



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

APPROPRIATE BODY SERVICES HANDBOOK

For Headteachers, Tutors, Mentors, Governors

LAST UPDATED June 2024

CONTENTS PAGE

| | |
|--|----|
| Summary of this guidance..... | 2 |
| Induction and Appropriate Body..... | 3 |
| Key Changes..... | 4 |
| Early Career Framework Overview..... | 5 |
| Early Career Framework and Appropriate Body Explained..... | 6 |
| Induction Entitlements, Requirements and Changes..... | 8 |
| Clarification Of Roles And responsibilities..... | 9 |
| Assessments And Progress Reviews | 16 |
| Concerns about ECTs Support Plans..... | 18 |
| Quality Assurance Process..... | 21 |
| ECT Manager..... | 23 |
| Special Circumstances - Reduction of Induction..... | 24 |
| Fidelity Checking..... | 26 |
| What if....?..... | 27 |
| Information and Contacting Us..... | 30 |

This guidance will be kept under review and updated when necessary. This guidance is intended for schools using our Appropriate Body services. This guidance accompanies the separate service level agreement sent to schools that covers the services provided, roles and responsibilities, monitoring and evaluation arrangements.

INTRODUCTION

It is a pleasure to welcome you to The London District East Teaching School Hub. We were established to help and support those engaged in the Early Career Framework across Newham, Barking and Dagenham, Havering and beyond.

APPROPRIATE BODY

The Appropriate Body has the main quality assurance role within the induction process, to provide support to schools and ensure ECT's are receiving their statutory entitlement.

Appropriate bodies play a key part in the ECF reforms through their role in teacher induction. As well as ensuring that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed, they also ensure that regard is given to the amended statutory guidance and that ECTs are receiving a programme of support and training based on the ECF. This guidance is intended to serve as a handbook and outline our key policies and procedures.

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MEET OUR APPROPRIATE BODY TEAM



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KEY CHANGES AND UPDATES 2023-2024

Please note that from 1st September 2024 - the new Lead School for Appropriate Body Services will be Tollgate Primary School.

During Summer Term 2024 - we will be working with NPW, BDSIP and HES to transfer over any ECTs still registered with the LA AB service. This will be ECTs who started in January or April 2023 and those on MAT Leave or on hold, or those serving an extension of Induction. Most of this should be achieved via a transfer mechanism on ECT Manager, but all stakeholders will be kept informed.

Schools are expected to provide Appropriate Bodies with copies of all progress reviews for all ECTs that transfer across to them part-way through induction. If these are not visible during an ECT Manager transfer, schools need to upload these to the ECT's profile under 'Documents.'

In exceptional circumstances where interim assessments cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the Induction Tutor or Headteacher/Principal is still expected to complete an interim assessment report and provide a copy to the ECT and Appropriate Body.

EARLY CAREER FRAMEWORK OVERVIEW

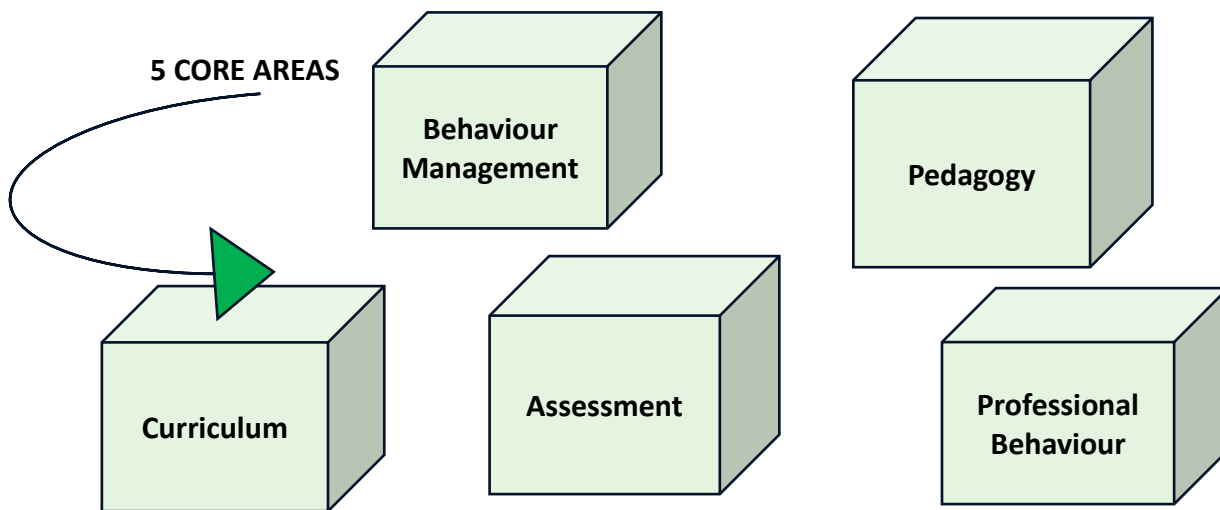
The Early Career Framework (ECF) was introduced in September of 2021. Induction for teachers joining the profession is now a two-year period and is underpinned by the ECF.

Induction will provide ECTs with a structured programme of development, support, and professional dialogue. The ECF ensures new teachers have dedicated time set aside to focus on their development.

