

L.E.A.D. Teaching School Hub

Responsibilities for Governing Bodies and Schools in relation to Early Career Teachers



L.E.A.D.
Teaching School Hub



'Working in Partnership, Achieving the Highest Outcomes for All'



Context/ Background

- There are 87 Teaching School Hubs nationally
- Hubs have been designated by the DfE and Secretary of State as the 'Regulatory Body' for the Induction of Early Career Teachers (ECTs) since September 2021. **This is called the Appropriate Body Service or AB.**
- L.E.A.D. Teaching School Hub is designated to serve all schools in Lincolnshire.
- The Hubs role is to ensure that Early Career Teachers **receive their statutory entitlements** and that ECTs **are fairly and consistently assessed.**
- **The Ambition:** To ensure that every teacher in Lincolnshire receives the highest quality induction and start to their Teaching Career.



Department
for Education

Which Documents do you need to use for Compliance?



Department
for Education

Induction for early career teachers (England)

Statutory guidance for appropriate
bodies, headteachers, school staff and
governing bodies

Revised April 2023

To come into force on 1 September 2023

L.E.A.D. Teaching School Hub has created a Document to Support Schools

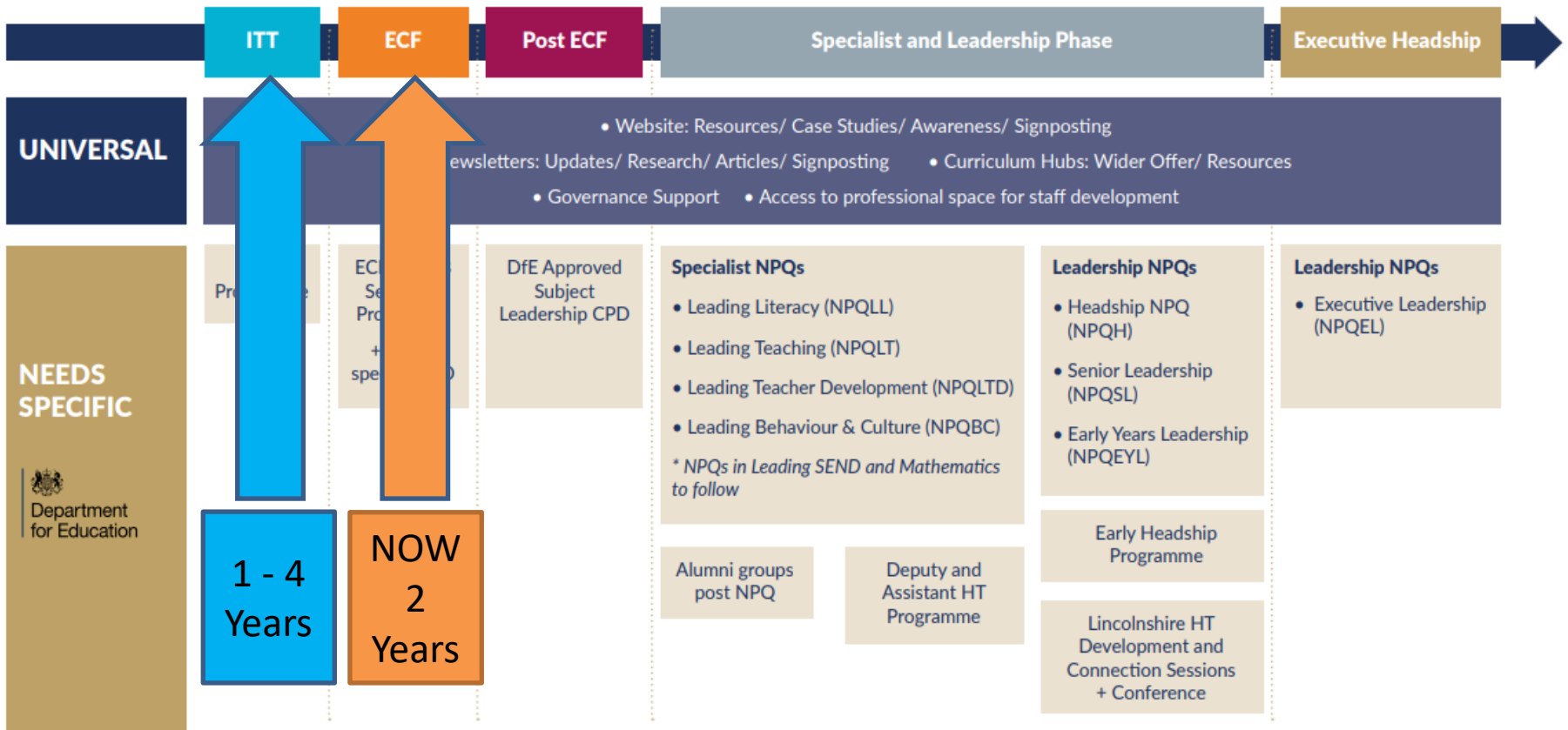
The logo for L.E.A.D. Teaching School Hub Lincolnshire features three colored circles (blue, orange, and red) above the text. The text is arranged in three lines: "L.E.A.D." in black, "Teaching School Hub" in black, and "Lincolnshire" in blue.

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

Appropriate Body Escalation Policy

The Pathway for Teaching/Leadership

Continuum of Support and Professional Development



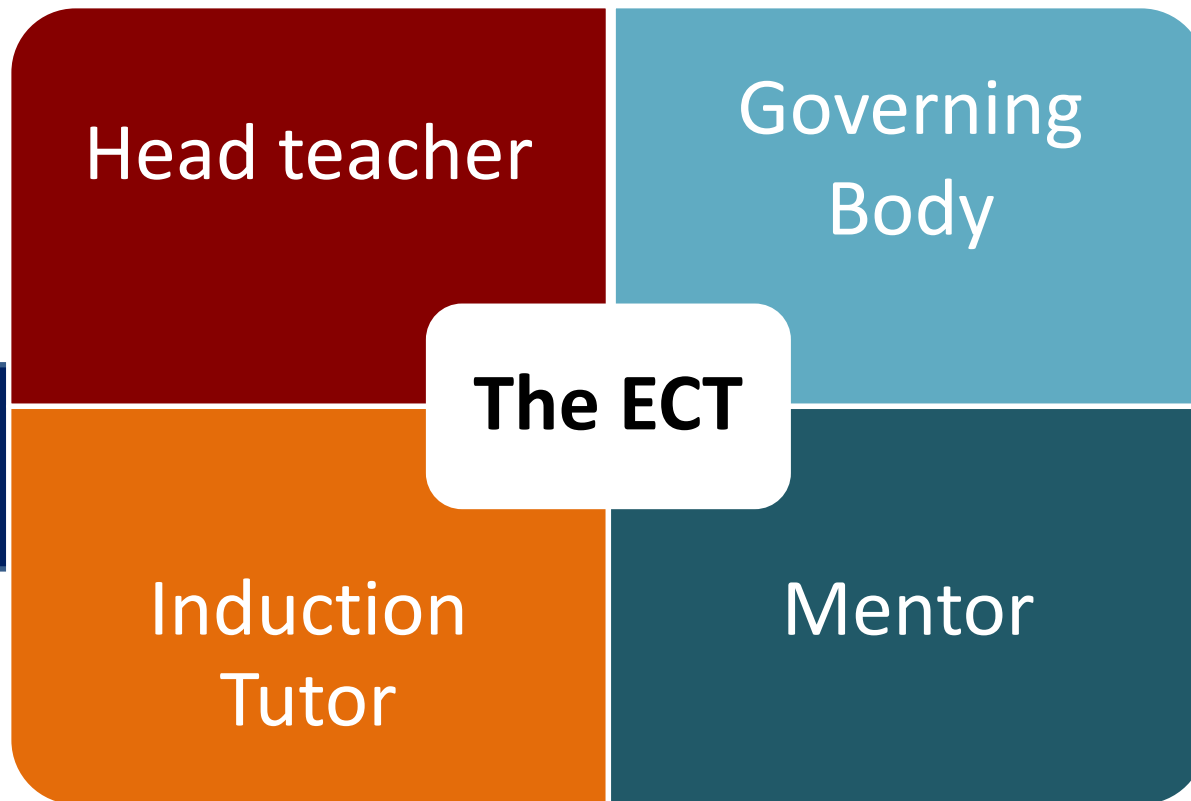
Year 1 Entitlements of the ECT

- A post that is suitable to support induction and that does not make unreasonable demands upon the ECT.
- **10% ECT professional development time, in addition to 10% PPA in Year 1***
- Access to an induction programme based on the Early Career Framework.
- **Regular structured meetings with a Mentor who will support and collaborate with the ECT.** *(We highly recommend that these are documented as evidence)*
- Regular lesson observations with prompt feedback provided -Termly as a minimum. *(We highly recommend that these are documented as evidence)*
- **An Induction Tutor who will manage the progress reviews and formal assessment process.**
- Progress reviews completed in Terms 1 and 2.
- **First formal standard assessment against Teachers' Standards in Term 3.**
- Development targets set following each review and formal assessment. *(This should be documented with the ECT's voice captured)*

ECT Year 2 Entitlements

- 5% ECT time in addition to 10% PPA in Year 2.
- **Access to an induction programme based on the Early Career Framework.**
- Regular meeting with Mentor (once fortnightly) *(We highly recommend that these are documented as evidence)*
- **Regular lesson observations with prompt feedback provided termly as a minimum.** *(We highly recommend that these are documented as evidence)*
- An Induction Tutor who will manage the progress reviews and formal assessment process.
- **Progress reviews in Terms 1 and 2.**
- Final formal assessment against Teachers' Standards in Term 3.
- **Development set following each review and formal assessment.**

Role and Responsibilities for all Involved



Head teacher

Governing
Body

The ECT

Induction
Tutor

Mentor

The
Appropriate
Body Service

The
Appropriate
Body Service

Role and Responsibilities: The ECT

ECTs should:

- Meet with their Induction Tutor to agree priorities for their induction programme and keep these under review
- Participate fully in the agreed monitoring and development programme.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and assessment meetings.
- Provide evidence of their progress against the relevant standards.
- Raise any concerns with their Induction Tutor as soon as possible.
- Consult their Appropriate Body named contact at an early stage if there are any difficulties.
- Retain copies of all assessment reports.

Role and Responsibilities : The HT

Headteachers/Principals should:

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

- Check the ECT has been awarded Qualified Teacher Status and ensure that they are registered with an appropriate body;
- 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 that an appropriate ECF-based induction programme is in place;
- Ensure that the ECT's progress is reviewed regularly, including through observations of feedback on their teaching and that progress reviews are sent to the Appropriate Body;
- Ensure that assessments (including interim assessments) are carried out and reports completed and sent to the appropriate body;
- Maintain and retain accurate records of employment that will count toward the induction period;
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;

Role and Responsibilities: Induction Tutor

Induction Tutors should:

- Provide, or co-ordinate, guidance for the ECT's professional development
- Carry out regular progress reviews
- Undertake 2 formal assessment meetings (co-ordinating input from other colleagues)
- 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 and share with the ECT, Headteacher and Appropriate Body
- Inform the ECT during the assessment meetings of the judgements recorded and invite their comments.
- Ensure the ECT's teaching is observed and prompt feedback provided.
- Ensure the ECTs are aware of how to raise any concerns.
- Take prompt and appropriate action if an ECT appears to be having difficulties.
- Ensure that all process are done in the most streamlined and least burdensome way and that evidence draws on existing working documents

NB: This is a separate role to that of a Mentor

Role and Responsibilities: The Mentor

Mentors should:

- 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 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 and;
- Take prompt, appropriate action if an ECT appears to be having difficulties.

NB This is a separate role to that of an Induction Tutor

Role and Responsibilities: Governing Body

A Governing Body/Trust Board:

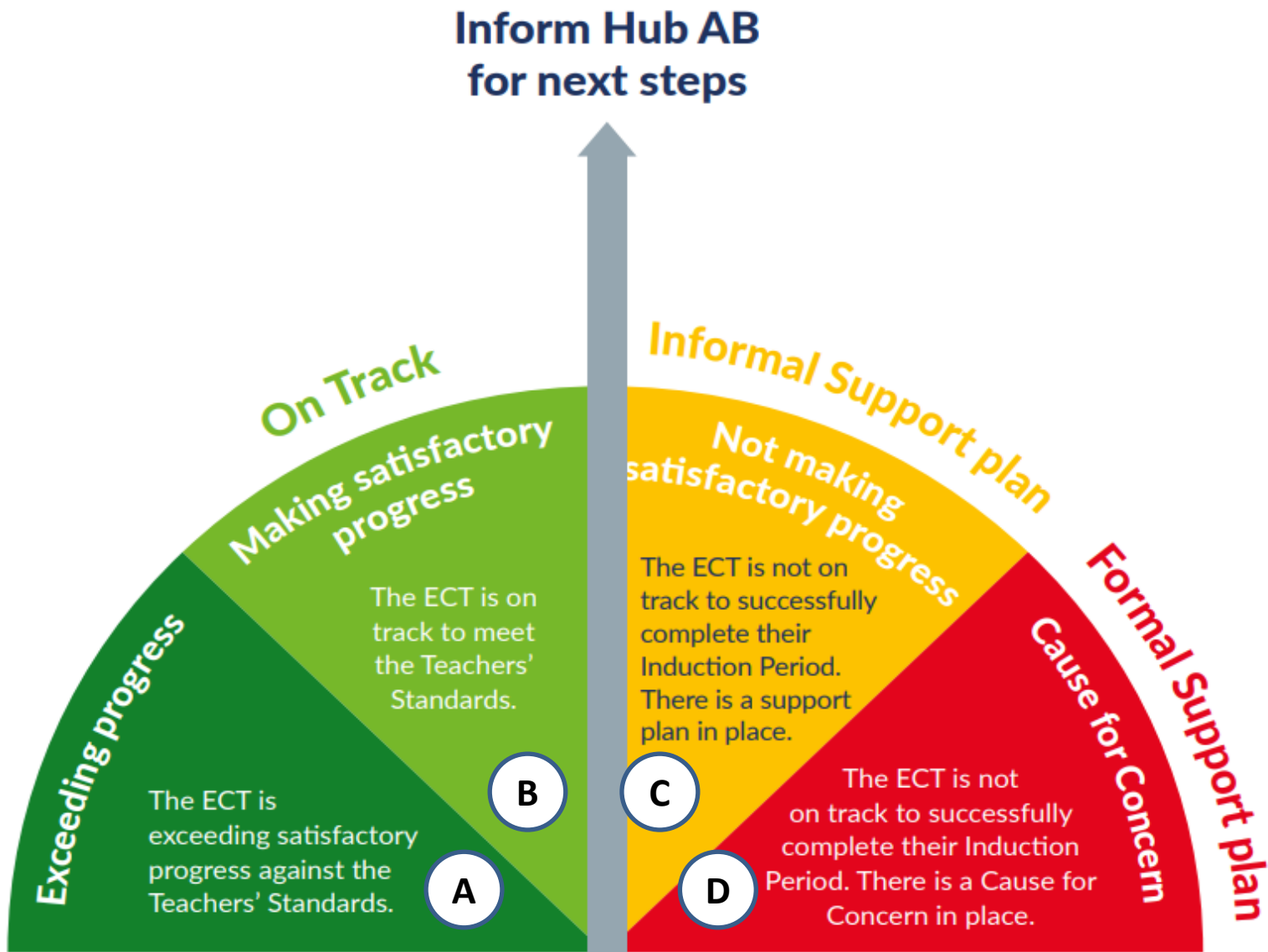
- Ensures compliance with the statutory guidance.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the Headteacher/Principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Can see guidance from the Appropriate Body on the quality of the institution's arrangements.
- Can request general reports on the progress of an ECT.
- Ensure that policies are in place which mirror the statutory guidance e.g. do you have an ECT policy/coverage for ECTs in all other policies?
- Challenge leaders to provide adequate support plans when an ECT is underperforming alongside the appropriate support and HR processes where necessary.

Role and Responsibilities: The AB

The Appropriate Body will:

- Have the main quality assurance role within the induction process
- **Visit at least 10% of schools signed up to AB services as mandated by the DfE**
- Ensure that the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Ensure that schools are providing a personalised induction programme based on the Early Career Framework, a reduced timetable, a designated induction tutor and mentor support.
- Ensure that where an ECT may be experiencing difficulties, action is taken to address the areas causing concern including the creation and review of support plans.
- Communicate with the Teaching Regulation Agency (TRA) with details of ECTs and their progress.

How Well is the ECT Progressing?



HR V ECF Induction Capability/ Cause for Concern

Action in the event of capability problems

4.7. In a few particularly serious cases **it may be necessary to instigate capability procedures at a stage before the end of the 2 year 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.

4.8. **Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution**, as all ECTs must complete a full induction period before they can be judged to have failed induction.

The Appropriate Body service is not a replacement for HR services.

HR v ECF Induction

All organisations have their own policies and processes relating to HR.

An example of the way in which HR processes work alongside ECT Induction can be seen below.



Timeline	Autumn Term Year 1	Spring Term Year 1	Summer Term Year 1	Autumn Term Year 2	Spring Term Year 2	Summer Term Year 2	Autumn Term Year 3
Statutory ECT Induction	Yes	Yes	Yes	Yes	Yes	Yes	No
Probation Policy*	Yes	Yes	No	No	No	No	No
Disciplinary Incl. conduct	Covered by the probation policy	Covered by the probation policy	Yes	Yes	Yes	Yes	Yes
Performance Management	No	No	No	No	No	No	Yes
Capability	Covered by the probation policy	Covered by the probation policy	Yes	Yes	Yes	Yes	Yes

* **PLEASE NOTE:** The length and conditions of the probationary period will vary according to the policy