Early Career Teachers Policy

Vision: Grow - Flourish - Succeed
Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

GEMS Founders School offers induction to early career teachers (ECTs) and also acts as a Hub in the Middle East for Education Success Partners (ESP) to support other schools with their ECT programmes. This policy sets out how we aim to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the Teachers' Standards (DfE, England) by the end of this period. This induction will be underpinned by the provisions of the Early Career Framework (ECF).

2. Purpose of the Policy

This policy has been developed to comply with current relevant legislation and the statutory guidance 'Induction for early career teachers (England)'. This policy sets out the processes, support and expectations of the ECT induction process to enable teachers to complete their induction overseas which is recognised by the Department for Education (England).

3. Prior to starting induction

a. We will follow our Safer Recruitment policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.
b. GEMS Founders School has selected Education Success Partners (ESP) to act as the appropriate body in accordance with the guidance and will notify them of the appointment of the ECT. The appropriate body, who 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 line with the commencement of that ECT's start date of employment. For those already in employment including employees who have completed the QTS AO route the start date shall be the start of the following term after completion of the QTS AO. The appropriate body 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 Teaching Regulation Agency (TRA) of the ECT's appointment.
c. The member of Senior Leadership Team responsible for the teacher induction, known as in this capacity 'Induction Coordinator,' will agree with the appropriate body 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:

i. provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
ii. will provide the ECT with an ECF based induction programme;
iii. will not make unreasonable demands upon the ECT;
iv. 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;
v. involve similar planning, preparation and assessment processes to other teachers in GEMS Founders School.

vi. will not present unreasonably demanding discipline problems on a day-to-day basis;
vii. will not involve additional non-teaching responsibilities without appropriate preparation and support.

d. This is in addition to the timetable reduction (in form of protected periods) received for planning, preparation and assessment (PPA) time.
e. The Induction Coordinator, together with Deputy Heads of School 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 Deputy Headteacher or other member of Extended or Associate Senior Leadership. 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.
f. In addition, the Induction Coordinator, in coordination with the Deputy Heads of School, will appoint a designated mentor who is expected to have the necessary skills and knowledge 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 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

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 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. Special circumstances may apply to those who have been teaching without QTS for a period of time and then complete QTS via the Assessment Only route.

5. Monitoring, support and assessment during the induction period

a. 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 ECF based training, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this within the GEMS Founders/MB cluster schools where effective practice has been identified and the following, which the ECT should keep track of and participate in effectively:

i. A programme of ECF based training, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ECF evidence statements and practice. The school has decided to use the Core Materials and deliver this professional learning itself. We recognise that the ECF is not an assessment tool.

ii. The induction tutor or another suitable internal or external person with QTS will regularly observe the ECT 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.

iii. 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.a.iv) 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 ECT and induction mentor after each progress review, and will notify the appropriate body and the ECT themselves whether they are making satisfactory progress. This communication to the awarding body will be conducted via an upload on ECT Manager.

iv. A formal assessment will normally be carried out in the final term of the first year and the final term of the second year, by 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 appropriate body. 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 school Principal and the ECT. This will be completed online using the ECT Manager platform to which all parties have full access. This is automatically sent to the appropriate body.

b. Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking in to account the work context, within that framework. 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

a. If an ECT joining the school is part way through their induction period and has carried out part of their induction at another institution, the Induction Coordinator will contact the ECT's previous appropriate body to:

i. Obtain copies of any progress review records or assessment reports;

ii. Establish how much induction time remains to be served.

b. If, as a result of 6a above, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Induction coordinator will alert the appropriate body of this

c. 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 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).

d. If the induction period is extended by the appropriate body after completion, and the ECT leaves before completing the extension, the induction tutor, overseen by the induction coordinator will complete an interim assessment.

e. The induction coordinator will notify the appropriate body 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

a. 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 induction coordinator will notify the appropriate body 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.

b. Paragraph 7a above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave or local equivalencies 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

a. 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 appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

b. If during the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress, we will inform the appropriate body and the Induction Coordinator should ensure appropriate measures are put in place immediately and will:

i. make clear the areas in which improvement is needed;
ii. give the ECT the opportunity to comment on and discuss the concerns;
iii. find out of 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;
iv. put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
v. set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards ;
vi. make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.
vii. Ensure this is documented and shared with the ECT.

