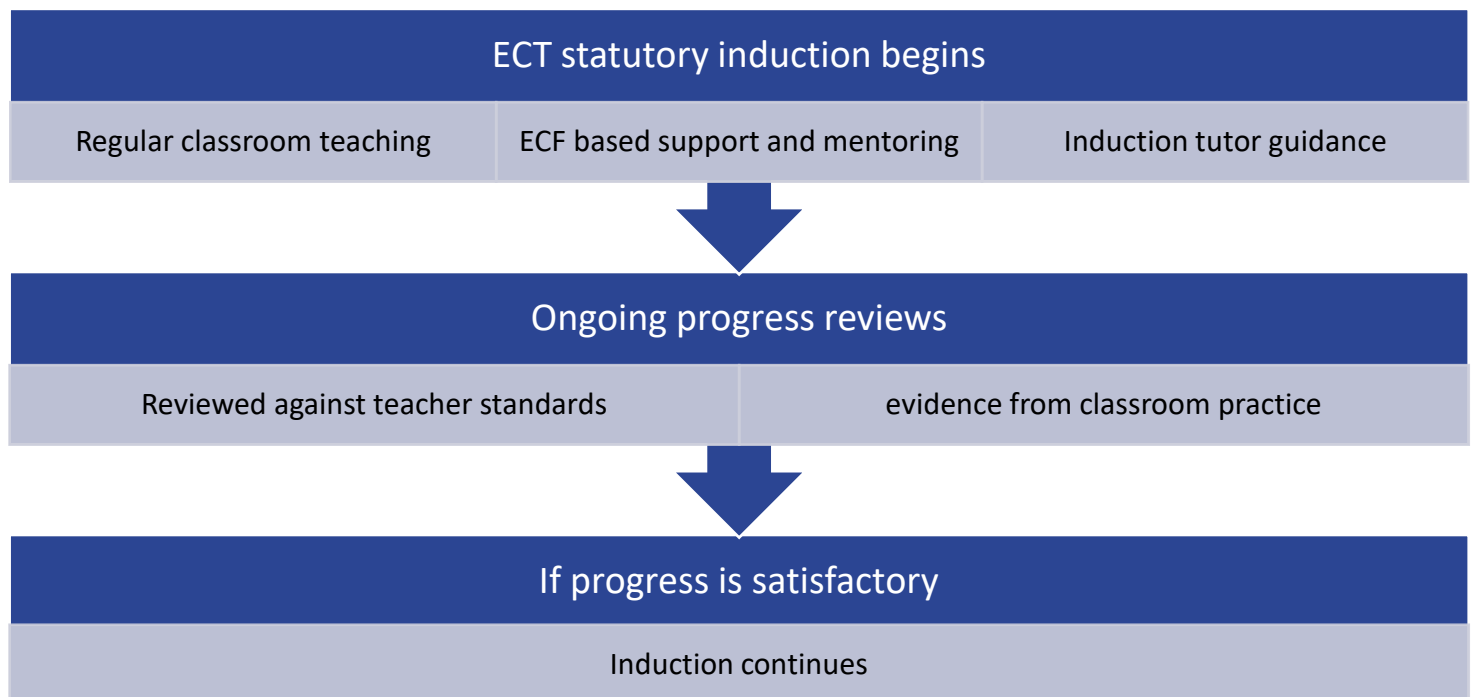
The Trust’s approach to ECT induction is supportive and developmental. Formal procedures are used only where improvement has not been achieved despite appropriate support.

Overview of the Induction Support and Escalation Process

The table below illustrates the staged process for monitoring and supporting an ECT during induction, from routine review and mentoring through enhanced support and, only where necessary, formal capability, with Appropriate Body and HR oversight throughout.

