

Multi Academy Trust Policy

Common Trust Policy, Use as Published

Early Career Teacher Entitlement Policy

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Vision

The Early Career Teacher Entitlement (ECTE) is deeply aligned with the Aquila Trust values of Collaborate, Enrich, Trust, Innovate, Aspire, and Nurture. Through collaborative mentoring relationships, ECTs and mentors work together to support professional growth. Aquila practices enrich teaching practice and learning experiences through high-quality training grounded in the ITTECF. By establishing a secure and consistent induction structure, ECTs are supported in developing confidence and expertise—trusting in their progression toward meeting the Teachers’ Standards. The ECTE promotes innovative approaches to pedagogy by applying evidence-based methods and reflective practice. We aspire toward excellence by setting high expectations for professional development and pupil outcomes. The entitlement is designed to nurture early career teachers over the critical first two years of their careers, ensuring they feel supported, valued and equipped to succeed.

Legislation

The statutory provisions which underpin this policy are Sections 135A-C and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

Scope and Purpose

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. See:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

Training based on the Initial Teacher Training and Early Career Framework (ITTECF). See:

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>

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 have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ITTECF.

Our Appropriate Body is Thames Gateway Teaching School Hub.

From 1 September 2025, the term Early Career Teacher Entitlement (ECTE) replaced the terms ‘ECF-based training and induction’.

ECT entitlement

ECTs must receive support and regular i.e. termly reviews of their progress against the Teachers’ Standards throughout induction, with formal assessment points at the end of each year. ECTs must be kept up to date on their progress. There should be nothing unexpected.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the ITTECF, with monitoring and an assessment of performance against the Teachers’ Standards:

<https://www.gov.uk/government/publications/teachers-standards>

The Aquila programme provided by Thames Gateway Teaching School Hub supports the ECT and provides them with the necessary training to ensure that they can demonstrate that their performance against the Teachers’ Standards is at least satisfactory by the end of the period. Induction provides a foundation for ECTs and equips them with the tools to be an effective and successful teacher.

Timecales for ECTE

While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period. An ECT’s QTS cannot be lost or affected by the length of time it takes them to complete induction.

There is no legal requirement to satisfactorily complete an induction period if an ECT intends to work solely in the independent sector, an academy, a free school, a BSO, an independent nursery school or an FE institution. However, Aquila recognises the value of the induction training and expects schools and ECTS to engage with the training.

We expect our ECTS to complete an induction period and give a 2 year fixed term ECT contract to enshrine their right to mentoring, training based on the ITTECF and a reduced timetable within their contracts. Contracts of ECT teachers who complete the induction will be converted to a permanent contract.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction, although they may appeal against the decision:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

(see paras 4.9–4.10).

While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Qualified teacher status (QTS)

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS.

Appropriate Bodies will check that the individual holds QTS so Aquila HR will check the 'Check a teacher's record' service that the individual holds QTS.

Start date for induction

The ECT must be registered with an appropriate body before the start of the induction.

The start date for induction will be determined by the appropriate body and will be agreed in advance with the headteacher and ECT. This will be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

Eligibility to carry out short-term (less than one term) supply teaching

The guidance allows a qualified teacher who gained QTS and who has not completed an induction period to undertake short-term supply work of less than one term in a school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. In line with the guidance, Aquila does not allow short-term supply placements of less than one seasonal term, or equivalent, to count towards induction, as such posts will not provide an ECT with the breadth of experience, support, and assessment necessary to enable them to demonstrate that their performance against the Teachers' Standards is at least satisfactory.

The headteacher is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work. For teachers from a supply agency, this duty sits with the agency.

It is not possible to backdate the start of an induction period if a short-term supply contract is extended so that it lasts for one term or longer. However, an induction programme will be put in place immediately if it becomes clear that the extended contract will continue for at least a term.

