



# Holly Park School Staff Induction (including ECTs) Policy

## **1 Introduction**

- 1.1 This policy applies to all employees and also, as appropriate, to volunteers, agency staff and governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.

## **2 Principles**

- 2.1 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school.
- 2.2 The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

## **3 The Induction Process**

- 3.1 The induction process will
- 3.1.1 Provide information and training on the school's policies and procedures
  - 3.1.2 Provide Child Protection training and assess its effectiveness
  - 3.1.3 Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
  - 3.1.4 Contribute to the colleague's sense of job satisfaction and personal achievement
  - 3.1.5 Explain the school's Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
  - 3.1.6 Identify and address any specific training needs

## **4 The Induction Programme**

- 4.1 The induction programme will include:

- 4.1.1 the range of policies, procedures and training to be covered
- 4.1.2 details of help and support available, mentoring and shadowing if appropriate
- 4.1.3 familiarisation of the working environment

## **5 Responsibilities**

- 5.1 The Headteacher is responsible for the overall management and organisation of induction, including Early Career Teacher induction across the whole school. Phase Leaders will be formally assigned to mentor ECTs.

In regard to ECTs the Headteacher is responsible for:

- Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring that the ECT knows the school's response to children who go missing from education.
- Ensuring that the ECT has been awarded QTS.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Meeting the requirements of a suitable post for induction.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, 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.
- Informing the 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 satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the ECT's previous post
  - Alerting the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - Regularly informing the governing board about the school'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
- Providing interim assessment reports for staff moving in between formal assessment periods
- Informing the appropriate body when an ECT serving induction leaves the school

5.2 The Deputy Head is responsible for ensuring that induction takes place.  
The Deputy Head is the ECT Co-ordinator.

This includes ensuring that new employees:

- Have an induction programme arranged through an appropriate Teaching Hub (Ambition Institute)
- Are provided with the induction pack and checklist
- Receive appropriate information as required in their checklist
- Are provided with an understanding of the structure of the school and reporting arrangements
- Know how to access relevant policies and procedures
- Monitor ECT's engagement with online self-study courses via StepLab
- Ensure the ECT meets regularly with other ECTs in our Partnership schools

5.3 The individual has responsibility, alongside line managers, to ensure all items are covered. This means the individual has to monitor their checklist and raise any gaps with their line manager.

5.4 ECTs are 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 on their reduced timetable allowance with their induction tutor.
- Participating in the agreed monitoring and development programmes.
- Providing evidence of their progress against the required standards.
- Raising any concerns that they have with their induction tutor.
- Consulting the appropriate body if there are difficulties with resolving issues with the tutor/school.
- 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.

**5.5 ECT Induction Tutors/ Mentor** are responsible for:

- Coordinating, guiding and supporting the ECT's professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Support the ECT with online self-study courses via StepLab
- Undertaking three formal assessment meetings over the induction period.
- Coordinating input from other staff if required.

- Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- Observing the teaching of the ECT and providing feedback.
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking appropriate action if an ECT is facing difficulties

5.6 In respect of ECTs The governing body is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the Headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Complaints Procedures Policy.
- Requesting general feedback on the progress of an ECT.

## **6 School Induction Programme for experienced teaching staff**

- 6.1 All new staff will be invited to visit the school before they take up post. The school will offer to pay their current setting for the supply cover required for that day.
- 6.2 On their visit day, all new staff will be provided with a copy of the school's staff handbook and are expected to develop their understanding of it
- 6.3 Before they take up their post, all new staff will be expected to have read the Safeguarding, Online Safety, Behaviour Management and Learning & Teaching and Assessment Policies. They will be required to sign to confirm this. They will also be given access to the school's other policies via the website and school shared drives.
- 6.4 An induction programme will be provided for new staff and their attendance is expected. This will include training on Child Protection and Safeguarding procedures and the school's PREVENT duty (face to face). Team leaders will liaise with new staff regarding the induction programme and timetable
- 6.5 All new staff will have an informal review of their induction after one month and six months with their team leader
- 6.6 All new staff will be provided with an explanation of the school's appraisal arrangements (see the school's Appraisal Policy) within which they will be expected to participate
- 6.7 All new staff are given an informal 'buddy' to help them navigate their way around the school's systems
- 6.8 All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, pupils and staff

## **7 School Induction Programme for support staff**

- 7.1 All new support staff will have a line-manager who will discuss their job description with them.

