



QUANTOCK

EDUCATION TRUST

Early Career Teacher Policy

LINKS: [Trust Recruitment Policy](#), [Early Career Teacher Induction](#), [Capability Policy](#)

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This policy will be reviewed annually

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1 Introduction

- 1.1 Quantock Education Trust is committed to providing a supportive and high-quality induction for Early Career Teachers (ECTs). This policy sets out how we will deliver a personalised programme to help each ECT to thrive, develop professionally and successfully meet the Teachers' Standards by the end of their induction period. Our approach is underpinned by the provisions of the Initial Teacher Training and Early Career Framework (ITTECF) and reflects our values ensuring every ECT is encouraged to reach their full potential within an inclusive and collaborative environment.

2 Scope and purpose of this policy

- 2.1 This policy has been developed to comply with current relevant legislation and the statutory guidance 'Induction for early career teachers (England)'.
- 2.2 This policy has been implemented following consultation with staff and the recognised trade unions.
- 2.3 This policy does not form part of any employee's contract of employment and may be amended at any time. It is intended to be used in conjunction with the Trust's Early Career Teacher Induction Handbook.

3 Prior to starting induction

- 3.1 We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded Qualified Teacher Status (QTS). The ECT should provide evidence that they have QTS and are eligible to start induction.
- 3.2 We will identify and agree an organisation to act as the appropriate body in accordance with the guidance and will notify them of the appointment of the ECT. The appropriate body which is currently the Five Counties Teaching School Hubs Alliance (TSHA), has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The TSHA should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor (see 3.5, below) and will also notify the Department of Education (DfE) via the 'record inductions as an appropriate body' service of the ECT's appointment.
- 3.3 The Headteacher will agree with the TSHA whether or not the post that it is intended the ECT will serve induction in is suitable for this purpose, in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post:
- 3.3.1 provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
 - 3.3.2 will provide the ECT with an Early Career Teacher Entitlement (ECTE) programme;
 - 3.3.3 will not make unreasonable demands upon the ECT;
 - 3.3.4 will involve the ECT regularly teaching the same classes, normally within the age range and/or subject of the post that they have been employed to teach;
 - 3.3.5 involve similar planning, preparation and assessment processes to other teachers in the Trust;

- 3.3.6 will not present unreasonably demanding discipline problems on a day-to-day basis;
- 3.3.7 will not involve additional non-teaching responsibilities without appropriate preparation and support.
- 3.4 We will also ensure that in the first year of induction (terms 1-3) there will be a reduced timetable of no more than 90% of other main pay range teachers to undertake induction activities. In addition, during the second year (terms 4-6) there will be a reduced timetable of no more than 95% of other main pay range teachers to undertake induction activities. The ECT will agree with their induction tutor how best to use their reduced timetable allowance. This is in addition to the timetable reduction received for Planning, Preparation and Assessment (PPA) time.
- 3.5 The Headteacher will appoint an induction tutor for the ECT who is expected to hold QTS, and who has the necessary skills and knowledge to provide regular support and guidance and assess the ECT's progress against the Teachers' Standards and will ensure that they are appropriately trained and have sufficient time to carry out the role effectively. This role may be carried out by the Headteacher. The induction tutor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for day-to-day monitoring and support and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the induction tutor who will seek to resolve them.
- 3.6 In addition, the Headteacher will appoint a designated mentor who is expected to hold QTS and have the necessary skills, knowledge and experience to provide effective mentoring and have sufficient time to carry out the role effectively. The mentor will provide regular one-to-one structured, mentoring sessions to support the ECT during their induction and provide effective targeted feedback. This role may be carried out by the Headteacher. This is a separate role to that of the induction tutor, and it is expected that it should be carried out by a different individual. In exceptional circumstances, a single teacher may fulfil both roles and where this is the case, adequate safeguards will be put in place to ensure that the mentoring support offered by the designated mentor is not conflated with the assessment role carried out by the induction tutor.

4 The induction period

- 4.1 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 non-standard settings such as in the Further Education (FE) sector, the TSHA 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.
- 4.2 Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the TSHA 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.
- 4.3 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.
- 4.4 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.

