



Central London Teaching School Hub

Appropriate Body Services Handbook

Updated September 2024

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Raising concerns and contacting us

For any questions and queries, please email the Central London Teaching School Hub Appropriate Body Team and we will get back to you as soon as we can.

General mailbox centrallondontsh@centrallondontsh.org.uk

For AB registration and administrative queries: Maryam.miah@paddington-academy.org

For Appropriate Body Queries: Samera.hassan@paddington-academy.org

Separate to Appropriate Body

For Step Lab and ECT programme co-ordination: Sophie.cotteril@paddington-academy.org

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 Early Career Teachers (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 do based on expert guidance and the best available research evidence.

The ECF has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.

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.

For more information on the ECF, please read the [ECF overview document from the DfE](#).

Please familiarise yourself with the key terms which will be used as part of the ECF.

Key term	Definition
Early Career Framework (ECF)	Department for Education published a framework of standards to help early career teachers succeed at the start of their careers
Early Career Teachers	Teachers in their two-year Induction period
Induction Tutor	An experienced leader who oversees the successful implementation of the ECT programme in a school
Mentor	An individual responsible for mentoring and developing early career teachers

Induction entitlements and requirements

Statutory Induction Guidance

Schools should familiarise themselves with the statutory Induction guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory Induction for early career teachers england.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf)

The guidance covers those settings which are both required to or choose to offer induction to their ECTs.

Part time ECTs

Induction should be the full time equivalent of two school years. A teacher working 0.5- full time equivalent would be required to complete a 4-year induction.

Reducing the Induction period

It is possible for a school to apply to for a reduction in the length of ECT induction. Please note, we only consider applications for teachers with two or more years teaching experience (this excludes ECT and ITT training years).

Please contact us in plenty of time should you wish to apply. For example, any ECT wishing to reduce their induction by a term (e.g. complete in Easter instead of the summer) should contact us at the beginning of the spring term.

Delivery of the ECF based induction

The way induction is delivered may take different forms depending on the school's choices and circumstances. Schools are expected to opt for one of three approaches to deliver an ECF-based induction.

Schools can view the three approaches in the statutory Induction guidance on page 24:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory Induction for early career teachers england.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf)

- A funded provider-led programme offers high quality training for ECTs and their mentors alongside professional development materials. Central London Teaching School Hub deliver this programme in partnership with Ambition Institute.
- Schools may also opt to deliver their own training using DfE accredited materials and resources, and will be subject to greater fidelity checking to ensure that the school adheres to the DfE accredited materials.
- Schools may also design and deliver their own two-year Induction programme for ECTs based on the ECF, and will be subject to greater fidelity checking to ensure that the programme adheres to the ECF.

Costs

- The funded provider-led programme costs £200 per ECT per year.
- Schools delivering their own programme using DfE accredited materials are charged an additional £400 plus the £200 fee for each ECT per year.
- Schools designing and delivering their own two-year programme are charged an additional £1000 plus the £200 fee for each ECT per year.

Fidelity checks

The Appropriate Body is expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF).

Where schools opt for the provider-led programme, which includes materials and funded training for state schools, the appropriate body does not need to carry out ECF fidelity checks. This is because the providers of provider-led programmes will already be subject to separate quality assurance through Ofsted and contract management to ensure their training provides fidelity to the ECF.

Where schools deliver their own training using DfE-accredited materials, or choose to design their own school-led programme using the Early Career Framework, additional quality assurance will be necessary to safeguard ECTs' entitlement to an ECF-based induction. Therefore, a fidelity check would be required.

The Fidelity checking process

Part one

At the beginning of ECT induction, schools wishing to deliver their own training using either their own or DfE-accredited provider materials, would need to complete an application complete with training curriculum plan for the academic year. This plan should also be mapped against, and cover, all ECF strands. DfE accredited materials usually suggest such a curriculum that schools can follow. Nevertheless, this plan should be mapped against dates for the academic year in question.

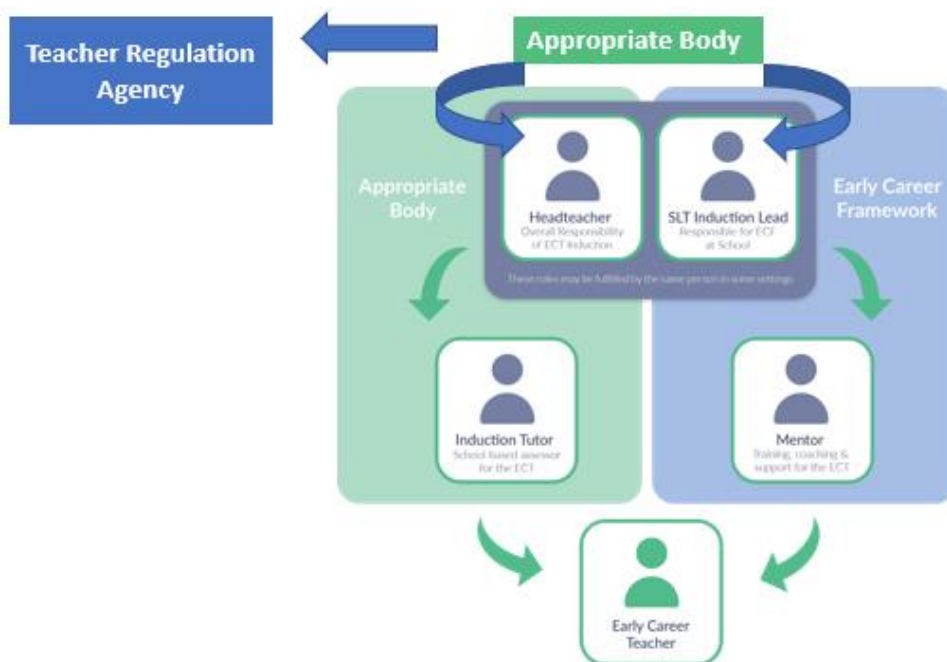
Part two

In the summer of the same academic year, the appropriate body will complete the second fidelity check with the school. This is an opportunity to look back at the curriculum and to discuss its implementation. Visits can be in person or virtual.

Roles and responsibilities

This section will outline the roles and responsibilities of:

- The ECT
- Mentor
- Induction Tutor
- Headteachers
- The Appropriate Body



ECT

- Engage with the ECF and participate fully in the ECF programme
- Participate in observations and feedback meetings
- Evidence of progress of meeting the teaching standards
- Discuss with mentor and induction tutor how to effectively use reduced timetable allowance
- Consult AB if there are difficulties resolving issues with induction tutor

Mentor

- Observe the ECT (once a week in year 1 of induction and every two-weeks year 2 of induction)

- Provide prompt and targeted observation feedback (which includes the use of deliberate practise/ instructional coaching).
- Provide effective support (including subject and phase specific coaching)
- Take prompt action if the ECT appears to have difficulties
- Work collaboratively with the ECT and induction tutor

Induction Tutor

- Provide guidance to support ECT to make progress
- Carry out regular progress reviews (Term 1, 2, 4 and 5, which run through year 1 and 2 of induction)
- Undertake formal assessment meetings (Term 3 and 6, which will be at the end of year 1 and 2 of induction)
- Share progress (areas of strength and development) with ECT, Headteacher and AB
- Ensure ECT's are being observed by their mentor (as above) and given effective feedback
- Ensure ECTs are aware of how they can raise concerns about their induction programme or progress
- Take prompt and appropriate action if an ECT displays difficulties. We ask that we are notified if an ECT is experiencing difficulties.
- Observation ECTs at least once per half term (using a template of your choice). The purpose of these observations is to support induction tutors with gathering evidence to complete progress checks and assessments
- To discuss the above observation feedback with the ECT during the mentor meeting.
- If an ECT is to be placed on a support plan, to meet with the ECT and to share the support plan and review dates, as well as to notify us.

There should be no surprises for the ECT when they read their progress review or assessment report!

- Induction tutors must also use ECT manager to carry out various tasks (which will be outlined below)

Headteacher

- Check that the ECT has been awarded QTS
- Notify the AB when an ECT is undertaking induction
- Ensure induction requirements are met and staff have sufficient time to carry out their roles (this includes the ECTs, mentors and induction tutors)
- Ensure an appropriate ECF-based induction programme is in place
- Ensure that ECTs are observed and provided with effective feedback
- Ensure assessments and reports are completed effectively and sent to the AB

- Make a recommendation to the AB regarding ECT's progress
- Participate in AB's quality assurance procedures
- Notify the AB when an ECT serving induction leaves a school
- Provide interim assessment reports for staff moving school between formal assessment points
- Alert the AB as early as possible if an ECT is at risk of not completing induction at a satisfactory level
- Consult with the AB about reducing induction periods for ECTs in exceptional circumstances

Appropriate body

The appropriate body has the main **quality assurance role** within the induction process and will ensure 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.
- Overseeing induction and decisions on passing induction.
- Ensure that where an ECT may be experiencing difficulties, action is taken to address these.
- Ensure that 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.
- ECTs' records and assessment reports are maintained.
- When an institution is not fulfilling its responsibilities, contact is made to address concerns.
- Agreement is reached between the ECT and the headteacher where a reduced induction period may be appropriate.
- Make a final decision on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required.
- Inform Teaching Regulation Agency with details of ECTs.
- Undertake fidelity checks where schools choose to deliver their own training using DfE accredited materials or design their own programme based on the ECF.

Assessments and progress reviews

Assessments

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. From September 2021 there will be 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	Assessment 2

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, appropriate bodies will:

- Provide guidance on how to complete the assessments.
- Provide sample assessments to support induction tutors with completing the assessments effectively.
- Provide feedback on poor quality reports and praising outstanding examples.
- 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 conducting follow-up discussions where there is cause for concern on the assessment forms.

Progress Reviews

The induction tutor is expected to conduct a progress review with an 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 outlining the potential focus areas for each progress check.

- **Term 1:** it is probably most helpful to concentrate on the teacher's 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 their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.
- **Terms 4 and 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 from the AB regarding progress reviews

Appropriate bodies will:

- Provide guidance on how to complete the progress reviews.
- Provide sample progress reviews to support induction tutors with completing the assessments effectively.
- Provide feedback on poor quality progress reviews and praising outstanding examples.

Additional Support and Support Plans

Appropriate bodies have an important role in ensuring ECTs are receiving appropriate support throughout their induction.

Appropriate bodies may support schools with struggling ECTs 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 action or 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 due to incorrect or incomplete information which the appropriate body requires to complete their checks, the AB will work with the headteacher to clarify the expectations and provide advice on the information that is required.

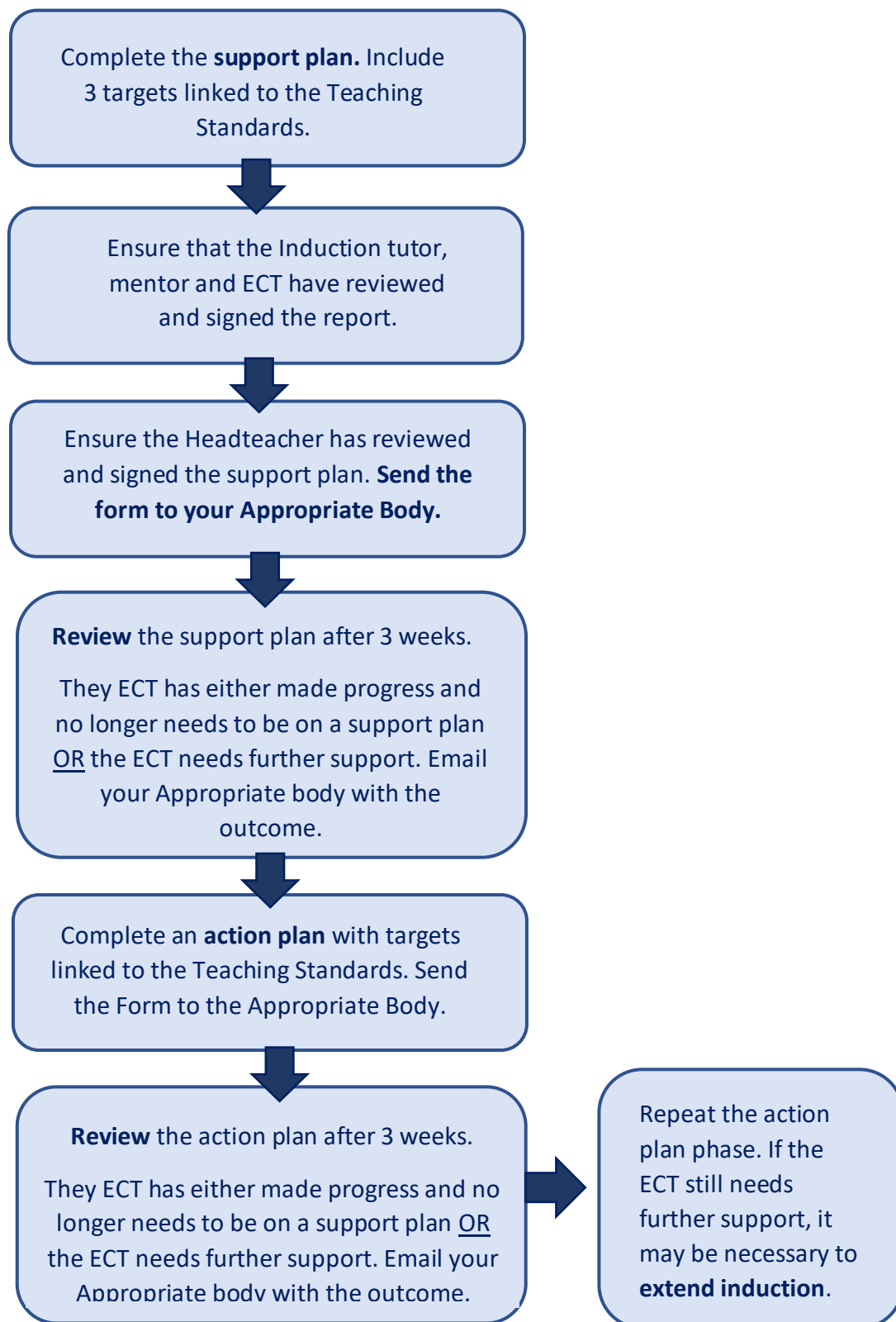
Support Plans

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 (4.1).
- The Headteacher should be satisfied that the areas in which improvement is needed are correctly identified (4.2).

Stages of ECT Support

ECTs must be placed on a support plan if they are demonstrating any difficulties meeting the Teaching Standards. If you would like more information and guidance around placing an ECT on a support plan, please contact Samera Hassan (who is leading the Appropriate Body services for the CLTSH). **Email:** samera.hassan@paddington-academy.org



Quality Assurance Processes

The appropriate body will use the following processes to quality assure the provision and quality of induction for ECTs:

- Review the progress reviews and provide feedback to schools.
- Review the assessments and provide feedback to schools.
- Support schools and ECTs when ECTs demonstrate any difficulties meeting the Teaching Standards. Review support /action plans to ensure that they are completed effectively and that ECTs are clear on what actions they need to take to make to make sufficient progress.
- Carry out Quality Assurance Visits to schools. These visits include meetings with the induction tutor, mentor and ECTs to check that schools are meeting the statutory guidance. Further details will be sent to schools ahead of the visit.
- Provide phone call/ email support.

ECT Manager

- ECT manager is the platform on which all of the Induction documentation is recorded and monitored.
- All ECTs, Induction Tutors and Headteachers need to be registered on ECT manager. Please send any queries/questions to the Central London Teaching School hub team using the email address below and they will be able to support you.
centrallondontsh@centrallondontsh.org.uk
- All registrations, progress checks and assessment forms will be completed on ECT manager.
- ECT manager will enable induction tutors to complete the following tasks:
Add/edit/remove ECTs/ mentors, assign ECTs to mentors, complete assessments, add a Head Teacher, review and complete pending tasks, and access the handbooks.

ECT Manager Dashboard

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

