



Early Career Teacher (ECT)
Induction Policy

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2. Version control

Date	Version	Revision	Owner
08/02/21	1.0	New Policy document developed using a SchoolBus template.	Future Generation Trust Policy Team
22.05.23	2.0	Scheduled and changes to reflect ECT references.	Future Generation Trust Policy Team

3. Statement of intent

At our academies, we recognise that the successful appointment and induction of an Early Career Teacher (ECT) can strongly contribute to both the development of the academy and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the academy endeavours to develop and nurture a promising career not only through the mandatory ECT induction process but also through an FGT designed program of support and development.

The induction period for ECTs will:

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

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

4. Legal framework

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

- DfE (2023) 'Induction for early qualified teachers (England)'
- DfE (2023) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework (ECF)'
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards '
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2022) 'School teachers' pay and condition document 2022 and guidance on school teachers' pay and conditions'

This policy makes reference to the following academy policies:

- Behaviour and Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Complaints Policy and Procedure
- Disciplinary Policy & Procedure
- Grievance Policy and Procedure
- Records Management Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Whole Trust Pay Policy

5. Roles and responsibilities

ECTs will be 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 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 practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or academy/school.
- Keeping track of and participating in the scheduled classroom observations, 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 forms.

The Headteacher is responsible for:

- Monitoring supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Checking the ECT has been awarded QTS prior to undertaking induction at the academy.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body 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 appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body 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 academy/school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the Local Governing Body about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance is against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the academy 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 trust's **Child Protection & Safeguarding Policy, Behaviour and Anti-Bullying Policy** and the **Staff Code of Conduct**.
- Ensuring the ECT knows the identity and role of the Designated Safeguarding Lead (DSL) and any deputies.
- Ensuring that the ECT knows the academy's response to children who 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 appropriate body 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 appropriate body if an ECT is absent for a total of 30 days or more, within each year of the induction
 - Regularly informing the Local Governing Body about the academy's induction procedures
 - Discussing with the appropriate body 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, including in relation to part-time ECT's
 - Providing interim assessment reports for staff moving in between formal assessment periods
 - Informing the appropriate body when an ECT serving induction leaves the academy
 - Ensuring the ECT's post and responsibilities comply with the academy/school's specific requirements for ECT induction.

Induction tutors will be responsible for:

- Coordinating, guiding and supporting the 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 appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECT's to give their comments.
- Observing the teaching of the ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the academy.
- 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.

Mentors will be 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 ECF.
- Providing or coordinating effective support for the ECT, including phase or subject specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

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

- Ensuring the headteacher and Local Governing Body are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that the ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- When working with partners to support or facilitate the delivery of their responsibilities:
 - Maintaining full responsibility for their regulatory duties, and not delegating these.
 - Making direct decisions in every case concerning the suitability of posts and institutions and taking appropriate action where the academy is not complying with requirements or actions to support the progress of ECTs.
 - Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DfE's statutory induction guidance.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the academy.
- Ensuring the headteacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively
- Contacting an academy when the academies' responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the academy is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Where an ECT has completed part of their induction at another school, ensuring the headteacher has obtained, or been provided with, interim assessments, and any formal assessment and progress reviews from the ECT's previous academy/school.
- Ensuring the academy/school submits progress reviews and assessment reports, including any interim assessments, on time.
- Ensuring an agreement is reached with the Headteacher and the ECT to determine where a reduced induction period may be appropriate, including in relation to part-time ECTs.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.

- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, , or left partway through an induction period or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors
- Providing the headteacher with information on the types of induction available.
- 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.
- Retaining all relevant documentation, evidence and forms for six years.

The Local Governing Body is responsible for:

- Ensuring staff and the academy are compliant with this policy and all relevant guidance.
- Ensuring the academy has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the Trust's **Grievance Policy & Procedures**.
- Asking for advice from the appropriate body on the academy's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

6. Statutory induction

The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The academy will support the ECT's in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

A qualified teacher will not be employed as a teacher by the academy unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in **Appendix 1**.

ECTs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

Short-term supply teaching of less than one term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the academy/school will not backdate the induction, but will begin the induction upon extension.

Where an ECT is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

Eligibility

In order 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 appropriate body. These pre-employment checks will include determining that the ECT holds QTS. The headteacher and the appropriate body 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 academy/school.

The academy will not refuse an induction post to an ECT whose QTS was obtained several years ago.