The aims of the ECF are to provide support for early career teachers with the aim of improving teacher recruitment and retention. The framework recognises that the steepest learning curve occurs in the first few years of a teacher’s career and as a result the ECT is offered structured support and dedicated time for professional development during this period.

The content of the ECF builds on and complements ITT. The ECF underpins what all early career teachers should be entitled to learn about and learn how to, based upon expert guidance and the best available research evidence.

The ECF has been designed to support Early Career Teacher development through 5 core areas.



While the ECF is presented around the Teachers’ Standards, the ECF is not an assessment framework. Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers’ Standards only.

EARLY CAREER FRAMEWORK (ECF) AND APPROPRIATE BODY (AB) EXPLAINED

Statutory induction for all Early career Teachers (ECT's) must now be underpinned by the Early Career Framework (ECF) and overseen by an Appropriate body.

| Acronym | What are they? | What do they mean? |
|------------|-------------------------------|---|
| ECF | Early Career Framework | The early career framework is the evidence base which underpins the entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their career, building on from the foundations laid in initial teacher training (ITT). |
| AB | Appropriate Body | Appropriate Bodies are the organisations who quality assure statutory teacher induction and provide data to the Teaching Regulation Agency (TRA) to record the progress of early career teachers (ECTs) |

| Acronym | What are they? | What do they mean? |
|--------------------|-----------------------------------|---|
| LP | Lead Provider | Schools can choose training providers. These organisations are known as lead providers. Our LP is Ambition Institute. An educational charity whose mission is to work with the most disadvantaged pupils. |
| DP | Delivery partner | Lead providers work with 'delivery partners' to deliver their training programmes to ECTs and Mentors from schools across England. Delivery partners include Teaching School Hubs, Trusts and Universities. |
| TRA | Teaching Regulation Agency | The Teaching Regulation Agency (TRA) - what used to be called the General Teaching Council (England). The agency is responsible for regulating the teaching profession on behalf of the Secretary of State for Education, including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a teacher reference number (TRN). The TRA is an executive agency, sponsored by the Department for Education. |
| ECT Manager | ECT Manager | ECT Manager is an online system for Appropriate Bodies and schools to manage every part of the ECT induction process in one place. |
| TSH | Teaching School Hub | The Teaching School Hub programme is a network of 87 centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country |
| PR | Progress reviews | Progress reviews are not formal assessments. However, under 2-year induction arrangements they are to be completed by the Induction Tutor at the end of each term where a formal assessment is not due. Review meetings should also be held with the ECT at the end of each term. These meetings are an opportunity for the Induction Tutor and ECT to record and discuss progress, achievements, areas for development and agree any changes to the induction plan in terms of objectives or actions - there should be no surprises. |
| A | End of Year Assessment | Formal assessments are to be completed by the Induction Tutor and submitted to the Appropriate Body at the end of each completed induction year (FTE for part-time ECTs). Formal assessment meetings must be held with the ECT before the due date and prior to submitting the end of year formal assessment. These meetings provide an opportunity for the Induction Tutor/Lead and/or Head/Principal to discuss with the ECT what will be written |

| | | |
|-----------------|----------------------------|--|
| | | about them - there should be no surprises. Meetings should be informed by descriptive evidence of ECT's professional practice against the Teachers' Standards and progress made against any previous objectives/development targets set e.g., during progress reviews for the year reporting on. Objectives/targets should be reviewed and revised in relation to the government Teacher Standards (not the ECF) and the individual needs and strengths of each ECT. The outcomes of the final (end of year 2) formal assessment meeting provide an opportunity for the ECT and Induction Tutor/Lead and/or Head/Principal to take stock of what has been achieved over the induction period and prepare the ECT for involvement in performance management/appraisal arrangements. |
| MAT | Multi Academy Trust | A MAT is an academy trust that operates with more than one UK state funded school with direct funding from the Department for Education (DfE). |
| Ambition | Lead Provider | London District East Teaching School Hub's Lead provider for the ECF. Ambition Institute is a national educational charity whose mission is to work with the most disadvantaged pupils. |

INDUCTION ENTITLEMENTS AND REQUIREMENTS

From September 2021, all Early Career Teacher (ECT) induction programmes must be underpinned by the Early Career Framework. The programme should support the ECT in demonstrating that their performance against the Teachers' Standards is satisfactory by the end of the induction period and equip them with the tools to be an effective and successful teacher.

The decision about whether an ECT's performance against the Teachers' Standards is satisfactory upon completion of induction should consider the ECT's work context and must be made based on what can reasonably be expected of an ECT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