- 7.2 All new staff will be invited to visit the school before they take up post
- 7.3 An induction programme will be designed for each new member of support staff. This will include training on Child Protection and Safeguarding procedures.
- 7.4 Following the induction period all support staff will enter the appraisal programme for the school
- 7.5 New support staff will be expected to network with other staff within the school for support

## **8 School Induction Programme for Early Career Teachers**

### **8.1 Statutory Induction**

The statutory induction of an ECT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The school will support the ECT 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 at the end of their induction period.

The school will consider the standards against what can reasonably be expected of an ECT. 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.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in Annex A Before an ECT undertakes an induction, they must have QTS status.

Teachers who completed their ITT between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.

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 school will not backdate the induction, but will begin the induction upon extension.

ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

- 8.2 The induction programme for staff new to teaching is designed to induct them into the profession and into the school. It is the school's full intention to provide the ECT with all of the statutory support in line with the government document: '*Induction for Early Career Teachers' (statutory guidance 2015)*
- 8.3 The induction programme at the school consists of support, monitoring and assessment elements and ECTs are expected to engage in the programme
- 8.4 All new teachers are allocated an Induction Mentor. This will be a Phase Leader.

- 8.5 All ECTs are invited to visit the school before they take up post. This time is unpaid.
- 8.6 Before they take up their post, all new staff will be expected to have read the Safeguarding, Online Safety, Behaviour Management and Learning & Teaching and Assessment Policies. They will be required to sign to confirm this. They will also be given access to the school's other policies via the website and school shared drive.
- 8.7 ECTs will receive feedback on their strengths and areas for development
- 8.8 Induction Mentors are responsible for the day-to-day management of their ECT's induction, and will meet with their ECT regularly. The Induction Mentor reviews progress, sets targets, and identifies support strategies with the ECT
- 8.9 All Early Career Teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Mentor, a senior member of staff or an experienced teacher as appropriate.
- 8.10 Three formal assessments will be undertaken during the ECT induction period. These will be documented on forms that are sent to Barnet and the Teaching Hub (Ambition Institute) and must be signed by the ECT, Induction Mentor and Headteacher. Termly assessment reports will give details of:
- Areas of strength.
  - Areas requiring development.
  - Evidence used to inform judgement.
  - Targets for coming term (i.e. 'smart' targets).
  - Support to be provided by the school.
- 8.11 Each ECT has 10% professional development time during their statutory induction period. This is in addition to the PPA time that other substantive teachers would expect in the school.
- 8.12 Each ECT has a planned programme to ensure 10% professional development is used to the maximum effect.
- 8.13 Each ECT develops with their Induction Mentor their own induction and support plan
- 8.14 The Induction Mentor and school maintains a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations and professional development activities undertaken
- 8.15 Early Career Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Mentor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school

## **9 Completing the ECT induction period**

- 9.1 ECTs will have completed their induction period when they have served:
- The full-time equivalent of two standard school years (usually six terms); or
  - A reduced period as agreed with the headteacher and the TRA, based on previous teaching experience; or

- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

9.2 The appropriate body will make the final decision as to whether or not an ECTs' performance against the relevant standards has been satisfactory, taking into account the recommendations of the headteacher.

9.3 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.

9.4 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.

9.5 Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

9.6 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 school will dismiss the ECT within 10 working days.

9.7 If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing.

9.8 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.

## **10 ECT Record keeping**

10.1 Records will be kept in accordance with the school's GDPR Records Management Policy.

10.2 Assessment forms will be signed by the headteacher and submitted to the appropriate body in a timely manner.

10.3 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.

10.4 The TRA keeps records of all submitted appeals and will be contacted as needed.

10.5 Assessment reports will be retained for six years, as recommended by the DfE.

10.6 ECTs will be advised by the school to retain their original copies of assessment reports.

## **11 Confidentiality**

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

11.2 All ECTs will be made aware of who has been granted access to their assessments.

11.3 The governing board are allowed to 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 governing board to access the assessment forms to review the situation.

## **12 Special circumstances**

12.1 To recognise the experience of teachers who already have significant teaching experience, 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.

12.2 The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.

12.3 If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.

12.4 ECTs who take statutory maternity leave on 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.

12.5 If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

12.6 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.

12.7 These may include: illness, personal crisis, disability, a lack of support during induction etc.

12.8 If an ECT leaves the school before completing their extension, an interim assessment form will be completed by the headteacher and the appropriate body notified.