Suitable posts

The headteacher and appropriate body 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 appropriate body to quality-assure the process.
- Provide the ECT with an ECF-based induction programme.
- Provide the ECT with the tasks, experience of teaching whole classes, 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 similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.
- As a general guide the ECT will not be placed in Year 6.

The Local Governing Body will be satisfied that the academy has the capacity to support the ECT in the role and that the headteacher is fulfilling their responsibilities.

The academy 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 appropriate body will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

Completing induction

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 appropriate body), based on previous teaching experience; or
- A reduced period for part-time ECT's covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period

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. The extension to a two-year induction period will not prevent the school from awarding pay progression to ECTs at the end of their first year.

The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision 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.

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 TRA. Any appeal will be notified within 20 working days, or the appeal will be deemed to have expired.

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 academy will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the academy 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 TRA.

7. Record keeping

Records will be kept for 6 years from completion of ECT period in accordance with the Future Generation Trust's Records Management Policy and recommended by the DfE. Records retained will include:

- The personalised induction programme
- Any notes made following progress or review meetings
- Records of any observations and copies of assessment forms – in this instance, the ECT should have the original copies of the assessment forms
- Details of any professional development offered and undertaken
- Any feedback comments on the induction process

Assessment forms will be signed by the headteacher and submitted to the appropriate body in a timely manner. 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. ECTs will be advised by the academy to retain their original copies of assessment report.

The TRA keeps records of all submitted appeals and will be contacted as needed. The academy will consult the Employer Access online service for records of individuals who have passed or failed their induction.

Where an ECT has already completed part of their period of induction in another academy/school, the headteacher will contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The headteacher will therefore establish how much required induction time remains for the ECT. The headteacher will also alert the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

8. Confidentiality

The academy will work with the appropriate body and the TRA to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT inductions.

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments. The Local 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 Local Governing Body to access the assessment forms to review the situation.

9. Special circumstances

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', 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. The appropriate body also has discretion to reduce the prescribed induction period to a minimum one term. When considering reducing an induction period, the appropriate body will consider advice from the headteacher, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the 'Teachers' Standards'.

If an ECT is absent for a total of 30 days or more, or the equivalent for part-time teachers (with the exception of statutory maternity, paternity, shared parental, statutory adoption or parental bereavement leave) the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during 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. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The appropriate body 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. Reasons for this may include illness, personal crisis, disability, a lack of support during induction etc.

In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same academy, the minimum period of employment will still be served as the ECT will be working in a new academy/school.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECTs completing induction in more than one academy/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 headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body 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.

10. Unsatisfactory progress and appeals

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 induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The induction tutor will notify the appropriate body of this determination and will share the support plan to be reviewed. The appropriate body and the headteacher 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.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order 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

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 academy/school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

11. Monitoring and review

The Future Generation Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness.

This policy will be reviewed annually.

Policy adopted on: September 2023

Review date: June 2025

Signed: Fliss Dale

Designation: Chair of Trust Board

12. Appendix 1 Exemptions

Where a qualified teacher may be employed in a relevant school in England without having satisfactorily completed an induction period.

References in Schedule 1 ¹⁰	Exemption	Explanation
Para 1	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).
Para 2	A person currently undertaking a period of induction.	A teacher who is serving their 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 appropriate body).
Para 3	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.
Para 4	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 during the first five years following the award of QTS.
Para 5	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.
Para 6, 9, 11, 12, 13, 14, 20	A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and in Ministry of Defence Schools located outside of the United Kingdom.

¹⁰ The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

Para 7	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.
Para 8	<p>A person who has, or is eligible for, full registration as a teacher with the General Teaching Council for Scotland; and,</p> <p>Unless that person had or was eligible for such registration before 1 February 2023, has successfully completed a probationary period in Scotland.</p>	<p>A person who has full registration as a teacher with the General Teaching Council for Scotland, but who got that registration after 1 February 2023, and has completed a probationary period in Scotland.</p> <p>Teachers who have full registration with the General Teaching Council for Scotland prior to 1 February 2023 are also exempt from induction whether or not they completed a probationary period.</p>
Para 10	<p>A person who is qualified teacher who became so qualified by virtue of regulation 5 of and para 8 or 8A of Schedule 2, to the 2003 Qualifications Regulations –</p> <p>(a) before 1st February 2023 and remains so qualified; or</p> <p>(b) pursuant to—</p> <p style="padding-left: 40px;">(i) a decision taken or determination made under the 2007 Regulations in accordance with para 50 or para 51 of Schedule 1 to the 2019 Regulations in respect of a transitional application; or</p> <p style="padding-left: 40px;">(ii) a decision taken or determination made under the 2015 Regulations in accordance with para 44 of Schedule 1 to the 2019 Regulations in respect of a transitional application.</p>	A teacher qualified in the EEA who was determined to have qualified teacher status as a result of the European Union (Recognition of Professional Qualifications) Regulations 2015 either before 1 February 2023 or on an application made before that date.