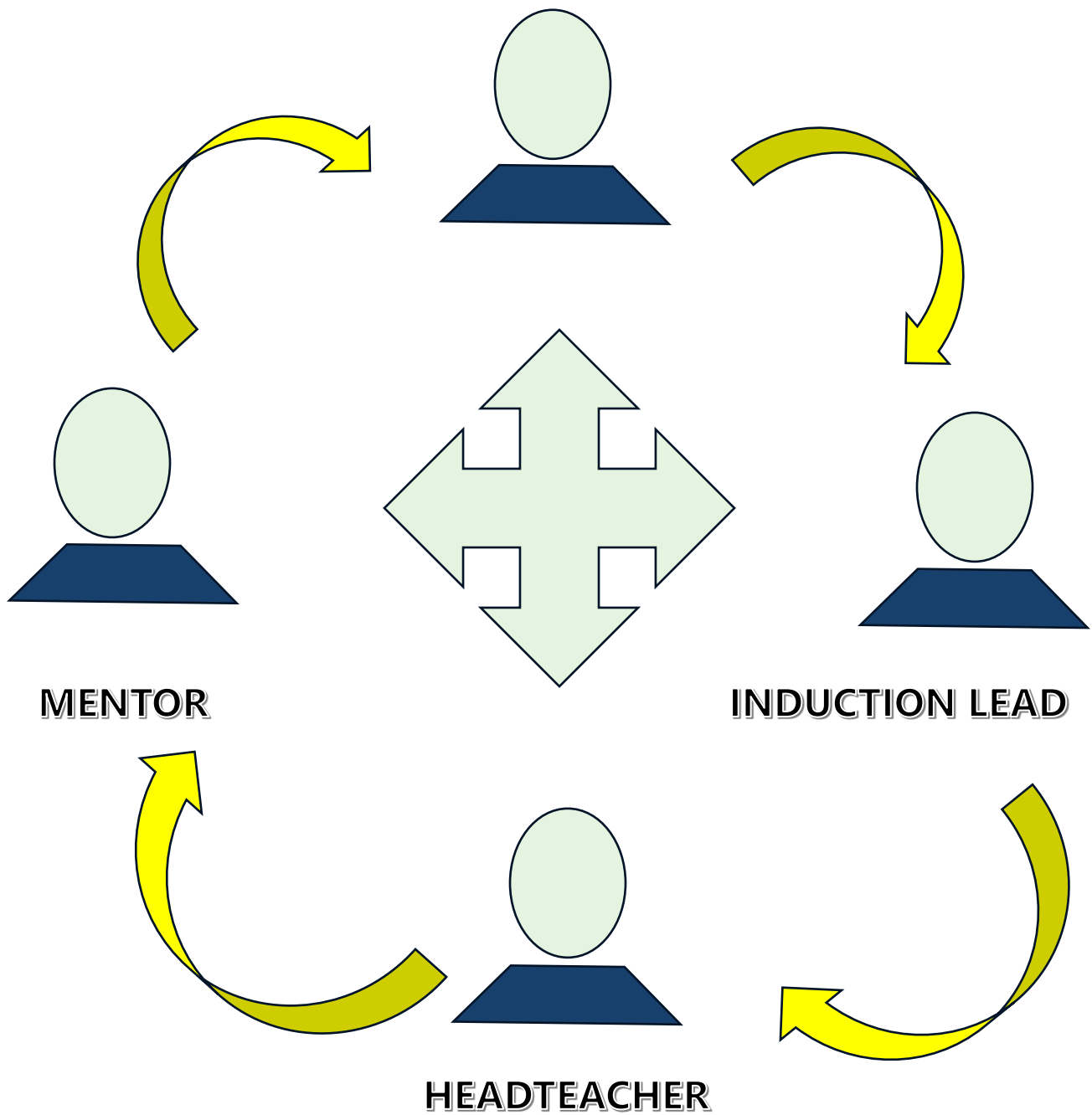
All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily.

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

ENTITLEMENT in BRIEF

| | |
|---------------------------------------|---|
| Duration | 2 Years |
| Key Term | ECT |
| Reduction to timetable | 10% in year 1 5% in year 2 |
| Assessments | 2 Assessments at the end of year 1 and year 2 |
| Progress checks | End of terms 1 and 2 in year 1 End of term 4 and 5 in year 2 |
| Completion of assessment forms | Induction Tutor |

CLARIFICATION OF ROLES AND RESPONSIBILITIES ECT



CLARIFICATION OF ROLES AND RESPONSIBILITIES

Appropriate Body

Through quality assurance the Appropriate Body should assure itself that:

- The Headteacher has verified that the award of QTS has been made.
- Headteachers are meeting their responsibilities for monitoring support and assessment (this includes checking that an ECT receives an ECF-based induction programme, a designated Induction Tutor and Mentor, and has a reduced timetable).
- The monitoring, support, and assessments of ECTs are fair and appropriate.
- They oversee induction and decisions on passing induction.
- Where an ECT may be experiencing difficulties, action is taken to address these.
- Induction Tutors and Mentors have the ability and sufficient time to carry out their role effectively.
- The ECT is provided with a named contact within the Appropriate Body with whom to raise concerns.
- ECT's records and assessment reports are maintained.
- When an institution is not fulfilling its responsibilities, contact is made to address concerns.
- An agreement is reached between the ECT and the Headteacher where a reduced induction period may be appropriate.
- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required.
- The Teaching Regulation Agency is informed with the details of ECTs.
- Fidelity checks are undertaken if a school opt for the non-provider led training routes.

Governing Body

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures.
- If it has any concerns or questions, seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the ECT on a termly basis.

Headteacher

Ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the Appropriate Body.

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the Appropriate Body.
- Notify the Appropriate Body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the governing board aware of the support arrangements in place for the ECT.
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the Appropriate Body's Quality Assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence, and forms on file for 6 years.