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

12.10 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.

12.11 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.

12.12 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.

12.13 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.

12.14 For ECTs completing induction in more than one 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.

### **13 Unsatisfactory ECT progress and appeals**

13.1 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 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.

13.2 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

13.3 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 school.

13.4 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.

### **14 Monitoring**

14.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Senior Leadership Team.


14.2 This policy will be reviewed on an annual basis.

## Document Control

### Revision History

Version	Revision Date	Revised By	Revision
1.0	March 2016	Ann Pelham	Created
1.2	Summer 2016	S&PW committee	Reviewed & ratified
1.3	Summer 2017	S&PW committee	Reviewed & ratified
1.4	Summer 2018	S&PW committee	Reviewed & ratified
1.5	Summer 2019	S&PW committee	Reviewed & ratified
1.6	Summer 2020	S&PW committee	ECT detail added in line with statutory guidelines – Ratified & reviewed
1.7	Summer 2021	S&PW committee	Ratified & reviewed
1.8	Summer 2022	S&PW committee	Ratified & reviewed
1.9	Spring 2023	S&PW committee	Ratified & reviewed
2.0	Spring 2024	S&PW committee	Ratified & reviewed

### Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		July 2024
Chair of Governors	Clare Hegarty		July 2024

### Distribution

#### Shared with

- Staff via school server
- Governors via committee meetings

#### Date for next review

Spring 2025



## HOLLY PARK PRIMARY SCHOOL

### STAFF KEY POLICY LIST

Staff member name \_\_\_\_\_

I confirm that I have read the following policies and documents that are all available in the staff handbook and on the school shared drive and school website

(Please tick the boxes below)

<b>Safeguarding Policy</b>	<b>Keeping Children safe in Education</b>	<b>Positive Handling Policy</b>	<b>Behaviour Policy</b>	<b>Anti-bullying Policy</b>	<b>Online Safety Policy</b>	<b>Health and Safety Policy</b>	<b>Staff Handbook</b>
<b>Data Security &amp; Acceptable Use Policy</b>	<b>Whistleblowing Policy</b>	<b>Evacuation Policy</b>	<b>Lockdown Policy</b>	<b>Staff Code of Conduct</b>	<b>Staff Attendance Policy</b>	<b>Lone Working Policy</b>	<b>Personal Care Policy</b>
<b>Educational Visits Policy</b>	<b>The GDPR Workforce Privacy notice</b>	<b>The GDPR Data protection Policy</b>	<b>The GDPR Data In Transit Policy</b>	<b>Photography &amp; Videos Policy</b>	<b>Staff Wellbeing policy</b>	<b>Loan of school equipment policy</b>	

Date \_\_\_\_\_

Signed \_\_\_\_\_

# HOLLY PARK PRIMARY SCHOOL

## NEW STAFF INDUCTION LIST

<b>Name:</b>		
<b>Start date:</b>		
<b>Induction item</b>	<b>Date</b>	
Safeguarding and Child Protection Policy		
Positive Handling Policy		
Behaviour Policy		
Anti-bullying Policy		
Online Safety Policy		
Health and Safety Policy		
Data Security Policy		
Assessment Policy		
Learning & Teaching Policy		
Marking Policy		
Staff Code of Conduct		
Staff Handbook		
Financial management & Fraud		
Fire & lockdown, Asbestos, chemical, Electrical & Security (FACES) procedures face to face with Site Manager		
Face to Face Child Protection discussion with DSL		
Anti-Bullying policy and protocols explained		
Email created		
Fob given		
Online Register password given (if required)		
Online Pupil Tracker access (if required)		

<b>Signature of new member of staff:</b>		
<b>Date:</b>		

<b>Signature of line manager:</b>		
<b>Date:</b>		

## Exemptions

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
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).
A person currently undertaking a period of induction.	A teacher who is serving his or her 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).
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.
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 for five years after the date of award of QTS.
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.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
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.

Exemption	Explanation
<p>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).</p>	<p>A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.</p>
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 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 TRA, as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an independent school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA 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; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>
<p>An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.</p>	<p>An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.</p>

Exemption	Explanation
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 before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an FE school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> <li>• On or before 31st October 2014, by the Institute for Learning; or</li> <li>• On or after 1st November 2014, by the Education and Training Foundation</li> </ul>	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.