<p>Para 17</p>	<p>A person who became a qualified teacher by virtue of regulation 5 of, and para 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the Teaching Regulation Agency as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have:</p> <ul style="list-style-type: none"> • 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.
<p>Para 22</p>	<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America, who before 1 February 2023 made a request to be granted QTS under para 13A of Schedule 2 Part 1 of the School Teachers' Qualifications Regulations 2003.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the United States of America and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country; and who requested QTS via Schedule 2, Part 1, para 13A of the School Teachers' Qualifications Regulations 2003 before 1 February 2023.</p>
<p>Para 18</p>	<p>A person who –</p> <p>(a) has successfully completed a programme of professional training for teachers in any country outside the United Kingdom and which is recognised as such by the competent authority in that country;</p>	<ol style="list-style-type: none"> 1. An overseas-trained teacher with at least two years' teaching experience, who has obtained QTS through an employment based training route and been assessed against the relevant standards for the purposes of induction. 2. An overseas-trained teacher with at least two years' teaching experience, who has gained QTS

	<p>(b) has not less than two years' full-time teaching experience, or its equivalent, in the United Kingdom or elsewhere;</p> <p>(c) is a qualified teacher who became so qualified on or after 26th April 2001 by virtue of regulation 5 of, and para 9 or 10 of Schedule 2 to, the 2003 Qualifications Regulations; and</p> <p>(d) has been assessed by a person approved by the Secretary of State as meeting the standards mentioned in regulation 10(5).</p>	<p>having been granted an authorisation before 2002 and been assessed against the relevant standards for the purposes of induction.</p> <p>This exemption only applies to people who have acquired QTS via schedule 2, para 9 or 10 of the School Teachers' Qualifications Regulations 2003.</p>
Paras 15 and 16	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 or Wales before 7 May 1999.
Para 19	A person who became a qualified teacher virtue of regulation 5 of, and para 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in a further education institution or as an instructor in a school.	<p>A teacher who has been judged by the Teaching Regulation Agency, as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> • been employed by an FEI/school before 1989; and • gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • been employed in an FEI/school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
Para 23	<p>A person who has been awarded qualified teacher learning and skills status –</p> <p>(i) on or before 31st October 2014, by the Institute for Learning; or</p>	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education and Training (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.

	(ii) on or after 1st November 2014, by the Education and Training Foundation.	
Para 21	A person who has completed a course of initial teacher training in Wales on or before 1 September 2003.	A teacher who completed a course of initial teacher training in Wales on or before 1 September 2003.
Para 24	<p>A person –</p> <p>(a) who has been informed in error by the General Teaching Council for England or the Secretary of State that they are exempt from the requirement to complete an induction period; or</p> <p>(b) who has satisfactorily completed an induction period but is unable to produce verifying data.</p>	A teacher who has been informed in error by the General Teaching Council for England or the Secretary of State that they do not need to complete an induction period; or a teacher who has completed induction but cannot produce the relevant verifying data, and the appropriate body is satisfied that the ECT meets the relevant standards.
Para 25	<p>A person –</p> <p>(a) who became a qualified teacher virtue of regulation 5 of, and para 8 or 8A (and not qualifying for the transitional arrangements under para 10) or 13E of Schedule 2 to, the 2003 Qualification Regulations on or after 1 February 2023, i.e. certain teachers who gained their qualification to teach outside the United Kingdom; and,</p> <p>(b) who has no less than two years full-time teaching experience</p>	<p>An overseas-trained teacher with at least two years' experience, who has obtained QTS through recognition of their qualification on or after 1 February 2023. This exemption only applies to people who have acquired QTS via schedule 2, para 8 or 8A or 13E of the School Teachers' Qualifications Regulations 2003 – essentially, teachers recognised under the new approach to recognising overseas teaching qualifications introduced on 1 February 2023 with two years teaching experience.</p> <p>.</p>