Induction Tutor

- Support the Headteacher in planning an ECF-based induction as required. Ensure that Mentor and ECT are aware of the plans for an ECF-based induction.
- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary)
- Carry out regular progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and Appropriate Body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed, and feedback is provided.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

Mentor

- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.
- Observe the ECT and give feedback regularly.
- Ensure that the ECT understands and successfully embeds their learning into their classroom practice through effective instructional coaching.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.
- Work to develop a nurturing professional relationship with the ECT over the course of two years.

The ECT

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their Induction Tutor on how best to use their reduced timetable allowance and guarantee engagement with their high quality ECF-based induction.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Keep copies of all assessment reports.

If the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can.
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their Induction Tutor or within the school.

Assessment & Progress Reviews

An ECT’s performance will continue to be assessed against the Teachers’ Standards. **The ECF is not and should not be used as an assessment tool.** There are two formal assessment points: one midway through induction (end of year 1) and one at the end of year 2). These will be supported by regular reviews to monitor progress, to take place in each term where a formal assessment does not. Please see the table below for a summary.

| Year 1 | | | Year 2 | | |
|-------------------|-------------------|--------------|-------------------|-------------------|------------------|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Progress review 1 | Progress review 2 | Assessment 1 | Progress review 3 | Progress review 4 | Final Assessment |

The role of the appropriate body in relation to assessment is to take steps to ensure that a final decision is made on whether the ECT’s performance against the Teachers’ Standards is satisfactory, or an extension is required, and that the relevant parties are notified.

Support from the AB regarding assessments.

As part of the assessment processes, the Appropriate Body will:

- Provide guidance on how to complete the assessments.
- Read all assessments.
- Provide sample assessments to support Induction Tutors with completing the assessments effectively.
- Provide feedback on reports where appropriate.
- Offer a clinic targeting Induction Tutors who are new to the role and need additional support in understanding the assessment process, where necessary.
- Observe how the school conducts an ECT’s lesson observation to quality assure that the assessment process is fair and consistent, where necessary.
- Request further evidence from schools and conduct follow-up discussions where there is cause for concern on the assessment form.

Progress Reviews

The Induction Tutor is expected to conduct a progress review with the ECT in each term where a formal assessment is not scheduled. Depending on how far into induction the ECT has progressed, more or less detail may be suitable but please see the outline below for the potential focus areas for each progress check.

| | |
|------------|--|
| Term 1 | It is probably most helpful to concentrate on the teachers' personal and professional conduct and how well the relationships are working. |
| Term 2 | It is probably most helpful to consider how likely the teacher is to require additional support and consider a summary of their progress helping to ensure that there are no surprises when they have their first formal assessment in Term 3. |
| Term 4 & 5 | For teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress. |

Support

The Appropriate Body will:

- Provide guidance on how to complete the progress reviews.
- Read all progress reviews.
- Provide sample progress reviews to support Induction Tutors with completing the assessments effectively.
- Provide feedback on progress reviews where appropriate.

Concerns about ECTs and Support Plans

Appropriate Bodies have an important role in ensuring ECTs receive appropriate support throughout their induction.

Appropriate Bodies may support schools with ECTs of concern by:

- Investigating, with the school and the ECT, the root cause of the issue.
- Offering additional or more intensive support during quality assurance visits, including joint observation(s) with the Induction Tutor/Mentor as appropriate, and reporting findings to the school.
- Helping the school to put in place an appropriate support plan.
- Monitoring any support plan with regular check-ins.
- Signposting to CPD opportunities that might help the ECT.
- Reviewing, with the ECTs, their action or support plan.
- Ensuring ECTs are clear about who to speak to if they need to raise issues.

Additional support for schools

If a school submits paperwork that gives the Appropriate Body cause for concern, (for example incorrect or incomplete information), The Appropriate Body will work with the Headteacher and/or Induction Lead to clarify the expectations and provide advice on the information that is required.

Support Plans

The statutory guidance highlights the following:

- Where an ECT is experiencing any difficulties and / or is not making satisfactory progress against the Teachers' Standards a support plan should be put in place to assist the ECT in getting back on track as quickly as possible.
- The Headteacher should be satisfied that the areas in which improvement is needed are correctly identified. We will supply a support plan template which is expected to be completed, signed, and returned by the Headteacher, Induction Tutor and ECT. We may also visit the school and observe the ECT once a support plan is in place.

See Appendix B Support Plan template.

