



L.E.A.D.
Teaching School Hub
Lincolnshire



Lincolnshire
Hub Partner



Appropriate Body Handbook

for ECTs, Mentors, Induction Tutors/Leads
and Headteachers

2023/2024

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SECTION 1

Introduction and Key Information

Welcome to ECT Induction with L.E.A.D. Teaching School Hub Lincolnshire and local Delivery Partners.

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

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. 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 take into account the ECT's work context and must be made on the basis of 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.

L.E.A.D. Teaching School Hub Appropriate Body has been developed by experienced named contacts from existing Appropriate Bodies who performed this duty under the Teaching School remit pre September 2021. All involved are highly experienced in the field and go beyond the minimum statutory expectations to ensure the best possible start to the careers of our next generation of teachers.

KEY CHANGES AND UPDATES FOR 2023-2024:

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.'**

ECT and Mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.

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.

From September 2023, the DfE wish to replace the previously known terms: FIP, CIP and SIP with the following: Using a training provider to deliver ECF-based training (provider-led programme, previously Full Induction Programme/FIP): a funded provider-led programme offering high-quality training for ECTs and their mentors alongside professional development materials. • Using DfE-accredited materials to deliver ECF-based training (previously Core Induction Programme/CIP): schools can draw on the content of the high-quality professional development materials accredited by the DfE to deliver their own ECT and mentor support. • Designing and delivering their own training programme based on the ECF (previously School Induction Programme/SIP): school can design and deliver their own induction programme, based on the early career framework.

Key Information



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To support the provision of the AB services, we work with a number of partners



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SECTION 2

Roles and Responsibilities

The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.



Headteacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to the Appropriate Body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years. There may also be circumstances where the Headteacher should:
- obtain interim assessments from the ECT's previous post;
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the Appropriate Body as soon as absences total 30 days or more;

- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the Appropriate Body in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for ECTs moving in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the institution.

In addition to the above, Headteachers of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction Tutors

The Induction Tutor (or Headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Mentors

The Mentor (or the Induction Tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- 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;
- provide, or broker, effective support, including phase of subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate Bodies

The Appropriate Body has the main quality assurance role within the induction process.

Through quality assurance, the Appropriate Body should assure itself that:

- Headteachers (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- the Appropriate Body should, on a regular basis, consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

The Appropriate Body is expected to take steps to ensure that:

- headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;

- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the Headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the Appropriate Body with whom to raise concerns;
- FE institutions are supported in finding schools for ECTs to spend ten days teaching children of a compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- agreement is reached with the ECT and the Headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- Agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the Headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

The Governing Body

The Governing Body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

STATUTORY

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

NON-STATUTORY

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

SECTION 3

A Suitable Post for Induction and the Induction Period

A Suitable Post for Induction

In order for the ECT to serve induction the Headteacher and Appropriate Body must first agree that the post is suitable for this purpose. The Headteacher of the institution in which an ECT is serving an induction period, and the Appropriate Body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

In particular a suitable post is expected to:

- have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);

- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six school terms, divided into two periods each consisting of three school terms). The Appropriate Body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector. In some exceptional circumstances the length of an induction period may be reduced.

REDUCING THE INDUCTION PERIOD

Even though some teachers have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, Appropriate Bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.

Reductions will only be considered where an ECT has extensive prior knowledge of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route.* However, if an ECT wishes to serve the full induction period, they must be permitted to do so.

In such cases, only the final assessment meeting and report will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate.

*The assessment-only route to QTS allows an individual with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to an accredited and approved training provider and by having their teaching assessed in a school.

MINIMUM PERIOD OF CONTINUOUS EMPLOYMENT THAT CAN COUNT TOWARDS INDUCTION

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

LENGTH OF THE INDUCTION PERIOD FOR AN ECT WHO WORKS PART-TIME

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

It is for the school and Appropriate Body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced.

ECTS MAY ONLY SERVE ONE INDUCTION PERIOD

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work.

Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.



