



Early Career Teacher Induction
Policy 2025-2026

This policy has been written in consultation with staff, students, parents and Governors. It has been reviewed in **July 2026** and has been approved for implementation by the full Governing Body as dated.

Rationale:

At Penistone Grammar School, we recognise that the successful appointment and induction of an Early Career Teacher (ECT) strongly contributes to both the development of the school and the ECT.

The induction period, supported through the Early Career Teacher Entitlement (ECTE), will:

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

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

Section	Cover	Page(s)
1.	Legal Framework	
2.	Roles and responsibilities	
3.	Statutory induction	
4.	Eligibility	
5.	Suitable posts	
6.	Monitoring, support, and assessment	
7.	Completing the Induction period	
8.	Record Keeping	
9.	Confidentiality	
10.	Special circumstances	
11.	Unsatisfactory progress and appeals	
12.	Monitoring and review	

Appendix A

a) Exemptions

1. Legal framework

1.1. This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE (June 2026): Induction for Early Career Teachers, England
- DfE (June 2026): Appropriate Bodies Guidance: Induction and the Initial Teacher Training and Early Career Framework
- DfE: Early Career Teacher Entitlement
- DfE (2024): Initial Teacher Training and Early Career Framework
- School Teachers' Pay and Conditions Document — most recent version applicable at the time of policy approval
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Teachers' Standards, DfE 2011

1.2. This policy will be implemented in conjunction with the following school policies and procedures:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Behavioural Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy
- Whistleblowing Policy

2. Roles and responsibilities

2.1. ECTs are 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.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- 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 possible

- Consulting their South Yorkshire Teaching Hub 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 visits, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.
- Attending all identified CPD training sessions, which may include online and off-site face-to-face CPD sessions and includes the T&L group and planning and feedback meetings with instructional coach
- Participating in all relevant research, reading and review outlined in the Early Career Framework Entitlement documentation

2.2 The headteacher is responsible for:

- Monitoring, supporting, and assessing the ECT throughout their induction in conjunction with the South Yorkshire Teaching Hub.
- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the South Yorkshire Teaching Hub of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the South Yorkshire Teaching Hub, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECFE-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly planning, assessments, lesson visits and feedback of their teaching.
- Making sure that completed reports are sent to the South Yorkshire Teaching Hub for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the South Yorkshire Teaching Hub on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the South Yorkshire Teaching Hub's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy, and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children that go missing from education.

- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the South Yorkshire Teaching Hub when an ECT may not be completing induction satisfactorily
 - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
 - Notifying the South Yorkshire Teaching Hub if an ECT is absent for a total of 30 days or more
 - Regularly informing the governing board about the school's induction procedures
 - Discussing with the South Yorkshire Teaching Hub 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 staff moving in between formal assessment periods
 - Informing the South Yorkshire Teaching Hub when an ECT serving induction leaves the school

2.3 Induction tutors are responsible for:

- Coordinating, guiding, and supporting ECTs' professional development.
- Reviewing ECTs' 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 ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the South Yorkshire Teaching Hub.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs 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 ECTs draws on existing or working documents.

2.4 ECT mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the Initial Teacher Training and Early Career Framework (ITTECF).
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.
- The day-to-day support for an ECT within their department.

- Formally meet with the ECT on a weekly basis (Year 1 ECT) and every other week (Year 2 ECT) to discuss progress and support.
- Complete regular Instructional coaching lesson visits (weekly visit for Year 1 ECTs and every other week for Year 2 ECTs) with professional planning and feedback conversations focusing on clear actions steps to improve
- Ensure the ECT attends all CPD and acts on this in their practice
- Support the ECT in achieving the DfE teacher standards and submit their formal assessment review to South Yorkshire Teaching Hub
- Undertaking mandatory mentor training, including up to 20 hours of DfE-funded training (approximately 6–7 hours per term) in line with the latest DfE requirements.

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

- Ensuring the **Principal** and **governing body** are aware of their responsibilities and can meet 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.
- Ensuring procedures in place for support, monitoring, assessment, and guidance are fair and appropriate.
- Consulting with the **Principal** on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- Training **induction tutors** to carry out their role effectively.
- Ensuring that the **Principal** has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation, and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the South Yorkshire Teaching Hub to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- Ensuring they respond to requests from schools and colleges for support and guidance about the ECT's induction programmes.

2.6 The **governing body** is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the **Principal** is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's **Complaints Procedures Policy**

3. Statutory induction

- The Teachers' Standards remain the formal criteria against which an ECT's performance will be assessed during induction. Judgements will take into account the ECT's working context and reflect whether the ECT has effectively consolidated their ITT learning and consistently meets the standards over a sustained period.
- The Early Career Framework (ECF) and Initial Teacher Training and Early Career

Framework (ITTECF) provide the foundation for a structured induction programme and professional development but are not assessment tools.

- The statutory induction period now extends to two years of support and assessment, consistent with the requirements of the ECT Entitlement (**ECTE**) and DfE statutory guidance from September 2025.
- 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 [Appendix A](#).