Cause for Concern

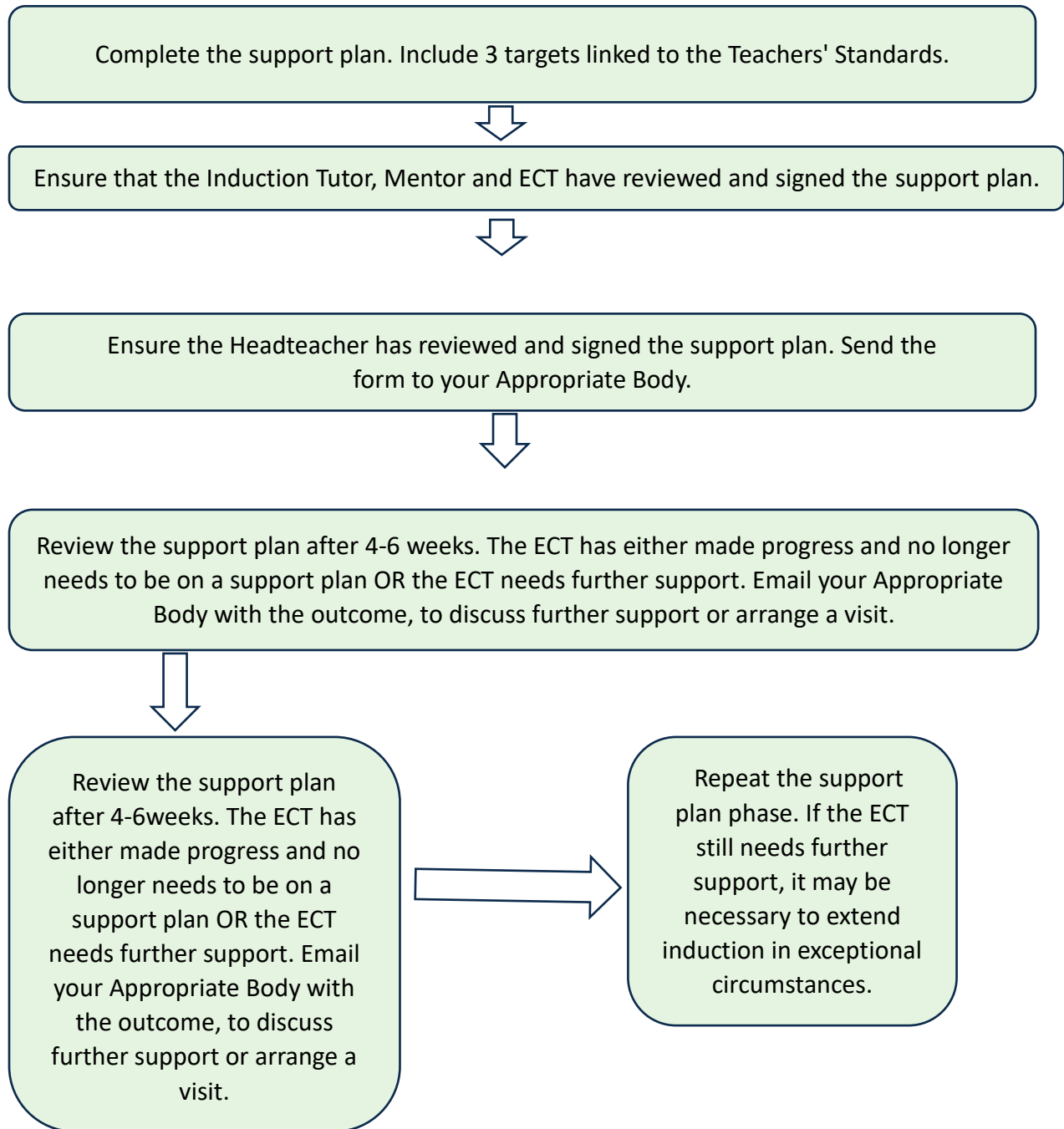
Cause for concern visits take place when an ECT is not on track to meet the Teachers' Standards, and at risk of failing Induction.

Before a visit takes place, the school will have been offered support through a Support Plan for the ECT over a period of time.

A typical visit will include a joint observation and feedback of the ECT, a discussion with the ECT, and then a meeting with the ECT, Induction Tutor and the AB representative to discuss support going forward, with the aim of the ECT making rapid progress within weeks.

Stages of ECT Support

ECTs must receive a support plan if they are demonstrating any difficulties meeting the Teachers' Standards. If you would like more information and guidance around support plans, please contact our AB Team.



Quality Assurance Processes

Appropriate Bodies must check that the ECT is receiving their entitlements, and that regard is given to the statutory induction guidance.

To check ECT's access to entitlements, the Appropriate Body may ask to see and use:

- Progress reviews, formal assessments, and ECF programme data to ask ECTs about access to entitlements.
- Offer training to ECTs to make them aware of what they should expect and how to raise concerns if their entitlements are not met.
- Conduct surveys of ECTs to check access to entitlements.
- Ask ECTs about their access to entitlements.

School visits

One of the ways we quality assure is through visits to schools. We use this as an opportunity to help schools, as well as build relationships with ECTs, Induction Tutors and Head Teachers - who are particularly important people!

Schools are selected for all sorts of reasons: firstly, all schools are on a revolving cycle to be visited once every 3 years. We choose some schools that we know need more support. We aim to visit all the schools that are new to our AB that year.

Please never worry if your school is selected for a visit - and if you are worried just let us know!

- Schools can expect to receive a visit (either in person or virtual) by the Appropriate Body once every three years.
- In exceptional cases, we may visit more than once in every three years if additional support is requested or if there are concerns about an ECT or there have been concerns with an ECT previously.
- Schools that have opted for non-provider led Induction routes should expect to receive at least one visit as part of a fidelity check.

We may prioritise visits to schools for the following reasons:

- The school has a new ECT, Induction Tutor or Mentors.
- The school has many ECT's.
- The school is employing ECT's for the first time.
- The school has submitted progress reviews or assessments that are of poor quality or that raise concerns.

Schools will be notified by letter prior to a visit from the Appropriate Body.

Please see appendix A

ECT Manager

ECT Manager [Help & Support](#)

Demo's online ECT support and induction management system

Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.