COMPLETING THE INDUCTION PERIOD

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms); or
- a reduced period of a minimum of one term (as agreed with the Appropriate Body) based on previous teaching experience; or
- a reduced period of induction for part-time teachers covering but not equivalent to two school years (as agreed with the Appropriate Body); or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the Appropriate Body or the Appeals Body.
- The Appropriate Body makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.
- Within 20 working days of receiving the Headteacher's recommendation, the Appropriate Body must decide whether the ECT:
 - has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
 - requires an extension of the induction period; or
 - has failed to satisfactorily complete the induction period.

In making this decision, the Appropriate Body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT.

The Appropriate Body must, within three working days of making the decision, make written notification of the decision to: the ECT; the Headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the Appropriate Body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

RAISING CONCERNS

An ECT should normally raise any concerns about their induction programme with their Induction Tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the Appropriate Body who should, as soon as possible, investigate the issues raised.

SECTION 4

Appointment of an Induction Tutor and Mentor

APPOINTMENT OF AN INDUCTION TUTOR

The Headteacher should identify a person to act as the ECT's Induction Tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the Induction Tutor. The Induction Tutor is a separate role to that of the Mentor.

APPOINTMENT OF A MENTOR

The Headteacher should identify a person to act as the ECT's Mentor, to provide regular mentoring. The mentor must hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The Mentor and the Induction Tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfill both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

SECTION 5

Monitoring, Assessment, Timetabling and Observing

Monitoring, support and assessment during induction

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

This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ("learn that") statements and practice ("learn how to") statements;
- regular one-to-one mentoring sessions from a designated Mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated Induction Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.



REDUCED TIMETABLE

The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Suggested uses of ECT time:

- Meetings with mentor
- Meetings with other staff with key responsibilities e.g. SENCO
- Joint planning
- Observing other teachers teaching
- ECF-based training activities
- Compiling evidence against the Teachers' Standards

OBSERVATION OF THE ECT'S TEACHING PRACTICE

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor, Mentor or another suitable person who holds QTS from inside or outside the institution. Induction Tutors should observe the ECT at least once during the first assessment period.

As a minimum, the ECT should be formally observed teaching a minimum of once per half term, so at least 12 times during their induction period.

The ECT and the observer should meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance. Feedback from the observation should be provided in a prompt manner and is constructive, with a brief written record made on each occasion. Any written record should indicate where any development needs have been identified.

OBSERVING OTHER TEACHERS

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified. The Induction Tutor or Mentor should advise the ECT on who to observe and the ECT should make the arrangements to carry out the observations. The observations should have a focus which is informed by the ECT's areas for development identified from progress reviews or formal assessments. The ECT should make notes about what they have learnt from these observations and share these with their Mentor during their mentor meetings.

SECTION 6

Progress Reviews, Formal Assessments and Interim Assessments

PROFESSIONAL PROGRESS REVIEWS

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. ECTs are not expected to create evidence specifically to inform a progress review but are expected to engage with the process and provide copies of the existing evidence as agreed with the Induction Tutor. Progress reviews will be recorded by the Induction Tutor using the progress review template on ECT Manager - the Induction Tutor will be expected to record whether the ECT is on track to successfully complete induction in terms of making satisfactory progress against the Teachers' Standards, briefly summarising evidence collected by the Induction Tutor and stating the agreed development targets. Where the Induction Tutor believes the ECT is not making satisfactory progress it is expected they outline the support plan they have put in place to assist the ECT in getting back on track. Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments if they wish) and will have access to the review for their own records. It is recommended that copies are supplied to the Mentor and where an ECT is not on track to the Headteacher also. The Appropriate Body will monitor progress reviews submitted on ECT Manager to identify any ECTs that may be a cause for concern.

FORMAL ASSESSMENTS

ECTs should have formal assessments carried out by the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments must be clear and transparent and drawn from the ECT's work as a teacher during their induction. There is no need for the ECT to create anything new for the formal assessment, they should draw evidence from existing documents and working documents. Judgements made during the induction period should relate directly to the Teachers' Standards and not be made against the ECF. ECTs should be kept up to date on their progress. There should be nothing unexpected. Formal assessment reports should be completed for both formal assessments using the formal assessment template on ECT Manager. These reports should clearly

show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form. The Induction Tutor, ECT and Headteacher will be expected to sign off formal assessments (with the ECT being able to add comments if they wish) and will have access to the assessment for their own records; it is recommended that copies are supplied to the Mentor also. The Appropriate Body will monitor formal assessments submitted on ECT Manager to identify any ECTs that may be a cause for concern.