c. 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 appropriate body.

d. If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, the Induction Coordinator will discuss the following with the ECT, brief details of which will be included on the formal assessment report:

i. the identified weaknesses and the evidence used to inform the judgement;
ii. give the ECT the opportunity to comment on and discuss the concerns;
iii. the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;

iv. 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;
v. details of the improvement plan for the next assessment period;
vi. the consequences of failure to complete the induction period satisfactorily.
vii. 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 appropriate body alongside the corresponding support plan.

e. If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

9. Completion of the induction period

a. A final assessment will normally be carried out at the end of the induction period, by 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 appropriate body.
b. Following this final meeting, the person carrying out the formal assessment (the tutor) will complete a final assessment report which 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 should be considered.
c. 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 school Principal (if they are not the induction tutor) and the ECT. This will be completed online using the ECT Manager platform to which all parties have full access. This is automatically sent to the appropriate body.
d. The appropriate body 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 school 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:

i. has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
ii. requires an extension of the induction period; or
iii. has failed to satisfactorily complete the induction period.

e. If the decision is to extend the period of induction or that the ECT has not satisfactorily met the standards during their induction period, the appropriate body will also notify the Teaching Regulation Agency (TRA) within three working days.

10. Right of appeal to the Appeals Body

If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working

days of the decision to the Appeals Body, which is the TRA. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.

11. Failure to complete induction and dismissal

a. Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools. Evidence shall be presented to the appropriate body.
b. Internal dismissal procedures will apply as per HR policy.

12. Confidentiality

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 appropriate body. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process.

13. Cost of Induction

The following is set by the Awarding body:

For an ECT registered for the full two-year programme the fee will be £575 for 2026/27. This is a charge for the full programme and not per year of induction. Fees are not reduced if an ECT is subsequently granted a reduced length induction. For ECTs with partial induction completed prior to employment in the BSO school the charges are reduced as below:

- *ECTs with 1-2 terms remaining at registration £250*
- *ECTs with 3 terms remaining at registration £350*
- *ECTs with 4-6 terms remaining at registration £57*

The school agrees to pay 50% of the total cost of induction per ECT. The remaining 50% will be reclaimed by salary deductions over 3 months within the first term of employment. If an ECT leaves within their induction period, the school will be compensated by reclaiming the full amount of the induction payment.

An additional salary clawback letter will be issued by HR prior to deduction starting.

14. Complaints procedure

If an ECT wishes to raise a complaint against their mentor, they should follow the chain of command in order to do so. Firstly by contacting their Induction Tutor. If there is not a suitable response, they can then contact the school Induction Leader. If they are still unsatisfied with any response, they can then approach the TES Institute.

15. Roles and responsibilities

GEMS/Local Advisory Board (LAB)

GEMS will carry out regular internal reviews to monitor standards across the school and provide support for the GFS team to further develop the quality of teaching and learning. Where relevant the LAB or GEMS Education may request information pertaining to the development and progress of ECTs. This can be presented at their will during LAB meetings.

Leadership Team and Teachers

All members of the SLT, ASLT and MLT are responsible for ensuring that ECTs are fully supported in line with the policy. Named members of the leadership team may hold specific ECT duties and

responsibilities including Induction Coordinator and Induction tutor. Where relevant, they should contribute to minutes of meetings to support ECTs in maintaining accurate records. Named members of the teaching team may hold specific mentoring and tutoring responsibilities. They will be provided with adequate training support to fulfil these roles.

Early Career Teachers
ECTs are required to work professionally and in line with the Teacher Standards and engage with professional learning aligned to the Early Career Framework. They should keep accurate records of conversations, planning, assessment, peer observations and professional learning.

16. Monitoring and review

This policy is reviewed annually by the GEMS Founders Leadership Team. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Signed ..... Date .....11 August 2026.....
Senior Assistant Principal/Induction Coordinator

Signed ..... Date .....11 August 2026.....
Whole School Vice Principal

Signed ..... Date .....11 August 2026.....
Associate Principal

Signed ..... Date .....11 August 2026.....
Executive Principal/CEO/Executive Vice President of Education

Next policy review date:
August 2027