Early Career Teachers (ECT) Policy

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Summary of Changes: ECT Policy 2025–26 tp 2026-27

Section	2025–26 Policy	2026–27 Policy	Summary of Change
Throughout	The policy refers to: "DfE (2025) 'Induction for early career teachers (England)'" "DfE (April 2025) 'Appropriate bodies guidance: induction and the early career framework'"	Department for Education (June 2026), 'Induction for early career teachers (England): statutory guidance for appropriate bodies, headteachers, school staff and governing bodies'. Department for Education (June 2026), 'Appropriate bodies guidance: induction and the initial teacher training and early career framework'. Department for Education, 'Early career teacher entitlement'. Department for Education, 'Initial Teacher Training and Early Career Framework'.	June 2026 version introduces clarifications on induction start dates, supply teaching, absence extensions, interim assessments, statutory leave and missing or incorrect induction records
Section 2	ECTE based induction programme	ITTECF-based programme of training and support	The statutory guidance says that the induction start date is the date on which the ECT: starts teaching in a suitable post; and is registered with an appropriate body. It is not determined by the date on which the ITTECF training programme begins, and it may differ from the contractual employment start date
Section 2		The induction start date will normally be the date on which the ECT begins teaching in a suitable post and is registered with the appropriate body. It is not determined by the date on which the ECT's ITTECF-based training begins and may differ from the employee's contractual start date	
Section 2		The headteacher will ensure that the local governing body is periodically informed about the school's induction arrangements and is assured that the school has sufficient capacity to provide each ECT with their statutory entitlement. Reports will concern the quality and effectiveness of the arrangements and will not normally include access to an individual ECT's confidential assessment records.	The statutory guidance says the headteacher should make the governing body aware of the arrangements for ECTs and should periodically inform it about the institution's induction arrangements. The governing body must also be satisfied that the institution has the capacity to support ECTs

Section 3		An ECT undertaking statutory induction is exempt from the school's normal appraisal process during induction. Progress reviews and formal assessments under this policy will fulfil the relevant monitoring and assessment functions for the duration of statutory induction.	Statutory guidance explicitly confirms this and it wasn't included in our previous policy
Section 4	ECTE based training	training based on the ITTECF	
Section 4	"The headteacher will determine which of the three approaches set out in the statutory guidance will best suit the needs of the ECT and their mentors.	The headteacher will determine which of the two permitted approaches will be used: a DfE-funded provider-led programme or a school-led programme covering the ITTECF in full. Where the school-led approach is selected, the school will work with the appropriate body to meet the applicable ITTECF fidelity-checking requirements	The current guidance identifies **two** approaches: a DfE-funded provider-led programme; or a school-led programme developed and delivered by the school, with the option to use DfE-accredited school-led materials.
Section 4		Part-time ECTs should also have a progress review each term, regardless of their working pattern. An ECT starting halfway through a term should normally receive a progress review by halfway through the following term. Where a progress review and formal assessment would fall within less than one term due to part-time working, only the formal assessment is needed. An outstanding review should be rescheduled when an absent ECT returns	Additional guidance from June 2026
Section 5	If an ECT joining the academy is part way through their induction period and has carried out part of their induction at another institution, the appropriate body will reach out to the ECT's previous appropriate body to: Obtain copies of any progress review records or assessment reports; Establish how much induction time remains to be served.	Where an ECT joins an ESW school having already completed part of their induction, the headteacher or induction tutor will contact the ECT's previous appropriate body to obtain copies of all progress reviews, formal assessments and interim assessments, and to establish the amount of induction completed and remaining. The current appropriate body will be informed of any earlier concerns. Where agreed with the headteacher, the current appropriate body may obtain	The statutory guidance says that the **headteacher/principal should contact the previous appropriate body** to obtain progress reviews and assessment reports. The current appropriate body is expected to check that this has happened and may make contact itself where this has been agreed with the headteacher

