

An ECF-based Statutory Induction FAQS

Is there a time limit for starting and completing an ECF based statutory induction?

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

What impact does the ECF/two-year induction have on ECT appraisals?

The Education (School Teachers' Appraisal) (England) Regulations 2012 set out the requirements for the appraisal of teachers whose pay and conditions are determined by an order of the Secretary of State under section 122 of the Education Act 2002. The requirements for the appraisal do not apply to teachers who are undergoing an induction period.

What impact does a two-year induction have on ECT pay progression?

The two-year induction has no adverse impact on ECTs' pay or career progression opportunities. ECTs are still able to progress on the pay scale both during and after induction.

What impact does the ECF have on ECTs undertaking supply?

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

What could happen in Ofsted came into school?

The following is taken from the Ofsted school inspection handbook [here](#).

EARLY CAREER TEACHERS

113. Inspectors will meet ECTs where possible and may wish to visit lessons given by ECTs. When the lead inspector requests a copy of the current staff list, they must ask whether it includes any ECTs and/or any trainees on placement, including those on School Direct or School Direct(salaried) training routes.

114. Inspectors will take into account the fact that ECTs have less experience than other teachers. However, they must assess the effectiveness of the support and professional development put in place for ECTs to ensure that ECTs have the knowledge and skills necessary to teach in their chosen subject or phase.

115. Inspectors should also gather ECTs' views on how the school is supporting their development, including the quality of mentoring and how the school ensures that they access their entitlement to training under the ECF. Inspectors will also discuss how the school supports ECTs in managing pupils' behaviour.

116. Inspectors will meet with mentors and, where possible, the induction tutor. Inspectors will meet any trainees employed by the school on the School Direct (salaried) route to assess their support, mentoring and induction.

An ECT is leaving the school part way through the two-year induction. What needs to happen?

The school needs to contact their Appropriate Body and inform them as soon as they are aware that the ECT is leaving. This is to prevent any delays in the ECT continuing their induction at another school as the new school will need to 'claim' the ECT with the Teaching Regulation Agency (TRA).

An ECT is having an extended period of absence during their induction period at the school. What should happen?

The school needs to contact their Appropriate Body as soon as possible to discuss options.

Can an ECT be a subject lead in their second year of statutory induction?

There is nothing in the guidance that suggests that ECTs cannot have a subject responsibility in their second year of induction. The Statutory Induction Guidance states that 'In order for the ECT to serve induction the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose.

The headteacher/principal 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.'

A suitable post is expected to:

- 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;
- 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 involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.38).

If all of these are met, subject leader responsibility can be considered. The readiness will be different for each ECT.

Should ECT and Mentor sessions happen after school?

The new statutory guidance [here](#) (updated April 2023 to come into force on 1st September 2023) is very clear that 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.

What is the difference between a Mentor and an Induction Tutor?

Click [here](#) to find out more about these roles.

Help! I find all of this terminology confusing, what is there to help me?

Click [here](#) for an ECF/AB Terminology poster.

Can an Induction Tutor be trust based?

The Induction Tutor could be Trust based. The induction tutor co-ordinates the ECT's professional development and oversees the QA process within a school. The school could choose to have one induction tutor to fulfil this role for the Trust in which it serves. Further guidance about the assigned roles and responsibilities of the induction tutor can be found on pages 45 and 46 of Induction for Early Career Teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies.

Why don't we use the terminology FIP, CIP, SIP anymore?

From September 2023, the DfE replaced 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.

What is the difference between the Early Career Framework (ECF) and the Appropriate Body (AB)?

Click [here](#) to find ECF and AB explained.

What funding is available?

The DfE support schools with additional funding for ECF-based training. This is paid directly to schools and covers:

- 5% off timetable for early career teachers (ECTs) in year 2 of induction, for induction activities including ECF-based training and mentor sessions
- a dedicated mentor for each ECT, based on 20 hours of mentoring in year 2 of induction

If a school uses a [training provider](#), the DfE also fund:

- training delivered to ECTs by the lead provider or delivery partner, paid directly to lead providers
- training delivered to mentors by the lead provider or delivery partner, paid directly to lead providers
- 36 hours of mentor time off timetable for training over 2 years, paid directly to schools

More information on funding can be found [here](#).

What is ECT Manager?

ECT Manager is an online system that makes it easy for Appropriate Bodies and schools to manage every part of the ECT induction process in one place.

Why are we asked to amend progress reviews and assessments on ECT Manager?

Some reports may be returned with a request to amend. This request could be aimed at the Induction Tutor or the ECT. Your Quality Assurer from the AB Assessment Report Reader Team who reads the report is required to ensure that all reports meet the minimum standards. Reports may need to be amended for the following reasons: Proof reading may be required, pronouns may be incorrect, spelling, grammar and punctuation may be inaccurate, the amount of detail provided is not sufficient, the evaluative statement does not reflect the grade given, not all of the sections have been completed or developmental targets have not been included.