5 Monitoring, support and assessment during the induction period

- 5.1 Monitoring and support will take place throughout the induction period. This will be structured to meet the professional development needs of the ECT. It will include a programme of training and support based on the ITTECF, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this Trust or another appropriate institution where effective practice has been identified and the following, which the ECT should keep track of and participate in effectively:
- 5.1.1 A programme of training based on the ITTECF, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ECT evidence statements and practice. The Headteacher will determine which of the two approaches set out in the statutory guidance will best suit the needs of the ECT and their mentors. The approaches are either a funded provider-led programme, or the school delivers their own training programme. We recognise that the ITTECF is not an assessment tool and is separate from the formal assessment of an ECT's performance against the Teachers' Standards.
 - 5.1.2 The induction tutor or another suitable internal or external person with QTS will regularly observe the ECT's teaching against the Teachers' Standards, normally on a half-termly basis. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.
 - 5.1.3 The induction tutor will carry out a professional progress review based on the evidence of the ECT's teaching, taking place in each term where a formal assessment (see 5.1.4) is not scheduled. A written record of each progress review will be retained and provided to the ECT, stating whether the ECT is on track to complete induction, summarising the evidence collected and the agreed development targets. As a result, objectives may be reviewed to take account of the needs and strengths of the ECT. The induction tutor will update the Headteacher after each progress review and will notify the TSHA and the ECT themselves whether they are making satisfactory progress.
 - 5.1.4 A formal assessment will normally be carried out in the final term of the first year the final term of the second year, by the Headteacher or the induction tutor. We will agree with the ECT exactly when these assessment dates will be. The assessment will use evidence gathered from the ECT's work as a teacher, from their induction programme, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the TSHA. The person carrying out the formal assessment will complete a formal assessment report showing an assessment of the ECT's performance against the Teachers' Standards. The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the induction tutor, the Headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the TSHA shortly after each meeting.
- 5.2 Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period and should not be made against the ITTECF. Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, through the use of existing documents.

6 Leaving or joining part way through induction

- 6.1 If an ECT joining the academy is part way through their induction period and has carried out part of their induction at another institution, the Headteacher will contact the ECT's previous appropriate body to:
- 6.1.1 Obtain copies of any progress review records or assessment reports;
 - 6.1.2 Establish how much induction time remains to be served.
- 6.2 If, as a result of 6.1 above, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Headteacher will alert the TSHA.
- 6.3 If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out, then the Induction Tutor or Headteacher will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen (see paragraph 7, below).
- 6.4 If the induction period is extended by the TSHA after completion, and the ECT leaves before completing the extension, the Induction Tutor or Headteacher will complete an interim assessment.
- 6.5 The Headteacher will notify the TSHA that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

7 Absences during the induction period

- 7.1 If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Headteacher will notify the TSHA as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.
- 7.2 Paragraph 7.1 above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, carer's leave, neonatal care leave or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted, and their performance will be assessed against the Teachers' Standards.

8 Where there are concerns

- 8.1 If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor should state this clearly within the progress review record and outline the support plan to be put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the TSHA of this determination and share both the progress review record and support plan for the TSHA to review.
- 8.2 If during the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress, we will inform the TSHA and the Headteacher should ensure appropriate measures are put in place immediately and will:

- 8.2.1 make clear the areas in which improvement is needed;
 - 8.2.2 give the ECT the opportunity to comment on and discuss the concerns;
 - 8.2.3 find out if there are any issues (both in or outside of work) that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support;
 - 8.2.4 put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
 - 8.2.5 set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
 - 8.2.6 make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.
- 8.3 If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and TSHA.
- 8.4 If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, the Headteacher will discuss the following with the ECT, brief details of which will be included on the formal assessment report:
- 8.4.1 the identified weaknesses and the evidence used to inform the judgement;
 - 8.4.2 give the ECT the opportunity to comment on and discuss the concerns;
 - 8.4.3 The evidence that has been used to inform the judgement
 - 8.4.4 the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
 - 8.4.5 the additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;
 - 8.4.6 details of the improvement plan for the next assessment period;
 - 8.4.7 the consequences of failure to complete the induction period satisfactorily.

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

9 Escalation of Serious Concerns

- 9.1 Where concerns about the ECT's progress are very serious, and despite the support measures outlined within this policy, the Trust may determine that the ECT's continued employment is not viable prior to the end of the induction period. This escalation route is intended for cases where the ECT's performance presents a significant risk to pupil outcomes, safety or the effective running of the school.