[Click here](#) if you don't know your login details or can't access your account

Login
If you don't know or can't remember your username/password [click here to reset it.](#)

Username:

Password:
 Show Password

[Log In](#)

[Can't access your account?](#)

Register Your School
If you are from a school and your school is new to this website, your school's induction lead will need to register their details. They will then need to be authorised by the Appropriate Body.

[Register your school](#)

User Manuals
Need some extra help? Then our user manuals are here to get you up and running. [Download them now.](#)

Dashboard

- Create New Tutor:** Add a new tutor, head or coordinator to assign NQTs to.
- Register NQT:** Add a new NQT, or transfer an existing one to your school.
- Update My Details:** Change your login email address and your password.
- User Manuals:** Manuals to help guide you through the whole NQT process.
- Helpdesk:** Add a helpdesk ticket if you are having problems using the site.
- Resources:** See documents and links that have been uploaded by your Appropriate Body.
- Available Courses:** Courses available for your NQTs to go on.
- Booked Courses:** Courses you have already booked for your NQTs.
- Course Packages:** Buy in for courses.

ECT Manager is the platform on which all induction documentation is recorded and monitored.

All ECT's, Induction Tutors, and Head teachers need to be registered.

All registrations, progress checks and final assessments will be completed on ECT Manager.

ECT Manager will enable Induction Tutors to add/edit/remove/ pause ECTs/Mentors.

Assign ECT's to Mentors add a new HT. complete assessments and complete pending tasks.

The dashboard for ECTs, Mentors and Induction Tutors will look like the one above. The dashboard will direct you to sections that are appropriate for your role. It will include a link to resources which are particularly useful. The dashboard above is for induction tutors. It enables them to add staff to ECT manager, reset passwords and access useful resources.

Special Circumstances

Guidance provided in this section is informed by:

- Induction for Early Career Teachers (England): Statutory Guidance
- Appropriate Bodies guidance: induction and the early career framework:

The AB should decide if the ECT meets the threshold to consider a reduced induction:

- Reductions will only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards.
- Examples of when a reduced induction request may be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route.
- For part time teachers, ABs will only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.

Evidence of previous experience and performance required This may include, but not limited to:

- Performance management documentation from previous teaching employment.
- assessment-only route.
- It is recommended that in most cases the length by which induction is to be reduced is to be agreed ahead of the ECT commencing their induction period so that the relevant prior experience is taken into account in planning the period of induction that remains to be served. **And this must be a minimum of one term.**

Special Circumstances

Framework for Reduction of Induction:

- Agreement to be reached between the Appropriate Body and the school length of induction period.
- School to submit request for induction of induction form.
- Nearer the end of the reduced induction period, ECT needs to submit evidence to support a reduction of induction form.
- The Appropriate Body will agree a time to observe the ECT and meet with them and the Induction Lead to discuss the evidence presented.
- If a successful Reduction of induction is successful, the Appropriate Body will inform the TRA of the successful completion of induction.

ECF Fidelity Checking

Appropriate Bodies are expected to check that all ECTs have access to an induction programme based on the ECF. This check is referred to as 'ECF fidelity' checking.

| Induction Type | Induction Checks required? | ECF fidelity checking required? |
|---|----------------------------|---------------------------------|
| Schools using the provider-led programme | Yes | No |
| Schools using the DfE accredited materials | Yes | Yes |
| Schools designing and delivering their own programme based on the ECF | Yes | Yes |

How and when will we conduct ECF fidelity checks?

ECF fidelity checks formally take place at three points over the induction period. The first check is used to verify that an appropriate plan to deliver a programme of support based on the ECF is in place before the start of induction, where possible. Below is an example of the timings for these checks.

At the planning stage:

Before the start of induction where possible, we will check that an induction has been designed with fidelity to the ECF. To do this we will spend time checking that the programme used cross references with the Early career framework, That Mentor training is in place, and that the timetable of events is appropriate.

For those schools that need a Fidelity Check we will provide further details.

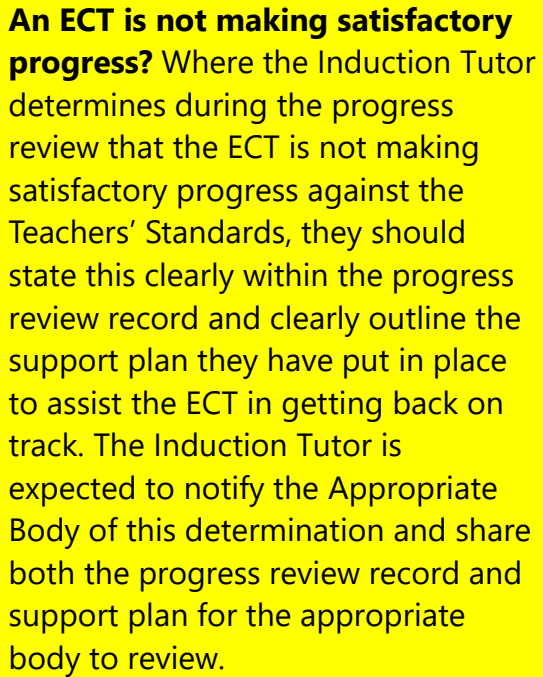
| | |
|-----------------------|---|
| Review point 1 | before the end of term 3, an Appropriate Body should check implementation of the school's plans. |
| Review point 2 | before the end of induction, an Appropriate Body should check actual delivery of the planned ECF-based induction. |

What If...?

