



# **Central London Teaching School Hub**

## **Appropriate Body Services Handbook**

Last Updated January 2024

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## Summary

This guidance will be kept under review and updated when necessary.

This guidance is intended for schools using our Appropriate Body services.

This guidance accompanies the separate service level agreement sent to schools that covers the services provided, roles and responsibilities and monitoring and evaluation arrangements.

This policy adheres to both the statutory induction guidance for early career teachers and the appropriate bodies guidance from the Department for Education<sup>1</sup>.

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

This guidance is intended to serve as a handbook and outline our key policies and procedures.

## Early Career Framework Overview

The Early Career Framework (ECF) was introduced in September of 2021.

Induction for teachers joining the profession is now a two-year period and is underpinned by the ECF. Induction will provide ECTs with a structured programme of development, support, and professional dialogue. The ECF ensures new teachers have dedicated time set aside to focus on their development.

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

The content of the ECF builds on and complements ITT. The ECF underpins what all early career teachers should be entitled to learn about and learn how to 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.

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<sup>1</sup> 2 Induction for early career teachers (England) available at:  
<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

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

## Changes to induction

Please see the changes to induction due to the ECF.

	Previously	From September 2021
<b>Duration</b>	1 year	2 years
<b>Key Terms</b>	NQT	ECT
<b>Reduction to timetable</b>	10%	10% in Year 1 5% in Year 2
<b>Assessments</b>	3 Assessments <i>At the end of each term</i>	2 Assessments <i>At the end of year 1 and year 2</i>
<b>Progress checks</b>	-	End of each full term <i>End of Term 1 and 2 in Year 1 and 2</i>
<b>Completion of assessment forms</b>	Mentor	Induction tutor

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

Key term	Definition
<b>Early career framework (ECF)</b>	Department for Education published framework of standards to help early career teachers succeed at the start of their careers.
<b>Early Career Teachers (ECT)</b>	Programme run by Ambition Institute, funded by the DfE to deliver the ECF in schools.
<b>Induction Tutor</b>	An experienced leader who oversees the successful implementation of the ECT programme.
<b>Mentor</b>	Participants responsible for developing early career teachers.
<b>Early career teacher</b>	Teachers in their two-year induction period.

## Induction entitlements and requirements

### Part time ECTs

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

### Early Career Framework based training

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<sup>2</sup>.

- **A funded provider-led programme** – a funded programme for state schools by the department for education. ECTs and mentors will access ECF-based training with a provider or delivery partner, such as a Teaching School Hub.
- **Schools deliver their own training using DfE accredited materials and resources** – schools may access DfE accredited materials to deliver their own training to ECTs and mentors. This route is subject to robust quality assurance procedures and will incur greater costs for the school.
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF.** This route is subject to robust quality assurance procedures and will incur greater costs for the school.

### Costs

Please refer to our website for the most up-to-date cost for our services.

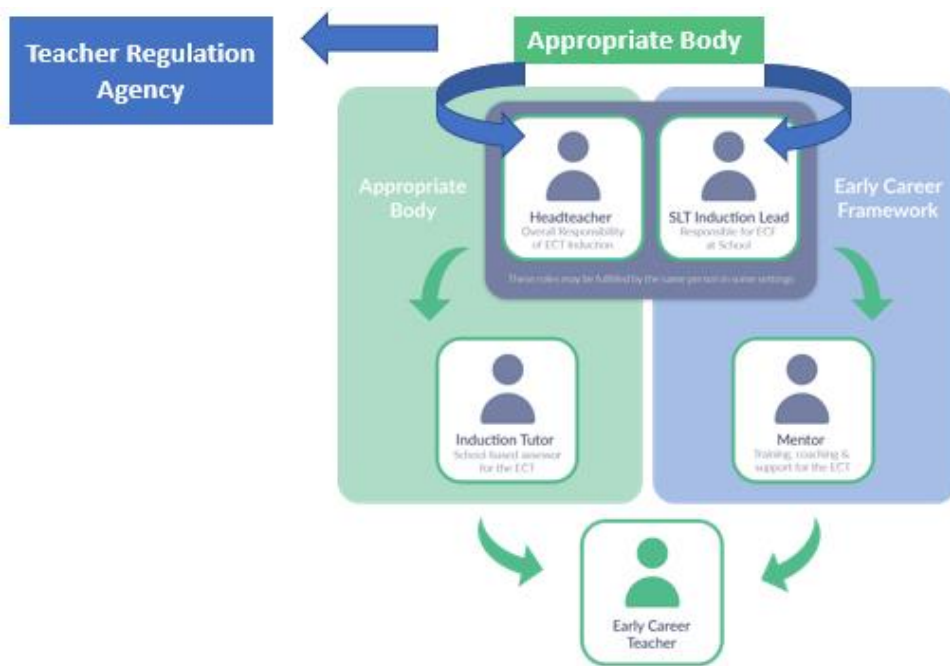
## Roles and responsibilities

This section will outline the roles and responsibilities of:

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

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<sup>2</sup> Full details of each route can be found on page 23 of the statutory induction guidance [https://assets.publishing.service.gov.uk/media/6502dcd597d3960014482e87/Statutory\\_Induction\\_for\\_early\\_career\\_teachers\\_england\\_.pdf](https://assets.publishing.service.gov.uk/media/6502dcd597d3960014482e87/Statutory_Induction_for_early_career_teachers_england_.pdf)



## 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
- Provide prompt and targeted observation feedback
- 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 with ECT, Headteacher and AB
- Ensure ECT's are being observed 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
- 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
- Induction tutors must also use ECT manager to carry out various tasks (which will be outlined below)

### Headteacher

- Adhere to the statutory induction guidance
- 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 a school opt for the non-provider led training routes.



## 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

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.

## Concerns about ECTs 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 ECTs of concern by:

- Investigating, with the school and the ECT, the root cause of the issue.
- Offering additional or more intensive support during quality assurance visits, including joint observation(s) with the induction tutor/mentor as appropriate, and reporting findings to the school.
- Helping the school to put in place an appropriate 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

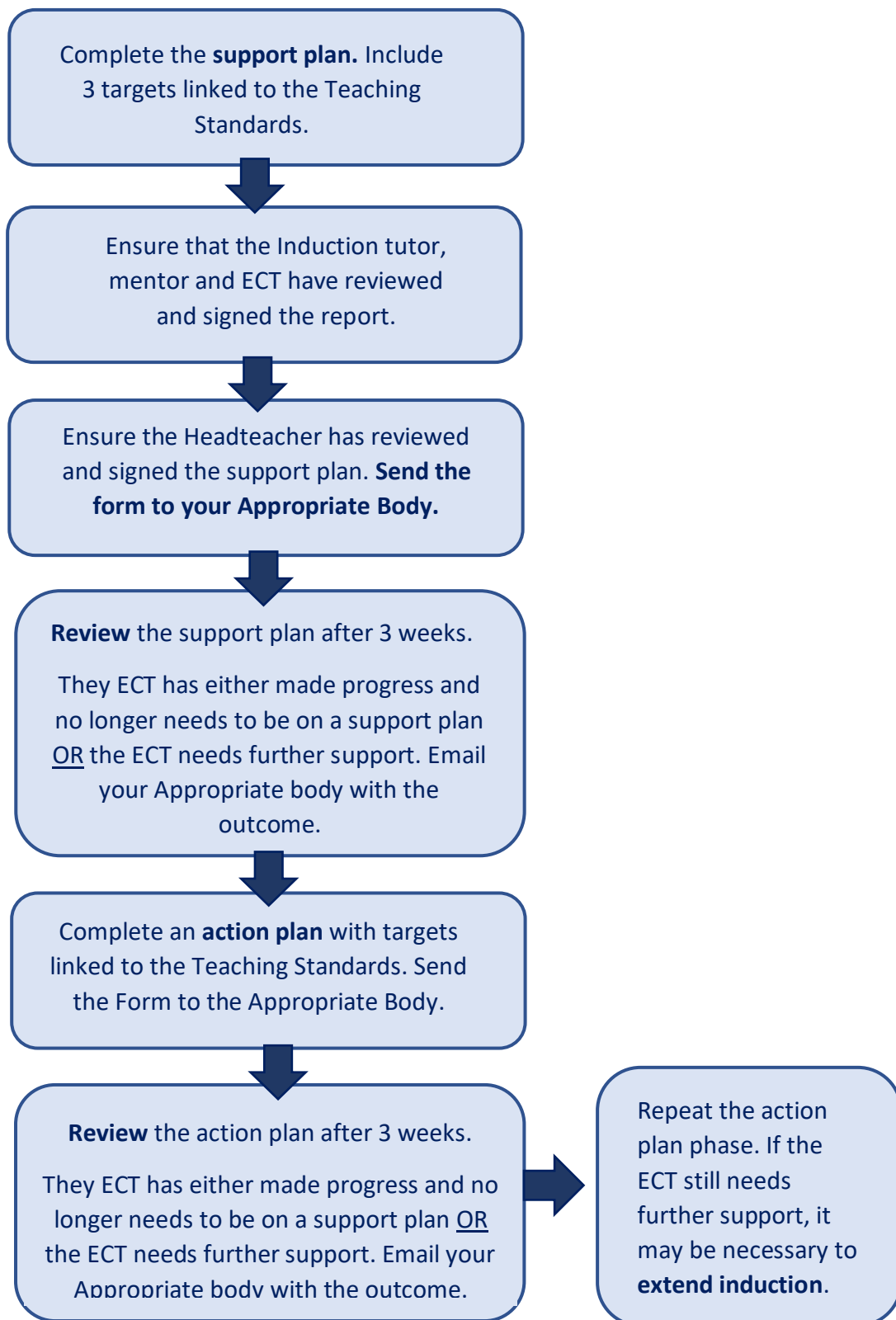
The statutory guidance highlights the following:

- 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).

We will supply a support plan or action plan template which is expected to be completed, signed and returned by the Headteacher, Induction Tutor and ECT and reviewed. We may also visit the school and observe the ECT when the ECT is put onto a support plan.

## 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 our AB Lead, Samera Hassan: [samera.hassan@paddington-academy.org](mailto:samera.hassan@paddington-academy.org)



## Quality Assurance Processes

Appropriate Bodies are required to check that the ECT is receiving their entitlements and that regard is given to the statutory induction guidance. To check ECTs' access to entitlements, our Appropriate Body may:

- Use progress reviews, formal assessments, and programme data to ask ECTs about access to entitlements.
- Contact ETs in between assessments to check access to entitlements.
- Offer training to ECTs to make them aware of that they should expect and how to contact appropriate bodies/unions if their entitlements are not met.
- Conduct surveys of ECTs to check access to entitlements.
- Ask ECTs about their access to entitlements.

### School visits

- Schools can expect to receive a visit (either in person or virtual) by the Appropriate Body once every three years.
- In exceptional cases, we may visit more than once in every three years if additional support is requested or if there are concerns about an ECT or there have been concerns with an ECT previously.
- Schools that have opted for non-provider led Induction routes should expect to receive at least one visit.
- We may prioritise visits to schools for the following reasons:
  - The school has a new ECT, Induction Tutor or mentors.
  - The school has many ECTs.
  - The school is employing ECTs for the first time.
  - The school has submitted progress reviews or assessments that are of poor quality or that raise concerns

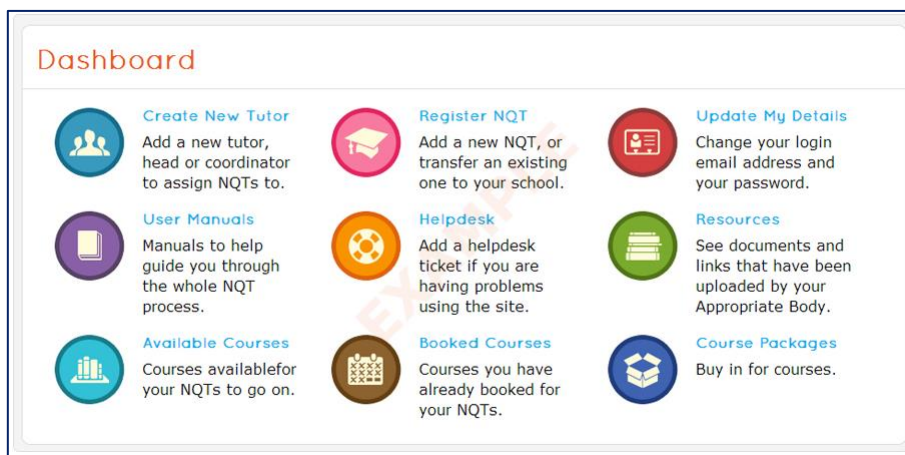
### ECT Manager

- 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](mailto: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.



## Special circumstances

### Reduced Induction policy

Reductions to Induction are only considered in exceptional individual cases where an ECT has significant experience of teaching whole classes to the Teachers' Standards.

Our procedure is as follows:

- Headteachers should write to the appropriate body to alert them that they would like to put an ECT forward for a reduced Induction. Headteachers should have the authorisation of the ECT and the ECT should agree before the ECT is put forward. If the ET wishes to service the full induction period, they must be permitted to do so.
- The Appropriate Body lead may request an initial phone call with the Headteacher and / or Induction Tutor.
- The Appropriate Body will respond to the Headteacher and provide a copy of a reduced induction form that the Headteacher, Induction Tutor and ECT are expected to contribute to, sign and return to the Appropriate Body.

- The request should be made at least a minimum of one term before the proposed end to Induction to allow time for the Appropriate Body to review the evidence and come to a decision.
- The Appropriate Body will review the request and accompanying evidence.
- The Appropriate Body may wish to visit the school and carry out an observation of the ECT to determine if they are satisfactorily making progress towards the standards.
- The evidence gathered from the form and any observation (if applicable) and conversations will be reviewed by an internal panel.
- The Appropriate Body will then inform the Headteacher/Induction tutor of their decision in writing.

## **Raising concerns and contacting us**

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

**Email address:** [centrallondontsh@centrallondontsh.org.uk](mailto:centrallondontsh@centrallondontsh.org.uk)