		the records directly from the previous appropriate body.	
Section 5 part 3		If an ECT is due to leave a post with ESW 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 or headteacher will complete an interim assessment before they leave recording the ECT's progress and performance, the precise length of induction completed, he period of employment, the number of days absent since the previous assessment and any remaining absence-related extension	June 2026 guidance clarifies that the interim assessment should record: progress and performance; the precise length of induction completed; the period of employment; the number of days absent since the previous assessment; and any remaining absence-related extension
Section 7	The mentor will provide regular one-to-one structured, mentoring sessions to support the ECT during their induction and provide effective targeted feedback. Hourly meetings should take place weekly in year 1 of induction and fortnight in year 2	The mentor will meet regularly with the ECT for structured mentoring sessions and provide effective, targeted feedback. The frequency and duration of meetings will meet the requirements of the relevant provider-led or school-led programme and the expectations agreed with the appropriate body. Mentor sessions will normally be timetabled during teaching hours. In exceptional circumstances, where timetabling constraints require flexibility, sessions may take place outside teaching hours but must remain within contracted time	"Hourly meetings" is unclear The DfE statutory guidance requires regular structured mentor sessions, The current statutory guidance does say that mentor sessions are expected to be timetabled during teaching hours. Where exceptional timetabling constraints require otherwise, they should still take place within contracted time. Mentors must have sufficient time for mentoring and, where applicable, mentor training.
Section 9	"the Appeals Body, which is the DfE."	If the appropriate body decides to extend the induction period or determines that the ECT has failed to complete induction satisfactorily, the ECT has the right to appeal. In England, the Appeals Body is the Teaching Regulation Agency, acting on behalf of the Secretary of State. The ECT must normally submit their appeal within 20 working days of the decision. The appropriate body will inform the ECT of the right of appeal, the relevant deadline and how the appeal may be made.	The June 2026 statutory guidance says that the Appeals Body in England is the **Teaching Regulation Agency**, acting on behalf of the Secretary of State. An appeal must normally be submitted within 20 working days
Section 6	Paragraph above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave or parental	The induction period will normally be automatically extended when an ECT's absences in a year of induction, or the part-time equivalent,	The June 2026 guidance includes: statutory maternity leave; statutory paternity leave; statutory adoption leave;

	bereavement leave. 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	total 30 days or more. This automatic provision does not apply to statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave, carer's leave or neonatal care leave. An ECT taking one of these forms of statutory leave may choose whether to extend their induction period to reflect the number of days absent. Any request to extend in these circumstances must be granted. Additional absences will not be added to an existing absence-related extension. The existing extension must first be completed, after which any absence occurring in the next year of induction will be considered in accordance with the statutory guidance.	shared parental leave; parental bereavement leave; carer's leave; and neonatal care leave
Section 10	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.	Under the current statutory framework, an ECT who fails induction is no longer eligible to be employed as a teacher in a maintained school, maintained nursery school, non-maintained special school or pupil referral unit. Failure does not remove the teacher's QTS and does not, of itself, prevent employment in a setting in which statutory induction is not mandatory.	The current statutory guidance identifies the settings affected following failure as: maintained schools; maintained nursery schools; non-maintained special schools; and pupil referral units. Failure does not remove QTS and does not prevent teaching in settings where statutory induction is not mandatory

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1. Introduction and Statement of intent

I. At Education South West we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.
- Assist ECTs in becoming full members 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 ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

II. This policy sets out how the Trust aims to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the Teachers' Standards by the end of this period. This induction will be underpinned by the provisions of the Early Career Teacher Entitlement (ECTE).

III. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2026) 'Induction for early career teachers (England)'
- DfE (April 2026) 'Appropriate bodies guidance: induction and the early career framework'
- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

IV. This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Staff Code of Conduct
- Staff Grievance Policy
- Staff Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Safeguarding Policy

V. This policy does not form part of any employee's contract of employment and may be amended at any time.

2. Prior to starting induction

I. ESW will follow its Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and confirm that the ECT has been awarded qualified teacher status (QTS). The ECT should provide evidence that they have QTS and are eligible to start induction.

II. ESW will identify and agree an organisation 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 the ESW school and the ECT in advance. 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 Department for Education (DfE) of the ECT's appointment.