INTERIM ASSESSMENTS

When an ECT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the Induction Tutor or Headteacher should complete an interim assessment. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

ECT MANAGER

L.E.A.D. Teaching School Hub Appropriate Body uses an online system (ECT Manager) to manage the completion and submission of all progress reviews, formal assessments and interim assessments. Training on this system will be provided by the Appropriate Body for the relevant users early in the academic year. L.E.A.D. Teaching School Hub and their Lincolnshire Delivery Partners will advise schools of the deadlines for submission of Progress Reviews and Formal Assessments during the year. ECT Manager will also send a series of reminders to the relevant users in the lead up to these deadlines.

Any issues encountered whilst using ECT Manager can be resolved by contacting the Hub directly or via raising a Helpdesk ticket on the platform. Questions relating to the content of reports or circumstances specific to an individual ECT should be directed to the Appropriate Body Named Contact as specified on page 4 of this handbook.

SECTION 7

Unsatisfactory Progress

PUTTING IN PLACE ADDITIONAL MONITORING AND SUPPORT

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 in 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 the support plan for them to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the Appropriate Body should be informed and the Headteacher or Principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice, and given every opportunity to raise their performance.

The Headteacher and the Appropriate Body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment period, Induction Tutors should continue to deliver progress reviews as set out above, 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.

ACTION IF PERFORMANCE IS STILL UNSATISFACTORY

Where there are still concerns about the ECT's progress between formal assessment one and two, the Induction Tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

ACTION IN THE EVENT OF SERIOUS CAPABILITY PROBLEMS

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The Appropriate Body should be informed.



APPENDIX

L.E.A.D. Teaching School Hub Appropriate Body Paperwork

These templates can be found under the Resources tab on ECT Manager [here](https://leadtschoolhub.co.uk) - <https://leadtschoolhub.co.uk>

Schools will be expected to use the progress review and formal assessment templates on ECT Manager but are welcome to use their own in-house documentation for recording other induction evidence such as mentor meetings and lesson observations for example. Below are some templates (A-D) that schools can use for this purpose if they would find them helpful. Schools would be expected to provide evidence of use of these templates (or their own versions) during any quality assurance or monitoring visit conducted by L.E.A.D. Teaching School Hub and Delivery Partners.

Progress Reviews

The progress review should be completed by the Induction Tutor electronically on ECT Manager in Terms 1, 2, 4 and 5.

Formal Assessments

The formal assessment should be completed by the Induction Tutor electronically on ECT Manager in Terms 3 and 6.

A: Overview of ECT Induction

The Overview of ECT Induction provides an overview of the key requirements and practice with regard to ECT induction over 2 years based on an ECT on a FTE contract.

B: Induction Tutor and ECT Meeting Schedule

The Induction Tutor and ECT Meeting Schedule can be used to agree dates, times & location for meetings between the ECT and Induction Tutor in advance of progress & formal assessment reviews.

C: Weekly Mentor Meeting Record Pro forma

The Weekly Mentor Meeting Record Pro forma can be used by ECTs at the end of each week to discuss with their induction and progress with their Mentor.

D: Professional Learning Log

The Professional Learning Log can be used by the ECT to record Professional Training undertaken each term.

E: WWW and Impact Pro forma

The WWW and Impact Pro forma can be completed by the ECT 2-3 weeks before the Induction Tutor writes the assessment report.

F: Tracking Progress against the Teachers' Standards Pro forma

The Tracking Progress against the Teachers' Standards Pro forma is a working document that could be completed by the ECT throughout their Induction Period as a record of how the Teachers' Standards are being met.

G: Lesson Observation Form

The Formal Lesson Observation Pro forma can be used for formal ECT Induction lesson Observations.