4. Eligibility

- To determine eligibility, the headteacher will undertake pre-employment checks on the ECT before the ECT takes up the post – these will be verified by the South Yorkshire Teaching Hub. These pre-employment checks will include determining that the ECT holds QTS. The headteacher and the South Yorkshire Teaching Hub will check with the TRA that the ECT holds QTS prior to the induction beginning.
- If an ECT 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 ECT whose QTS was obtained several years ago; although ECTs 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.

5. Suitable posts

The headteacher and South Yorkshire Teaching Hub will first agree on the suitability of a post for induction, guided by the following considerations. The post will:

- Have a headteacher who can make a recommendation about whether the ECT's performance against the 'Teachers' Standards' is satisfactory.
- Have an agreement with an South Yorkshire Teaching Hub to quality-assure the process.
- Provide the ECT with the tasks, experience 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 ECT with a reduced timetable to enable them to undertake the activities involved in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the phase or subject(s) for which the ECT has been employed to teach.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same classes.
- Involve planning, teaching and assessment processes like 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 ECT 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 ECTs, unless it is given specific permission to do so from an Ofsted inspector. The South Yorkshire Teaching Hub will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

Beginning induction

- Once an ECT has been appointed to a suitable post, the headteacher will notify the South Yorkshire Teaching Hub in advance of the ECT taking up the post. Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.
- The start date for the ECT's induction will be determined by the South Yorkshire Teaching Hub, who will agree this date with the headteacher and the ECT in advance. This start date will be the date the ECT's induction programme formally begins, which may be a different date from when the ECT's contract with the school begins.
- The length of the induction period will also be determined prior to the induction commencing. ECTs are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECT is completing their induction on a part-time basis, the school and the South Yorkshire Teaching Hub will liaise to decide the length of the induction period required for each individual case – this will be always be fair and consider the ECT's working pattern. Where an ECT is completing their induction across more than one school, the South Yorkshire Teaching Hub will make the final decision about how the ECT will meet the equivalent of two years' work.
- The school will not commence the ECT's induction until an South Yorkshire Teaching Hub has been agreed. The headteacher will ensure that the South Yorkshire Teaching Hub with whom an agreement is reached matches the [criteria](#) for organisations that can act as an South Yorkshire Teaching Hub. When forming an agreement with an South Yorkshire Teaching Hub, the South Yorkshire Teaching Hub and the headteacher will agree any reasonable charges the South Yorkshire Teaching Hub may make to the school for its service.
- The headteacher will ensure the ECT is provided with a reduced timetable for their course of induction. This will amount to teaching:
 - In the first year (terms 1-3), no more than 90 percent of the timetable of the school's existing teachers on the main pay range.
 - In the second year (terms 4-6), no more than 95 percent of the timetable of the school's existing teachers on the main pay range.

These reductions will operate in addition to the timetable reduction related to PPA time.

6. Monitoring, support, and assessment

6.1 Mentor:

- ECTs will be provided with a designated mentor to support them through their induction period, usually a relevant member of the school's teaching staff. The individual who becomes the ECT's mentor will be identified by the headteacher. 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. Where this is the case, the headteacher will ensure the individual understands that they are fulfilling two discrete roles and will ensure that the mentoring support offered is kept separate to any assessment of the ECT against the 'Teachers' Standards'.
- Mentors are provided for ECTs in a supportive and advisory capacity only; mentors will not carry out formal assessments of ECTs (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTs to discuss how the ECT's induction is going, including offering advice and providing an opportunity for the ECT to ask questions or raise any issues.
- The training provided is a combination of instructional coaching, bespoke CPD and the use of DfE accredited materials. 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.

6.2 Induction tutor:

- ECTs will also be provided with an induction tutor who will provide regular monitoring and support, and coordination of assessment. The induction tutor will be identified by the headteacher. This individual will hold QTS and will have the necessary skills, knowledge, and time available to effectively work in this role. The role of the induction tutor will be held by a separate individual to the individual performing the role of the mentor where at all possible, as outlined above. In exceptional circumstances it may be appropriate for the headteacher themselves to perform the role of induction tutor.
- The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties. ECTs 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 ECT will be informed that they can notify their named contact at the South Yorkshire Teaching Hub, who will then investigate the issues raised.
- Termly observations of the ECT's lessons will be conducted, usually by the induction tutor. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT and the observer (induction tutor) will meet to review the teaching observed. All feedback provided by the induction tutor will be prompt and constructive. 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.
- ECTs 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. Progress reviews will not require ECTs to produce any new evidence

specifically to inform the review; all progress reviews will draw on existing evidence of ECTs' teaching. ECTs may be asked to provide copies of existing evidence to the induction tutor to help inform the review. A written record of each progress review will be retained by the school and a copy will be provided to the ECT. This record will include:

- Whether the induction tutor believes the ECT is on track to successfully complete their induction.
- A summary of the evidence collected by the induction tutor.
- The agreed development targets for the ECT.
- A review of the ECT's objectives in relation to the 'Teachers' Standards' and the ECT's own individual strengths and needs.
- The induction tutor will update the headteacher on the ECT's progress after each progress review. The induction tutor will also notify the South Yorkshire Teaching Hub whether the ECT is making satisfactory progress towards successfully completing their induction. Where the induction tutor believes the ECT is not making satisfactory progress, the induction will also outline to headteacher and the South Yorkshire Teaching Hub the plan they have put in place to support the ECT.
- The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.