A suitable post for induction

In order for the ECT to serve induction the headteacher and appropriate body must first agree that the post is suitable for this purpose. They are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. A suitable school will:-

- Have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory
- Engage with Thames Gateway Teaching School Hub so they can act as appropriate body in this role and support quality assure the induction process
- Provide the ECT with a programme of training and support based on the ITTECF
- Provide the ECT with the necessary employment tasks and experience of teaching whole classes, as well as with the necessary support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period; include the appointment of an induction tutor who is expected to hold QTS
- Include the appointment of a designated mentor who is expected to hold QTS
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (PPA +an additional 10% ECTE time in the first year, PPA + an additional 5% in the second and any subsequent year needed to complete the ETCE.)
- Not make unreasonable demands upon the ECT
- Not normally demand teaching outside the age range for which the ECT has been employed to teach
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- Involve the ECT regularly teaching the same class
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the school are engaged in; and not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

Ensuring a reduced timetable

In an Aquila school, the headteacher will ensure the ECT has an 80% timetable in year 1 – made up of 10% ECT entitlement and 10% PPA. In Year 2, the entitlement is of an 85% timetable – made up of 5% ECT and 10% PPA

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years.

The minimum period that will need to be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one seasonal term. This applies to both permanent and long-term supply teaching posts. For part-time ECTs the minimum period of one seasonal term requires the ECT to be in employment for one seasonal term, reflecting the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important in post long enough to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance.

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

It is for the headteacher/principal and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

Monitoring and Support

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skill set out in the ITTECF's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who holds QTS and has the time and ability, including the relevant skills, knowledge and experience, to carry out the role effectively;
- support and guidance from a designated induction tutor with QTS and the time and ability, including the relevant skills, knowledge and experience, to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own or another school where effective practice has been identified.

Training based on the Initial Teacher Training and Early Career Framework (ITTECF)

Aquila ensures that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. This training programme is embedded as a central aspect of induction; it is not an additional training programme.

Aquila follows the funded provider-led programme route. We work with Thames Gateway Teaching School Hub, a provider accredited by DfE to design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by DfE.

All ECTs will be supported by an Induction Tutor and Mentor – see Appendix 1 for a breakdown of roles and responsibilities. Both the Induction Tutor and Mentor will have QTS. Meetings are to take place during the school day.

An ECT is to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution. The observer must hold QTS. The ECT and the observer meet to review the teaching that has been observed, with arrangements for post-observation review meetings made in advance. Feedback should be prompt, developmental and clearly linked to the Teachers' Standards with arrangements for post-observation review meetings made in advance, and a brief written record made on each occasion which will clearly indicate where any development needs have been identified.

Professional progress reviews of the ECT

ECTs in induction are exempt from appraisal. Induction tutors must review ECTs each term against the Teachers' Standards, even for part-time staff, to ensure early support if progress is unsatisfactory.

When scheduling progress reviews, induction tutors and appropriate bodies must consider:

- The ECT's start date.
- Overlap of progress review and formal assessment (do only the assessment).
- Absence at the review time (reschedule on return).

Reviews should use existing teaching evidence. ECTs need not create new materials but must engage and share agreed existing evidence. A written record must be shared with the ECT after each review, stating:

- If the ECT is on track
- Summary of evidence
- Development targets and reviewed objectives

Induction tutors must update the headteacher and notify the appropriate body after each review. If progress is unsatisfactory, a support plan must be outlined. Regular updates and shared documentation are expected.

Formal assessments

Formal assessments are conducted by the headteacher or induction tutor in:

- Final term of year 1 (term 6)
- Final term of year 2 (term 12)

Mentors do not conduct formal assessments unless they are also tutors.

If the ECT is absent at the time of the assessment, it must be postponed.

Evidence comes from teaching and induction work—no need for new material. Judgements must align strictly with the Teachers' Standards.

Assessment reports must:

- Clearly show performance against the Standards
- Include comments from the ECT
- Be signed by the tutor, headteacher, and ECT

Reports must be submitted to the appropriate body within 10 working days.