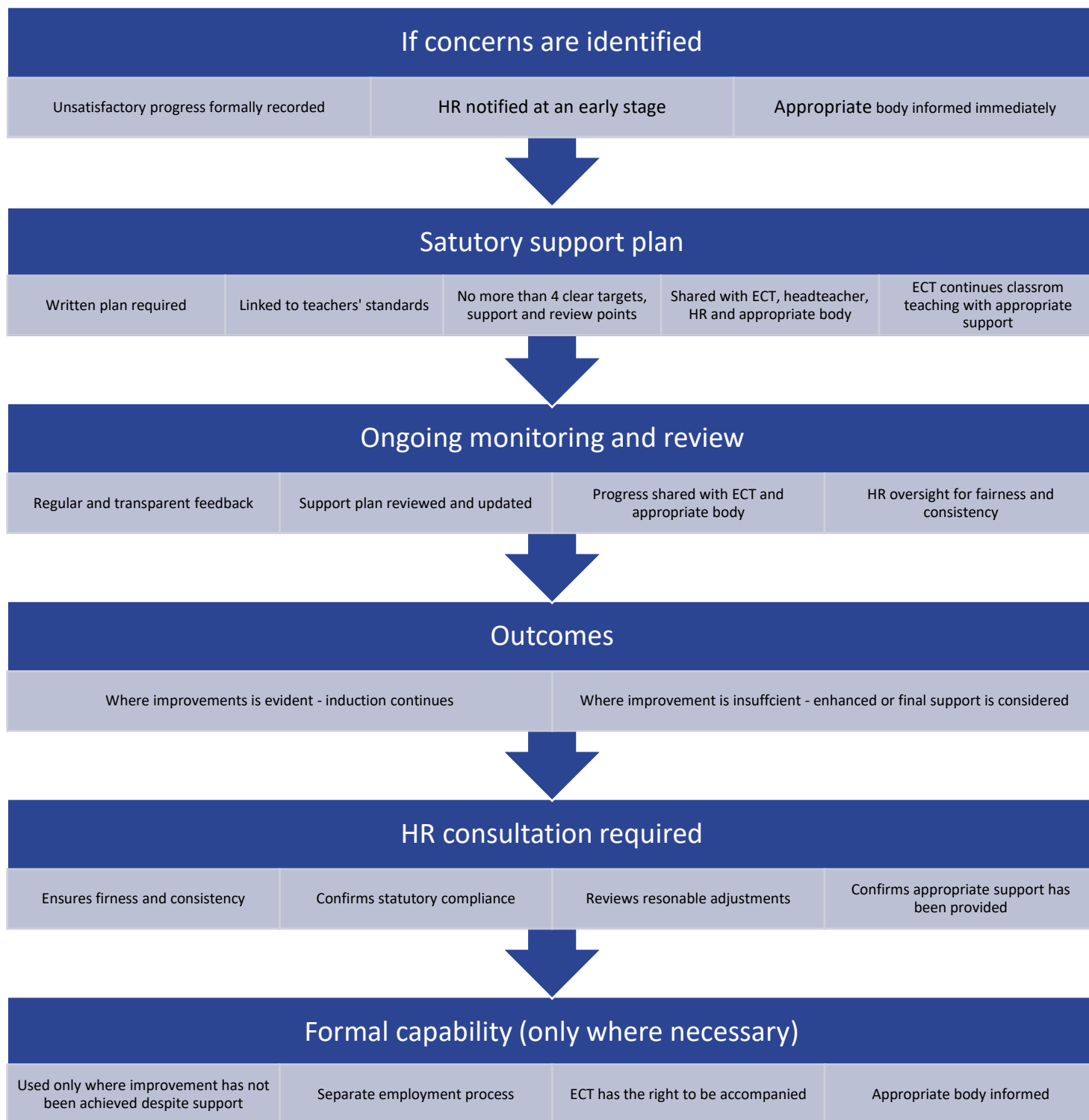
Part 1 – Routine Induction and Monitoring

Part 1 shows the start of statutory induction, including regular classroom teaching, ECF-based support and mentoring, Induction Tutor guidance, and ongoing progress reviews against the Teachers’ Standards, with induction continuing where progress is satisfactory.



Part 2 – Support Where Concerns Are Identified

Part 2 shows the structured support process that applies where concerns are identified, including formal recording, a statutory support plan, enhanced monitoring and review, HR and Appropriate Body oversight, and escalation to formal capability only where improvement has not been achieved despite appropriate support



Safeguards

Support plans form a statutory and developmental part of the induction process and are intended to support improvement; they are not punitive in nature.

Formal capability procedures are not automatic and will be considered only where an ECT has not demonstrated sufficient improvement despite appropriate induction-based support.

ECTs are entitled to fair and consistent treatment, transparency in decision-making, and the right to be accompanied in accordance with Trust policy.

The Appropriate Body provides independent oversight throughout the induction process to ensure fairness, compliance with statutory guidance, and procedural integrity.



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