- 9.2 In such circumstances, the Headteacher will:
- 9.2.1 Clearly identify and document the serious concerns, including evidence demonstrating that the ECT is significantly failing to meet the Teachers' Standards, as identified through formal assessment or ongoing progress reviews.
 - 9.2.2 Provide the ECT with an opportunity to respond, discuss the concerns, raise mitigating factors and contribute to the identification of any further support that may be reasonably available.
 - 9.2.3 Notify the TSHA of the concerns and the support plan already implemented, sharing relevant progress review documentation and assessment records.
 - 9.2.4 Determine whether further support or monitoring is feasible, proportionate and likely to lead to the sustained improvement requirement. Where it is judged that improvement is unlikely within a reasonable timescale, the Headteacher may escalate the matter to a formal meeting to consider termination of employment.
- 9.3 A formal meeting will be convened, chaired by the Headteacher or a senior leader with delegated authority, and the ECT will be provided with at least five working days' notice, the right to be accompanied by a trade union representative or colleague and written information setting out the reasons why dismissal is being considered. This reflects the principles applied within the Trust's approach to ending employment during probation and in cases of serious capability concerns.
- 9.4 Following the meeting, the Headteacher may decide:
- That the ECT should continue in post with further targeted support; or
 - That the ECT's employment should be terminated on grounds of capability due to serious and ongoing failure to meet the Teachers' Standards.
- 9.5 Where dismissal is determined, the Trust will:
- 9.5.1 Provide written confirmation of the decision, including the reasons for dismissal and the appropriate notice provisions.
 - 9.5.2 Notify the Appropriate Body (TSHA) of the decision and provide all relevant assessment and progress information in accordance with statutory induction requirements.
 - 9.5.3 Make clear that early termination of employment does not prevent the ECT from completing induction elsewhere, as a full induction period will not yet have been completed.
- 9.6 This escalation process is intended to operate alongside the statutory induction framework, ensuring that the Trust retains the ability to take appropriate action where serious concerns arise, while maintaining compliance with regulatory requirements and ensuring fairness, transparency, and timely communication with the ECT and the Appropriate Body.
- 9.7 Right of Appeal

- 9.7.1 Where a decision is made to terminate an ECT's employment prior to the completion of the induction period, the ECT will have the right to appeal this decision. The appeal must be submitted in writing to the Headteacher within 10 working days of receiving written confirmation of dismissal.
- 9.7.2 The appeal will be heard by a panel of governors or senior leaders who have had no previous involvement in the case, in line with the Trust's approach to appeals under the Capability Policy. The ECT will be given at least five working days' notice of the appeal hearing and will have the right to be accompanied by a trade union representative or workplace colleague.
- 9.7.3 The appeal panel may confirm the dismissal, overturn the dismissal, or substitute an alternative outcome. The decision of the appeal panel will be final.
- 9.7.4 This internal appeal process relates solely to the employment decision and does not affect the ECT's separate statutory right to appeal an induction outcome through the Teaching Regulation Agency.

10 Completion of the induction period

- 10.1 A final assessment will normally be carried out at the end of the induction period, by the Headteacher or the induction tutor. We will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period and may require input from other colleagues as appropriate. Any judgements made will relate to the Teachers' Standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context, within that framework. Copies of the evidence used will be provided to the ECT and the TSHA.
- 10.2 Following this final meeting, the person carrying out the formal assessment will complete a final assessment report which will include a recommendation to the TSHA as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.
- 10.3 The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the induction tutor, the Headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the TSHA within 10 working days of the final assessment meeting.
- 10.4 The TSHA will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Headteacher made in the formal assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:
 - a. Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
 - b. Requires an extension of the induction period; or
 - c. Has failed to satisfactorily complete the induction period.

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

11 Right of appeal to the Appeals Body

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

12 Failure to complete induction and dismissal

- 12.1 Failure to complete the induction period satisfactorily means that the ECT is longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.
- 12.2 We have decided to follow the principle of the Regulations in relation to an ECT who has failed induction working in a relevant school and apply them to our Trust. Therefore, we will normally dismiss an ECT who has failed induction:
- 12.2.1 Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or
 - 12.2.2 Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or
 - 12.2.3 Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

13 General Principles Underlying This policy

13.1 Confidentiality

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

13.2 Consistency of Treatment and Fairness

- 13.2.1 Quantock Education Trust are committed to ensuring consistency of treatment and fairness. We will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trust is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

13.3 Retention and data protection

- 13.3.1 The board of trustees and Headteacher will ensure that all written induction records are retained in a secure place, for six years or longer if there are reasons to do so, as long as this complies with

the Data Protection Act. As part of the application of this policy, the Academy Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our Workforce Privacy Notice, and in line with the requirements of Data Protection Legislation.

14 Review of policy

- 14.1** This policy is reviewed annually by the Trust in consultation with the recognised trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively.