

# Early career teachers (ECTs) – Statement



AGORA  
LEARNING  
PARTNERSHIP

DATE FIRST ISSUED:	September 2021
DATE LAST REVIEWED:	November 2021
DATE OF NEXT REVIEW:	November 2024
APPROVED BY:	Board of Trustees
APPROVAL DATE:	December 2021

The Agora Learning Partnership requires all of its academies employing new teachers to comply with the relevant statutory guidance on induction.

## 1 Introduction

The Agora Learning Partnership recognises that the successful appointment and induction of a new teacher contributes strongly to both the development of the school and the teacher. Effective induction and support for all early career teachers in the Trust is part of the Trust’s commitment to help new teachers to develop and nurture a promising career.

## 2 Statutory framework

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

- DfE (2021) [Induction for early carer teachers \(England\)](#)
- DfE (2011) [Teachers’ standards](#) (updated July 2021)
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

## 3 Requirements

3.1 The DfE requirements are as follows:

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Statutory induction is not a legal requirement to teach in FE or the

independent sector, academies, free schools and BSOs, but may be served in these settings.

- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

3.2 The academies in the Agora Learning Partnership are able to select an appropriate body for the independent quality assurance of statutory induction from local organisations eligible to act in this role.

## 4 Responsibilities

4.1 The Agora Learning Partnership requires the Academy Governing Board (AGB) of each academy to:

- ensure compliance with the DfE guidance
- be satisfied that the academy has the capacity to support the ECT
- ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- investigate any concerns raised by an individual ECT as part of the Trust's agreed grievance procedures

4.2 The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction. The appropriate body has the main quality assurance role within the induction process.