Interim assessments

If an ECT leaves a post after one seasonal term but before the next formal assessment, an interim assessment must be completed to record:

- Progress
- Performance
- Induction time served
- Absences

If the ECT leaves without returning, the report should still be completed and shared with the ECT and appropriate body.

Raising concerns

ECTs should first raise concerns with their tutor. If unresolved, they can escalate to the named contact at the appropriate body for investigation.

Completing the induction period

Induction is completed by:

- Two full-time equivalent school years (twelve terms or six seasonal terms)
- A reduced period based on prior experience (min. one seasonal term)
- A reduced period for part-time teachers (as agreed)
- An extended period due to absences

The appropriate body makes the final decision (within 20 working days of the headteacher's recommendation) on whether the ECT has:

- Met the Teachers' Standards
- Needs an extension
- Failed induction

All decisions must consider available evidence and any ECT representations. The outcome must be shared with the ECT, headteacher, and employer, and the DfE must be notified (within 3 working days for failure or extension).

ECTs who fail or are extended must be informed of their right to appeal to the Teaching Regulation Agency. Failing induction does not remove QTS but restricts employment in certain schools. Employers must dismiss ECTs who fail induction within 10 working days if no appeal is made or after an unsuccessful appeal. The Teaching Regulation Agency will list those who fail after the appeal window or process concludes.

Record Keeping/Retention

- Responsibility: Appropriate bodies keep records of ECTs, monitor the submission of reviews and reports, and contact institutions if documents are late or unsigned.
- Details Tracked: Start dates, induction duration, work pattern changes, absences. Headteachers must inform the body if an ECT leaves early.
- Transfers: New schools should obtain prior records; the current body must ensure all previous documentation is acquired.
- Storage Requirements: Assessment reports must be kept for at least six years. ECTs should retain original reports. Records must comply with data protection laws.

Confidentiality and Data Protection

- Data Handling: All data should be securely protected and only accessible to those directly involved in induction.
- Access Rights: Governing bodies may receive general termly progress reports but not full assessments unless tied to grievances or concerns about induction quality.

Special Circumstances

Reducing the Induction Period

A reduction in the induction period is possible for Early Career Teachers (ECTs) who have prior teaching experience, such as time spent in the independent sector, have QTS through the assessment-only route or have been in the Welsh induction system. The decision to reduce the induction period must be based on clear evidence that the ECT meets the all Teachers' Standards and must be mutually agreed upon by both the teacher and the headteacher. However, even if the period is shortened, the ECT is still required to complete a final term assessment. Part-time ECTs may also be eligible for a reduced induction period, provided they can demonstrate that they meet the required standards, subject to the agreement of the headteacher and approval by the appropriate body.

Extending Induction Due to Absences

If an ECT accumulates 30 or more days of absence in a single academic year, their induction period may be extended. This applies to unplanned or ad hoc absences and excludes certain types of statutory leave. In cases involving maternity, paternity, adoption, bereavement, carer's, or neonatal leave, the ECT has the option to request an extension to their induction period. Importantly, such statutory leave does not automatically trigger an extension; it is up to the ECT to make this decision. Any outstanding assessments will be postponed until the ECT returns to duty.

Extensions After Induction Ends

Induction can also be extended after the formal period ends, under specific circumstances such as a personal crisis, illness, disability, lack of adequate support, or insufficient evidence of progress. If the ECT completes their induction in a new institution, they are still subject to the minimum requirement of completing at least one term at that school.

Extensions in Wales

For teachers who have completed part of their induction in Wales, any extensions granted under the Welsh system are recognised within the English regulations. However, the terms for completing induction will follow English rules unless a specific transitional arrangement is in place to account for system differences.

Data Loss or Errors

In rare cases where induction records are lost or contain errors not attributable to the teacher, it is possible for the induction to be deemed complete based on available evidence of the ECT's performance. Before such a decision is made, all reasonable steps to recover or verify the original records must be undertaken to ensure due diligence.