6.3 Assessment

- ECTs 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 ECT in advance. Formal assessments will be carried out by the induction tutor or the headteacher only.
- All evidence used for formal assessments will be drawn from the ECT's teaching work during their induction. To reduce the potential burden of evidence collection, the evidence used will largely come from that collected during progress reviews and will consist of existing or working documents. ECTs will not be required to create anything new for a formal assessment. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT and the South Yorkshire Teaching Hub. As a result, the school aims for all formal assessments to work in combination with the regular progress reviews; where possible, the ECT should not find any unexpected results from a formal assessment.
- The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT has been assessed against the 'Teachers' Standards'. Once the report has been completed, the headteacher will hold an assessment meeting with the ECT, where the ECT will be able to add their comments to the report. The report will be signed by the induction tutor, headteacher and ECT. The ECT will then be given the original report and a copy will be sent to the South Yorkshire Teaching Hub. For the final assessment report, the headteacher will record their recommendation to the South Yorkshire Teaching Hub of whether the ECT'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 South Yorkshire Teaching Hub within 10 working days of the final assessment meeting.

- Where an ECT decides to leave their post at the school after completing one term or more, the induction tutor will complete an interim assessment before the ECT leaves the post.
- The South Yorkshire Teaching Hub will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, considering the recommendations of the headteacher. The South Yorkshire Teaching Hub will decide 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 ECT and the headteacher.

6.4 Appeals

- 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 South Yorkshire Teaching Hub. 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 ECT is no longer eligible to be employed as a teacher in a maintained school.
- 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, the school will dismiss the ECT within 10 working days. If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the South Yorkshire Teaching Hub.

7. Completing the induction period

ECTs 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 South Yorkshire Teaching Hub) based on previous teaching experience; or
- A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the South Yorkshire Teaching Hub); or
- An extended period because of absences occurring during the period; or
- An extension following a decision by the South Yorkshire Teaching Hub or the appeals body.
- The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, carer's leave, or neonatal care leave (see paragraph below)). In these circumstances the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.
- ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave, neonatal care leave or carer's leave while serving their induction period or serving an extension to their

induction period may decide whether their induction period should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) their induction period, and any such request must be granted. If an ECT chooses not to extend (or further extend) their induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an ECT in this situation seeks advice before making such a decision.

ECTs 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.

8. Record keeping

- 8.1. Records will be kept in accordance with the school's **GDPR Compliant Policy**.
- 8.2. Assessment forms will be signed by the headteacher and submitted to the South Yorkshire Teaching Hub 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 TSA 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.

9. 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. The governing body can request termly general 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 governing body to access the assessment forms to review the situation.

10. 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 South Yorkshire Teaching Hub 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, the induction period will be extended by the aggregate of total days absent.
- 10.4. ECTs who take statutory maternity leave on 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. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The South Yorkshire Teaching Hub 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 school before completing their extension, an interim assessment form will be completed by the headteacher and the South Yorkshire Teaching Hub notified.
- 10.7. In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the ECT will be working in a new school.

For ECTs 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 **Principal** acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One South Yorkshire Teaching Hub 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.

11. 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 headteacher, organising refresher training and providing more guided supervision. The South Yorkshire Teaching Hub and the **Principal** will be satisfied that:
 - Areas of improvement have been correctly identified.
 - Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
 - An effective support program is in place to help the ECT improve performance.

- 11.2. When there are still concerns about the ECT's progress following intervention, the **Principal** will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:
- The identified weaknesses
 - The agreed objectives set 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
- 11.3. 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.
- 11.4. If the ECT has had their induction extended or has failed it, the South Yorkshire Teaching Hub will inform the ECT of their right to appeal and the time limit for doing so.

12. Monitoring and review

- 12.1. The **governing body** is responsible for reviewing this policy **annually**.
- 12.2. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the **Principal** immediately.
- 12.3. Any changes to this policy will be communicated to all members of staff.
- 12.4. This policy will be reviewed annually (September 2027) and sooner if DfE statutory guidance changes.

Exemptions

The following lists where a qualified teacher may be employed by the school 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 South Yorkshire Teaching Hub).
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
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)).	A teacher from the EEA who has applied successfully to the TSA, for QTS, or a teacher from the EEA who has declared successfully to the TSA, 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.
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.	A teacher who has been judged by the TSA, as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have: • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	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 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.



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.	A teacher who has been judged by the TSA, 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: • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A person who has been awarded qualified teacher learning and skills status: • On or before 31st October 2014, by the Institute for Learning; or • On or after 1st November 2014, by the Education and Training Foundation	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.



Huddersfield Road
Penistone
Sheffield, S36 7BX
T: 01226 762114
E: enquiries@penistone-gs.uk
W: www.penistone-gs.uk