H: Possible Evidence against the Teachers' Standards

The Possible Evidence against the Teachers' Standards document can be used as a reference as to what evidence can be used to demonstrate progress towards meeting the Teachers' Standards.

I: Induction Tutor Progress Review Meeting Record Pro forma

The Induction Tutor Progress Review Meeting Record Pro forma can be used by the ECT and Induction Tutor to capture evidence from the progress review meetings.

ECF – Clarification of all roles involved in an ECF underpinned Statutory Induction

Suggested responsibilities are outlined below. In different settings these may look different e.g. in some schools, there is a separate Induction Lead working in addition to an Induction Tutor whereas in other schools all aspects of induction will be planned and overseen by the same person.

- **Appropriate Body**

Check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.

- **Headteacher**

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

- **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.

- **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.

ECF – THE ROLES OF THE INDUCTION TUTOR AND MENTORS

The role of the Mentor is now an enhanced role compared to what may have been done or expected in the past. Schools must secure sacrosanct time set aside for ECT Mentors.

The role of the Mentor and the role of the Induction Tutor are two discrete roles with differing responsibilities and ideally, these roles should be held by different individuals. In exceptional circumstances, it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher or Principal themselves. Where this is the case the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

ROLE OF THE INDUCTION TUTOR

- To provide regular monitoring and support, and coordination of assessment.
- Holds QTS and the necessary skills and knowledge to assess the ECT's progress against the Teachers' Standards.
- Will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.
- Must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.
- Needs to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.
- The Induction Tutor is separate role to that of Mentor.

RESPONSIBILITIES OF THE INDUCTION TUTOR

- Provide, or coordinate, guidance for the ECT's professional development.
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body.
- Ensure that the ECT's teaching is observed and feedback provided.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

ROLE OF THE MENTOR

- Mentoring is a key element of the future induction process.
- Provide regular mentoring (once weekly sessions in year one/once fortnightly in year two).
- Holds QTS and the necessary skills and knowledge to work successfully in this role.
- Must be given adequate time to carry out the role effectively and to meet the needs of the ECT.
- Must attend regular mentoring sessions and training, where appropriate.

RESPONSIBILITIES OF THE MENTOR

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- 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.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.



Early Career Framework (ECF) & Appropriate Body (AB) Explained

What's the difference?

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).

Statutory induction for all Early Career Teachers (ECTs) must now be underpinned by the Early Career Framework (ECF) and overseen by an Appropriate Body (AB).

Terminology - What are they?

Acronym	What are they?	What do they mean?
LP	Lead Provider	Schools can follow the ECF training, provided, funded and accredited by the DfE, from one of the six training providers. These organisations are known as 'lead providers'. These programmes have been quality assured by the Education Endowment Foundation (EEF).
DP	Delivery Partner	Lead providers work with 'delivery partners' to deliver their training programmes to ECTs and Mentors from schools across England.

L.E.A.D. Teaching School Hub is both an ECF Delivery Partner AND an Appropriate Body.

L.E.A.D. Teaching School Hub is working with the Lead Provider - Education Development Trust (EDT) on the ECF.

If you have any questions or want further information about L.E.A.D. Teaching School Hub's ECF or AB Provision, please contact:

- Sophie Lougher - ECF/AB Lead - sophielougher@leadtshub.co.uk
- Rachael Viscomi - Administrator - rachael@leadtshub.co.uk
Tel: 01522 214459