III. The headteacher will agree with the appropriate body whether or not the post that it is intended for the ECT to 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:

- provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
- will provide the ECT with an ITTECF-based programme of training and support
- will not make unreasonable demands upon the ECT;
- 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;
- involve similar planning, preparation and assessment processes to other teachers in the Trust;
- will not present unreasonably demanding discipline problems on a day-to-day basis;
- will not involve additional non-teaching responsibilities without appropriate preparation and support.

IV. Individual ESW schools will also ensure that in the first year of induction (terms 1-3) there will be a reduced timetable of no more than 90% of other main pay range teachers to undertake induction activities. In addition, during the second year (terms 4-6) there will be a reduced timetable of no more than 95% of other main pay range teachers to undertake induction activities. The ECT will agree with their induction tutor how best to use their reduced timetable allowance. This is in addition to the timetable reduction received for planning, preparation and assessment (PPA) time.

V. The headteacher 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 headteacher.

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. In addition, the headteacher will appoint a designated mentor who is expected to hold QTS and have the necessary skills and knowledge to provide effective mentoring and have sufficient time to carry out the role effectively. The mentor will meet regularly with the ECT for structured mentoring sessions and provide effective, targeted feedback. The frequency and duration of meetings will meet the requirements of the relevant provider-led or school-led programme and the expectations agreed with the appropriate body. Mentor sessions will normally be timetabled during teaching hours. In exceptional circumstances, where timetabling constraints require flexibility, sessions may take place outside teaching hours but must remain within contracted time

VI. . The mentor role may be carried out by the headteacher. 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.

VII. The induction start date will normally be the date on which the ECT begins teaching in a suitable post and is registered with the appropriate body. It is not determined by the date on which the ECT's ITTECF-based training begins and may differ from the employee's contractual start date.

VIII. The headteacher will ensure that the local governing body is periodically informed about the school's induction arrangements and is assured that the school has sufficient capacity to provide each ECT with their statutory entitlement. Reports will concern the quality and effectiveness of the arrangements and will not normally include access to an individual ECT's confidential assessment records.

3. The Induction Period

I. 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. ESW will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

II. Where an ECT is part time, this will be the full time equivalent of two standard school years. The Trust will agree with the appropriate body

a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part-time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards.

III. Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.

IV. Where an ECT is eligible to carry out short-term supply work and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

V. An ECT undertaking statutory induction is exempt from the school's normal appraisal process during induction. Progress reviews and formal assessments under this policy will fulfil the relevant monitoring and assessment functions for the duration of statutory induction.

4. Monitoring, support and assessment during the induction period

I. Monitoring and support with training based on the ITTECF 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, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this trust or another appropriate institution where effective practice has been identified and the following, which the ECT should keep track of and participate in effectively:

- A programme of training based on the ITTECF, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ECTE evidence statements and practice. The headteacher will determine which of the two approaches set out in the statutory guidance will best suit the needs of the ECT and their mentors. ESW recognises that the ECTE is not an assessment tool, and is separate from the formal assessment of an ECT's performance against the Teachers' Standards.
- The induction tutor or another suitable internal or external person with QTS will regularly observe the ECT's 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.
- 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 5.1.4) 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 headteacher after each progress review and will notify the appropriate body and the ECT themselves whether they are making satisfactory progress. Part-time ECTs should also have a progress review each term, regardless of their working pattern. An ECT starting halfway through a term should normally receive a progress review by halfway through the following term. Where a progress review and formal assessment would fall within less than one term due to part-time working, only the formal assessment is needed. An outstanding review should be rescheduled when an absent ECT returns

- 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 headteacher or the induction tutor. ESW 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 headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body shortly after each meeting.

II. 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.

5. Leaving or joining part way through induction

I. Where an ECT joins an ESW school having already completed part of their induction, the headteacher or induction tutor will contact the ECT's previous appropriate body to obtain copies of all progress reviews, formal assessments and interim assessments, and to establish the amount of induction completed and remaining. The current appropriate body will be informed of any earlier concerns.

Where agreed with the headteacher, the current appropriate body may obtain the records directly from the previous appropriate body. These will be shared with the school through the ECT Manager platform.