ECTs in Multiple Institutions

When an ECT works across multiple schools, one headteacher must be designated as responsible for overseeing the induction process. This lead headteacher will coordinate the collection of evidence and submit the final recommendation. Similarly, a single appropriate body must be appointed to take full responsibility for induction decisions. Regardless of how many institutions the ECT works in, each contract must satisfy the minimum period requirements for induction to be valid.

Cohort 1 Teachers (QTS May 2000–April 2001)

Teachers who obtained Qualified Teacher Status (QTS) between May 2000 and April 2001—known as Cohort 1—are no longer required to pass the numeracy test, as this requirement was removed after June 2020. If these teachers need to validate aspects of their induction, they can contact the appropriate body to review and confirm the relevant elements of their past induction experience.

Unsatisfactory Progress and Appeals

Additional Support

When an Early Career Teacher (ECT) is not making satisfactory progress, it is the responsibility of the induction tutor to formally document this and create a clear and structured support plan tailored to the ECT's needs. This plan should outline targeted strategies for improvement and be realistic in its expectations. The appropriate body must be notified of the situation and should receive a copy of the documentation to ensure transparency and continued oversight.

Continued Monitoring

Following the first formal assessment, if concerns have been raised about an ECT's progress, further monitoring and additional support measures must be implemented. These should be responsive to the needs identified during the assessment. Objectives and support plans must be regularly reviewed, revised where necessary, and clearly communicated to the ECT, the induction tutor, and the appropriate body to maintain consistency and accountability.

If Progress Remains Unsatisfactory

Should concerns about an ECT's performance persist into the second formal assessment, the ECT must be explicitly informed of the areas where improvement is still required. This includes a clear explanation of the specific weaknesses, updated objectives, the evidence expected to demonstrate progress, and a renewed support and improvement plan. The intention is to provide a structured and fair opportunity for the ECT to address outstanding issues before the final assessment.

Serious Capability Issues

In cases of significant underperformance, capability procedures may be initiated during the induction period. It is important to note that such procedures do not pause or terminate the induction; the process continues concurrently. If an ECT is dismissed due to capability concerns during this time, this does not automatically prevent them from completing their induction at another institution, provided appropriate conditions are met.

Appeals

If an ECT fails their induction or is subject to an extension, they must be informed of their right to appeal the decision. The appropriate body must also provide guidance on how to proceed with an appeal. In England, the designated body for managing such appeals is the Teaching Regulation Agency, which reviews cases to ensure due process was followed and that the outcome was reasonable based on the evidence provided.

Teachers exempt from Induction

Exemptions from Induction Requirement

1. Teachers qualified on or before 7 May 1999 are automatically exempt from induction.
2. Teachers currently undergoing induction who are awaiting decisions.
3. Teachers appealing unsatisfactory induction outcomes may continue working while the appeal is pending.
4. Short-term supply teachers (less than a term) – see details in this policy
5. Part-time supply teachers also undertaking induction are exempt from the 5-year supply limit.
6. Teachers who completed induction/probation in:
 - Wales
 - Northern Ireland
 - Gibraltar
 - Jersey/Guernsey
 - Isle of Man
 - MoD Schools abroad
7. England-trained teachers who first worked in Wales (pre-2003) must have completed at least two seasonal terms induction
8. Teachers fully registered with the General Teaching Council for Scotland. This includes pre- and post-1 Feb 2023 registrations, with completed probation.
9. Teachers qualified via EU/EEA regulations before 1 Feb 2023 - includes transitional recognition cases.
10. Independent school teachers judged to meet QTS standards who meet conditions outlined in DfE guidance e.g., employed before 1989, qualified before 1974/1989.
11. Overseas-trained teachers from Australia, Canada, New Zealand, or USA who have applied for QTS before 1 Feb 2023 and meet teaching standards there.
12. Other overseas-trained teachers with 2+ years' experience who have QTS through employment-based routes and meet induction standards.
13. Scottish/Northern Irish-trained teachers working in England pre-7 May 1999 are automatically exempt.
14. Teachers who qualified via work in FE or as instructors - with conditions similar to those for independent school teachers.
15. QTLS holders who must be members of the Society for Education and Training (formerly IfL).
16. Teachers trained in Wales on or before 1 September 2003 are automatically exempt.
17. Teachers misinformed by authorities or lacking documentation if the body is satisfied standards were met.
18. Post-1 Feb 2023 overseas-qualified teachers with 2+ years' experience are recognised under new international QTS rules (para 8/8A/13E of 2003 Regs).