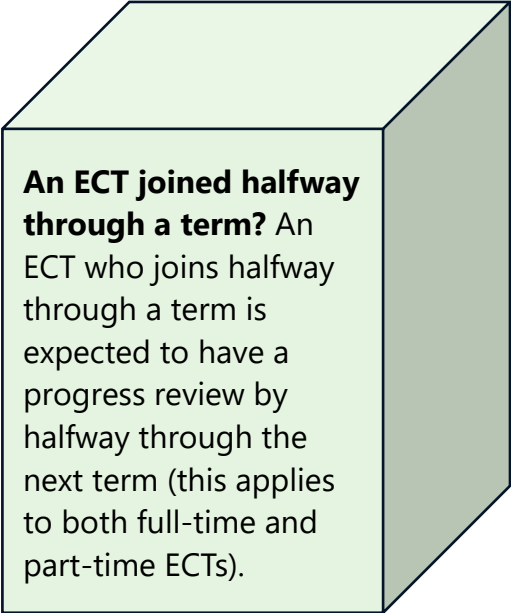
An ECT is part time? For ECTs serving induction on a part-time basis, progress reviews are still expected to take place each term (based on an institution that operates three terms in a school year), regardless of their working patterns. This is to ensure that part time ECTs on low FTE still receive regular reviews of their progress against the standards and that support is put in place early where unsatisfactory progress occurs. When considering the level of detail required in a progress review in the case of part-time ECTs, Induction Tutors are expected to take account of working patterns and require a level of detail that is proportionate to the length of time the ECT had to demonstrate progress of their performance.



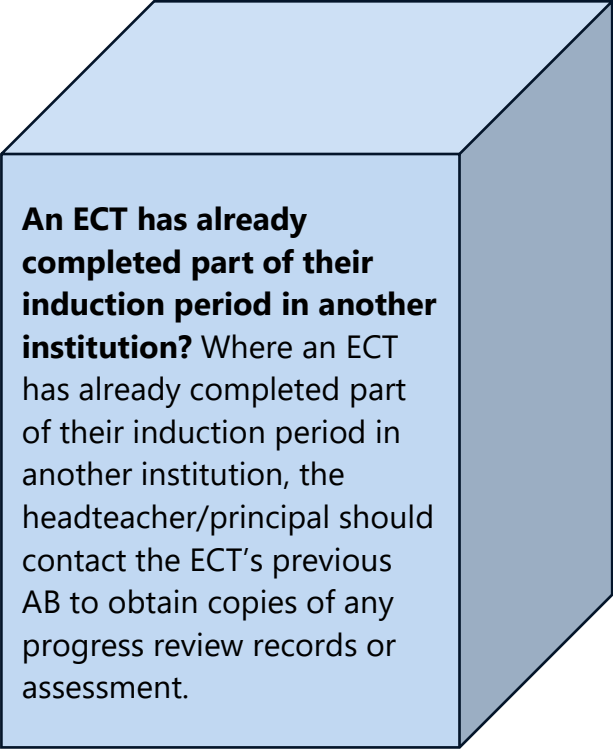
An ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point? Induction Tutors should continue to deliver progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and Appropriate Body.



An ECT is not making satisfactory progress? Where the Induction Tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The Induction Tutor is expected to notify the Appropriate Body of this determination and share both the progress review record and support plan for the appropriate body to review.



An ECT joined halfway through a term? An ECT who joins halfway through a term is expected to have a progress review by halfway through the next term (this applies to both full-time and part-time ECTs).

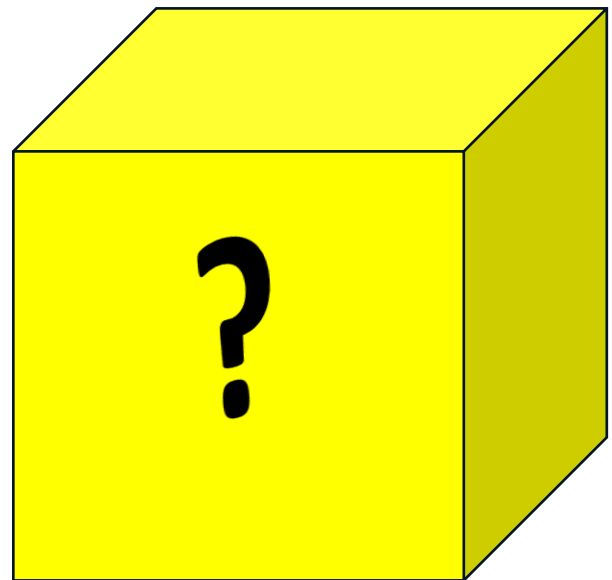


An ECT has already completed part of their induction period in another institution? Where an ECT has already completed part of their induction period in another institution, the headteacher/principal should contact the ECT's previous AB to obtain copies of any progress review records or assessment.

An ECT is absent at the point a progress review is scheduled? If a progress review is scheduled at a time when an ECT is absent, and the ECT is expected to return and continue their induction in the same institution, then schools should wait for the ECT to return in order to complete the progress review as ECTs should have the opportunity to engage with the assessment process and are expected to participate effectively in progress reviews meetings.

Due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term? In these circumstances the ECT should only be required to do the formal assessment.