ECF/AB Terminology

Acronym	Full name	Meaning
ECF	Early Career Framework	The early career framework is the evidence base which underpins a new 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 careers .
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).
EDT	Education Development Trust	Education Development Trust is a large not-for-profit organisation which provides education services in the United Kingdom and internationally.
EC PDP	Early Career Professional Development Programme	Education Development Trust refer to the Full Induction Training Programme as the EC PDP.
LP	Lead Provider	Schools can choose from 6 training providers. These organisations are known as ' lead providers '. The 6 lead providers are: <ul style="list-style-type: none"> Ambition Institute Education Development Trust Teach First UCL Institute of Education Best Practice Network (home of Outstanding Leaders Partnership) Capita with lead academic partner the University of Birmingham The training programmes designed by these lead providers are accredited by DfE and quality assured by the Education Endowment Foundation (EEF) .
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.
LHDP	Lincolnshire Hub Delivery Partner	These are local MATs and former teaching school alliances (TSAs) that have experience of teacher development and AB work in Lincolnshire and work as partners for L.E.A.D. Teaching School Hub Lincolnshire.
FIP*	Full Induction Programme	A funded provider-led programme offering high-quality training for early career teachers and their mentors alongside the professional development materials, that have been accredited by the DfE.
CIP*	Core Induction Programme	Schools can draw on the content of the high-quality core induction programmes, that have been accredited by the DfE, to deliver their own early career teacher and mentor training.
SIP*	School Induction Programme	Schools design and deliver their own ECF-based induction programme, ensuring that they demonstrate fidelity to the ECF.
TRA	Teaching Regulation Agency	The Teaching Regulation Agency (TRA) is the latest iteration of 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.

* From September 2023, the DfE wish to replace the previously known terms: FIP, CIP and SIP with the following: Using a training provider to deliver ECF-based training (provider-led programme, previously Full Induction Programme/FIP) : a funded provider-led programme offering high-quality training for ECTs and their mentors alongside professional development materials. • Using DfE-accredited materials to deliver ECF-based training (previously Core Induction Programme/CIP): schools can draw on the content of the high-quality professional development materials accredited by the DfE to deliver their own ECT and mentor support. • Designing and delivering their own training programme based on the ECF (previously School Induction Programme/SIP): school can design and deliver their own induction programme, based on the early career framework.

TRN	Teacher Reference Number	A TRN is a 7 digit number that uniquely identifies you in the education sector in England. You will only have one TRN – it stays with you throughout your career. If you already have a TRN you do not need a new one if you change roles or start a new period of training. Your TRN is personal to you – only disclose your TRN to your employer or an official.
ECT	Early Career Teacher	Teachers starting induction on or after 1st September 2021 are known as ' early career teachers ' (ECTs). ECTs now serve an extended induction over 2 school years . During their induction period, they are entitled to: a 2-year training programme based on the early career framework.
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.
TSHub	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 . L.E.A.D. Teaching School Hub's designation comes from Witham St Hughs Academy, Lincolnshire. This programme replaces the previous network of around 750 teaching schools, which ended in August 2021.
EEF	Education Endowment Foundation	The Education Endowment Foundation is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools. The EEF aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning .
IRIS	Iris Connect	IRIS Connect is a video technology package that supports teachers to review, reflect on, and develop their practice . It is free for all ECTs accessing the EC PDP with EDT.
PR	Progress Review	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 .
AR	Assessment Review	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 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 an 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.

APPROPRIATE BODY SERVICES

2023-2024

PROGRESS REVIEW / FORMAL ASSESSMENT DUE DATES

These dates are based on an ECT working full-time.*

Term	Date
Term 2	Friday 1st December 2023
Term 4	Friday 8th March 2024
Term 6	Monday 1st July 2024

STATUTORY INDUCTION INFORMATION EVENTS

These sessions are most appropriate for Induction Tutors, who are responsible for overseeing the Induction process, and ECTs.

Mentors are warmly invited to find out more about the process and their involvement.

4pm - 5.30pm



ECT Cohort	Date
Sept 2023	Wednesday 11th October 2023
Jan 2024	Wednesday 31st January 2024
Apr 2024	Wednesday 8th May 2024

Click on your chosen ECT Cohort to book

AB TWILIGHT DROP INS

Appropriate for all cohorts

Colleagues from for any party involved in the statutory induction process are welcome to attend, as a scheduled opportunity to ask questions to a named contact from the AB.

These will all take place online.

3.45pm - 4.30pm

Term	Date
Term 1	Wednesday 18th October 2023
Term 2	Wednesday 22nd November 2023
Term 3	Wednesday 24th January 2024
Term 4	Wednesday 20th March 2024
Term 5	Wednesday 22nd May 2024
Term 6	Tuesday 18th June 2024

* Formal assessments are calculated pro-rata. ECT Manager will calculate the assessment dates on the system.





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