Further sources of information

Department for Education

Information about induction: Induction, training and support for early career teachers (ECTs)

Appropriate bodies guidance

Record inductions as an appropriate body

General enquires

Tel: 0370 000 2288

Website: <http://www.education.gov.uk/help/contactus>

Teaching Regulation Agency

The Teaching Regulation Agency is an executive agency of the Department for Education and was formerly known as the National College for Teaching and Leadership (NCTL). Part of its role is to recognise teachers who have acquired qualified teacher status (QTS) in England. The Agency also acts on behalf of the Secretary of State as the competent authority for teaching in England. This role includes the recognition of the professional status of teachers from outside England. This includes the award of QTS to fully qualified overseas trained teachers and teachers trained within other parts of the United Kingdom who fit the relevant criteria in schedule 2 of the School Teachers' Qualifications Regulations 2003.

For Information on the submission of induction results, induction appeals procedure:

Teacher Qualification Unit

Teaching Regulation Agency

Cheylesmore House

Quinton Road

Coventry

CV1 2WT

Tel: 020 7593 5392

Email enquiries: teacher.induction@education.gov.uk

Appendix 1 Roles and Responsibilities

Roles and Responsibilities in ECT Induction Process

Role	Responsible for:-
Early Career Teacher	<ul style="list-style-type: none"> Provide evidence of QTS and eligibility Agree and review induction priorities with Induction tutor Engage with training using reduced timetable Track progress against Teacher’s Standards Participate in monitoring, reviews, and assessments Raise concerns with Induction tutor or appropriate body Keep records of observations, reviews, and assessments Agree on induction dates and report absences Retain assessment reports
Aquila	<ul style="list-style-type: none"> Confirm QTS and inform Headteacher (HR) Appoint AB (TH and CEO) Appoint training provider to deliver ITTECF- based programme Maintain central record of ECTs. Monitor consistency and outcomes across schools.
Headteacher	<ul style="list-style-type: none"> Confirm QTS and agree induction need with AB Appoint Induction tutor, and mentor Ensure post suitability and time allocation for support Oversee reviews, observations, and assessments Ensure school staff maintain efficient records Recommend performance outcome to appropriate body Notify appropriate body of absences or departure Participate in quality assurance Ensure school provides interim reports if ECT moves Consider reduced/extended induction in special cases (See Appendix 2)
Induction Tutor	<ul style="list-style-type: none"> Guide and support ECT’s development- Conduct progress reviews and two formal assessments Coordinate input from colleagues Share review outcomes with all parties Observe and give feedback on teaching Address performance concerns while keeping documentation minimal and using existing evidence
Mentor	<ul style="list-style-type: none"> Hold regular mentoring sessions Provide feedback and ensure phase/subject-specific support Collaborate with tutor and colleagues Act early to address difficulties
Appropriate Body	<ul style="list-style-type: none"> Quality assure induction setup and compliance Ensure ECT has suitable post, mentor, tutor, and support Monitor fairness of procedures Retain full decision-making authority Maintain records and report to DfE Provide ECTs with contact for concerns Support schools with training, guidance, and assessments (capacity-dependent) Consult with schools on QA procedures
LGB	<ul style="list-style-type: none"> Ensure induction guidance is followed Confirm school’s capacity to support ECT Oversee headteacher’s responsibilities Investigate ECT concerns via grievance process Seek guidance and request general progress updates
Teacher Regulation Agency	<ul style="list-style-type: none"> Hear induction appeals Record ECTs who fail induction
DfE	<ul style="list-style-type: none"> Maintain national induction records Offer “check a teacher’s record” service to employers