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

III. If an ECT is due to leave a post with ESW 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 or headteacher will complete an interim assessment before they leave recording the ECT's progress and performance, the precise length of induction completed, he period of employment, the number of days absent since the previous assessment and any remaining absence-related extension.

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

V. The headteacher 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.

6. Absences during the induction period

I. If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for a part-time teacher, the headteacher 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.

II. The induction period will normally be automatically extended when an ECT's absences in a year of induction, or the part-time equivalent, total 30 days or more. This automatic provision does not apply to statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave, carer's leave or neonatal care leave. An ECT taking one of these forms of statutory leave may choose whether to extend their induction period to reflect the number of days absent. Any request to extend in these circumstances must be granted.

III. Additional absences will not be added to an existing absence-related extension. The existing extension must first be completed, after which any absence occurring in the next year of induction will be considered in accordance with the statutory guidance

7. Where there are concerns

I. If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor should reach out to SWIFT AB within 5 working days. Please refer to the escalation guidance in the SWIFT AB handbook. The Appropriate Body will support the school in putting together a school-based support plan to assist the ECT in getting back on track.

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

- make clear the areas in which improvement is needed;
- give the ECT the opportunity to comment on and discuss the concerns;
- find out if 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;
- put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards; make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

III. 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.

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

- the identified weaknesses and the evidence used to inform the judgement;
- give the ECT the opportunity to comment on and discuss the concerns;
- the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
- 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;
- details of the improvement plan for the next assessment period;
- the consequences of failure to complete the induction period satisfactorily.

- 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.

V. If the concerns about the ECT's progress are very serious, the ESW school may instigate formal capability proceedings in line with the ESW Capability Policy, 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 the ESW school 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.

8. Completion of the induction period

I. A final assessment will normally be carried out at the end of the induction period, by the headteacher or the induction tutor. The ESW school 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.

II. 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.

III. Following this final meeting, the person carrying out the formal assessment 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.

IV. 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 headteacher (if they are not the induction tutor) and the ECT. The ECT

V. will be provided with the original, which they should retain, and a copy will be sent to the appropriate body within 10 working days of the final assessment meeting.

VI. 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 the

VII. ESW school, drawing on the recommendation of the headteacher 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:

a. Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
b. Requires an extension of the induction period; or
c. Has failed to satisfactorily complete the induction period.

VIII. If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the DfE within three working days.

9. Right of appeal to the Appeals Body

I. If the appropriate body decides to extend the induction period or determines that the ECT has failed to complete induction satisfactorily, the ECT has the right to appeal. In England, the Appeals Body is the Teaching Regulation Agency, acting on behalf of the Secretary of State. The ECT must normally submit their appeal within 20 working days of the decision. The appropriate body will inform the ECT of the right of appeal, the relevant deadline and how the appeal may be made.

10. Failure to complete induction and dismissal

I. Under the current statutory framework, an ECT who fails induction is no longer eligible to be employed as a teacher in a maintained school, maintained nursery school, non-maintained special school or pupil referral unit. Failure does not remove the teacher's QTS and does not, of itself, prevent employment in a setting in which statutory induction is not mandatory.

II. The Trust has decided to follow the principles of the Regulations in relation to an ECT who has failed induction working in a relevant school and apply them to its schools. Therefore, it will normally dismiss an ECT who has failed induction:

III. Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or

IV. Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or

V. Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

11. General Principles Underlying this policy

I. Confidentiality
The induction process will be treated confidentially, and the Trust will ensure that arrangements are in place to facilitate this, including the secure transfer of data between the ESW school and the appropriate body. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process.

II. Consistency of Treatment and Fairness
Education South West is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for employees with a disability. ESW is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

III. Retention and data protection

The Board of Trustees and relevant headteacher will ensure that all written induction records are retained in a secure place, for six years or longer if there are reasons to do so, as long as this complies with the Data Protection Act. As part of the application of this policy, ESW may collect, process and store personal data in accordance with the ESW data protection policy. ESW schools will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with the requirements of Data Protection Legislation.

12. Review of policy

I. This policy is reviewed annually by ESW and is shared with the recognised trade unions. ESW will monitor the application and outcomes of this policy to ensure it is working effectively.