An ECT leaves the institution before completing the review period? The headteacher/principal should notify the AB who then notify the Teaching Regulation Agency



Information and Contacting us

Please visit our website for relevant forms and information.

LONDON DISTRICT EAST TEACHING SCHOOL HUB

www.londondistricteast.org

- Fidelity Check Forms – Available on Request
- Reduction of Induction Forms – Available on Request
- Appropriate Body Handbook
- Induction Tutor Checklist
- Ambition - ECF VF Conference Dates
- Ambition - ECT Programme Structure
- Costs for Academic Year
- Induction for Early Career Teachers- Guidance

Appendix A – Quality Assurance Visit Letter



Dear

2024

Reference: QA/ ECT

Re: ECT Induction Quality Assurance Visit

As your Appropriate Body, London District East Teaching School Hub has the main quality assurance role within the induction process. The Statutory Guidance for Induction states that the Appropriate Body should assure itself that headteacher/principals are aware of, and are capable of meeting their responsibilities for monitoring support and assessment of their ECTs and that the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

As part of the process, we would like to review the support provided for xxxxxxxx to ensure s/he has a good understanding of their progress against the Teachers' Standards.

Whilst I will focus on the named ECT, we will also briefly discuss the progress of the other ECTs at your school.

I will conduct the quality assurance visit; I am available on the following dates:

Please arrange for a member of staff to be available to liaise with me throughout the visit and to contact me to arrange the date and time that you would like me to visit your school. The visit will last for approximately 1.5 -2 hours.

You will receive a copy of the report within 7 working days of the visit.

Please note the visit is supportive and includes:

- An individual meeting with the ECT
- A meeting with the Headteacher/Induction Tutor/Mentor.
- Review of the school's and ECT's documentation:
 - ECT's evidence to demonstrate they are meeting the Teachers' Standards (I have attached a list of sources of evidence that can be used to demonstrate the ECT is meeting the Teachers' Standards).

- *ECT policy (schools are required to have an ECT policy)
- *Feedback from mentor meetings
- *Feedback from lesson observations/learning walks
- Evidence of tracking Teacher Standards
- *ECT's timetable
- Induction programme for new staff
- Feedback from book scrutiny/ audit of the learning environment
- *Support plan for ECTs who are a cause for concern (if applicable)
- *Targets and action plans

- A final meeting with the Induction Tutor

*Essential information

Please do not hesitate to contact me if you have any queries regarding the purpose of the visit.

Yours sincerely,

SUPPORT PLAN

| | |
|--------------------------|--|
| ECT's Name: | |
| Mentor's Name: | |
| Induction Tutor: | |
| School Name: | |
| School URN: | |
| Support Plan Start Date: | |
| Support Plan End Date: | |

- Complete this support plan and ensure the Induction Tutor, ECT and Headteacher sign the report.
- Inform the **Appropriate Body** of the support plan and send them a copy.
- The support plan should be reviewed **weekly**.
- Once the support plan is reviewed, a decision is made as to whether the ECT is back-on-track, or whether an **action plan** is required.
- The support plan will last for between 4-6 weeks.

| Area of standards causing concern | Agreed target/actions to be taken | Supported by | Timeline | Next review date (weekly) | Actual outcome |
|---|--|--|---|--|---|
| Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. **Please use text from the DfE teachers' standards | ECT to observe Faculty Leader & Lead Practitioner with focus on classroom management and behaviour <u>strategies</u> ECT to attend Behaviour Management CPD. Reflect on content of the session and how it can be used to develop practice; discuss with induction tutor. **This text is an example | Induction Tutor Faculty Leader Lead Practitioner Internal/external CPD provider Induction Tutor Mentor | To start Tues & Thurs w/c 19/9 To start Thurs 11/10 | Observation & 1:1 feedback meeting scheduled for <u>26/9</u> Observation & 1:1 feedback meeting scheduled for 18/10 | 26/9 – Lesson observation shows clear implementation of class rules and routines, better use of TA and inclusion of sanctions and rewards 18/10 - Lesson observation shows a significant improvement in pupil behaviour – sanctions are used <u>fairly</u> and classroom layout is set to minimise disruption. Good relationships with pupils are now developing |
| | | | | | |
| | | | | | |

| | | | |
|---|---------|-------|--|
| Discussed and agreed with <u>ECT</u> | | | |
| ECT Name: | Signed: | Date: | |
| Induction Tutor: | Signed: | Date: | |

For Headteacher completion only:

| | |
|----------------------------|--|
| Name of Headteacher | |
|----------------------------|--|

| | | | |
|--|--|--------------|--|
| Final review of support plan | | | |
| <input type="checkbox"/> The ECT has made rapid progress and no longer needs support <input type="checkbox"/> The ECT needs further support | | | |
| Signed Induction Tutor | | Review Date: | |
| Signed ECT | | Review Date: | |

The guidance highlights that 'the Headteacher should be satisfied that the areas in which improvement is needed are correctly identified (4.2)'

Please read through the support plan and ensure that any necessary changes are made before signing it off.

I agree that the targets and areas for development highlighted in the support plan have been correctly identified.

| | |
|------------------------------|--|
| Signed by Headteacher | |
|------------------------------|--|

For Appropriate Body completion only:

Summary of action taken by the Appropriate Body:

