



MANOR
TEACHING SCHOOL HUB
*Proudly serving South Staffordshire,
Walsall and Wolverhampton*

Early Career Teacher Appropriate Body HANDBOOK 2024-2025



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Welcome to Manor Teaching School Hub ECT Appropriate Body

Manor Teaching School Hub is proud to deliver high quality support, guidance and services to schools and settings across South Staffordshire, Walsall and Wolverhampton. With the single aim of developing and empowering Early Career Teachers (ECTs) in the first two years of their teaching journey, our intention for our ECTs is to access the Early Career Framework consisting of a structured programme of development, support and professional dialogue. Across this framework, ECTs will build on the skills and knowledge acquired through initial teacher training to enable them to become an effective and successful teacher and ultimately make a difference to the hearts, minds and academic outcomes of children.

Manor Teaching School Hub will act as the Appropriate Body (AB) during the Early Career Teacher induction period and we are delighted to be working in partnership with you, your Early Career teachers and your schools. As Early Career teachers embark on this exciting journey into a fulfilling career in teaching, we endeavour to ensure that all early career teachers receive their statutory entitlements, provide Early Career Framework (ECF) entitlement checks, and ensure schools and ECTs are supported at every step and milestone of the Early Career Framework so that every ECT *'finds their wings and flies'*.

At Manor Teaching School Hub Appropriate Body, our philosophy is deep rooted around "Every child deserves a champion – an adult who will never give up on them, who understands the power of connections and insists that they become the best that they can possibly be" (Rita Pierson) as a result of this, our mantra is centred around 'Releasing Potential' through providing a gateway into a highly rewarding career in teaching. We believe that we have a moral imperative to work in partnerships with schools to guide, coach, empower and equip our teachers to be excellent practitioners now, tomorrow and for the future! – creating futures together!

Early Career Framework (ECF) Statutory Key Guidance

Teachers are the foundation of the education system – there are no great schools without great teachers (DfE).

Transforming support for early career teachers (ECTs) is at the heart of the DfE's Teacher Recruitment and Retention Strategy (2019) which recognised that the steepest learning curve occurs in the first few years of a teacher's career, and that in the past, too few teachers have had access to structured support or dedicated time for evidence informed professional development.

September 2021 saw the national roll-out of the Early Career Framework (ECF) reforms. This has facilitated a step change in the structured support ECTs receive. The ECF clearly sets out what new teachers are expected to 'learn about' and 'learn how to do' based on expert guidance and the best available research evidence. The ECF was designed in close partnership with the sector and aims to support ECTs to develop their teaching practice, knowledge and working habits to help them establish a successful career in teaching.

Since September 2021, induction for teachers joining the profession has been extended to two years and, underpinned by the ECF, provides ECTs with a structured programme of development, support and professional dialogue. The ECF based induction sits at the heart of the DfE's strategy and includes an expectation that ECTs have a **dedicated mentor** and a requirement that they have a **reduced timetable** in their first two years of teaching following qualification, giving them the time and support needed to focus on their professional development so that every new teacher is supported to lay the foundations for a fulfilling and rewarding career in teaching. This is fully funded for every ECT.

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.



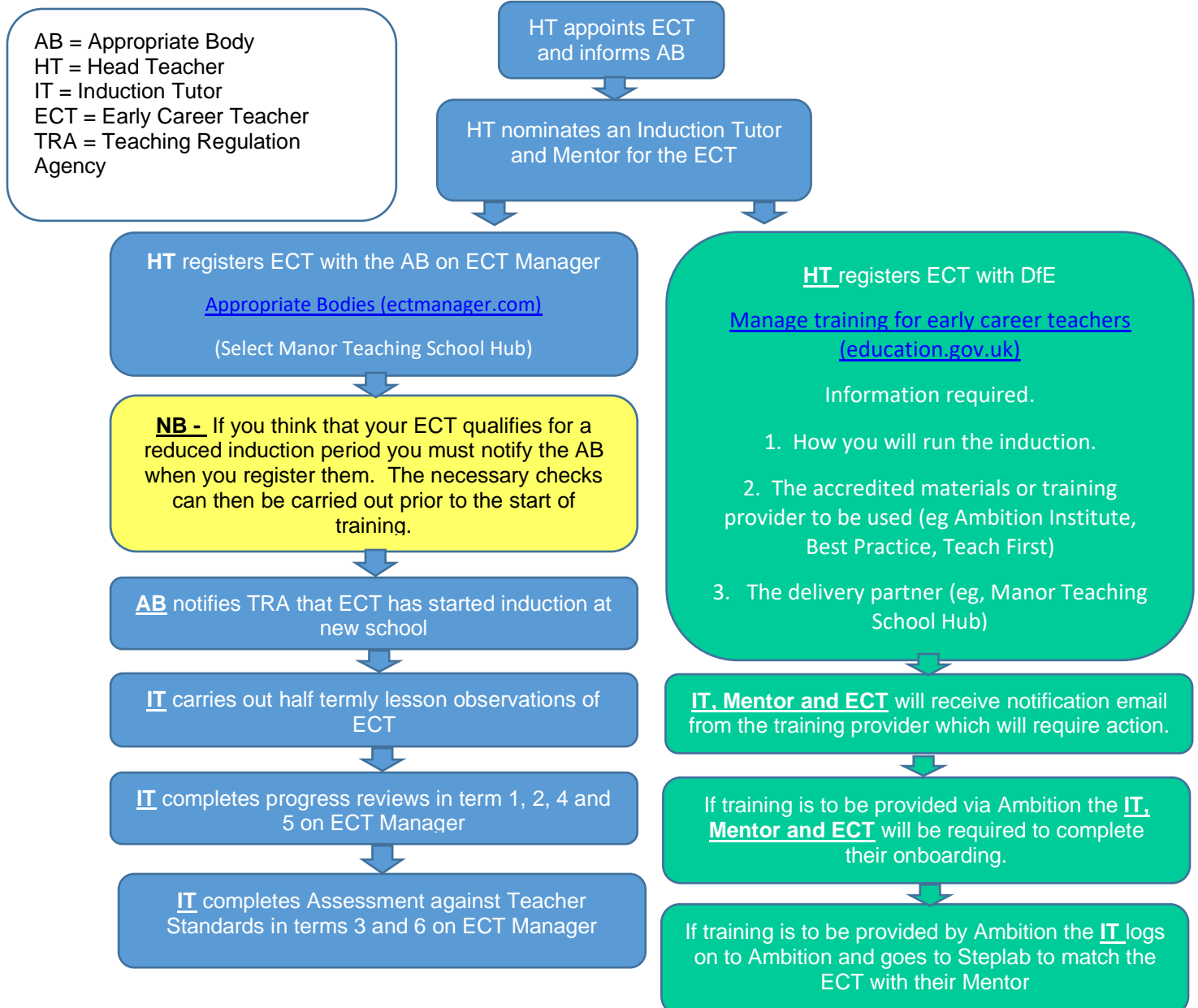
“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam



Starting Induction Period

Early career teachers cannot start their induction until you've appointed an appropriate body **and** registered the ECT with the DfE



Schools are expected to opt for one of three approaches for the delivery of an ECF-based induction:

- Full Induction Programme:** a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials.
- Core Induction Programme:** schools can draw on the content of the high quality professional development materials accredited by the DfE to deliver their own early career teacher and mentor support.
- School-based programme:** school can design and deliver their own induction programme, based on the early career framework.



A brief overview of the two year framework is summarised below:

Early Career Teacher Year 1

Carefully sequenced curriculum to fit day-to-day teaching and designed with national experts underpinned by how children learn

Strands focused on:

1. **Behaviour** – consistent routines, creating a positive learning environment, overcoming low-level disruption and creating high expectations in the classroom.
2. **Instruction** - questioning, scaffolding and modelling, the importance that prior knowledge plays learning, meeting the needs of all pupils and using feedback effectively.
3. **Subject** - Creating good planning habits to support learning goals, examining and addressing the gaps and misconceptions pupils may have and how literacy can be developed across all subjects

ECTs will learn through

- conferences
- virtual clinics
- Regular modules of online learning.
- Self-study modules
- Regular instructional coaching sessions with their mentor who will provide teachers with specific, bite-sized steps to practice each week

Early Career Teacher Year 2

1. **Self-directed study to develop year 1 learning**
2. **Continued mento support through fortnightly one-to-one instructional coaching with their mentor – with opportunities to observe others' practice during this time**
3. **Learning to be self reflective and self driven to continue to learn and improve**
4. **Additional research and resources to stretch and challenge ECTs**
5. **Continued development through conferences and clinics**



Collaboration



Integrity



Innovation



Impact

Meet the Manor Teaching School Hub ECT Appropriate Body Team

Manor Teaching School Hub is proud to be working in partnership to deliver high quality support, guidance and services to schools and settings across South Staffordshire, Walsall and Wolverhampton.

Manor Teaching School Hub will act as the Appropriate Body (AB) during your Early Career induction period and aim to foster strong and supportive working relationships with you, your Early Career teachers and your schools.

The AB Team



Ceri Porter - Manor Teaching Hub Deputy Director and Appropriate Body Lead cporter@manorteachingschoolhub.com



Liz Marson - Manor Teaching Hub Appropriate Body and ECF Administrator emarson@manorteachingschoolhub.com

Key Contact Information

Appropriate Body: Manor Teaching School Hub AB, Ettingshall Road, Coseley, West Midlands WV14 9UQ

ECT Manager Help centre accessed via the ECT manager portal.

Manor Teaching School Hub Website: [Early Career Framework - Manor Teaching School Hub](#)

Email: info@manorteachingschoolhub.com

Or leave a message on the helpdesk on **ECT Manager** [Helpdesk Administration \(ectmanager.com\)](#)

General and Administrative Enquiries – info@manorteachingschoolhub.com or Liz Marson emarson@manorteachingschoolhub.com

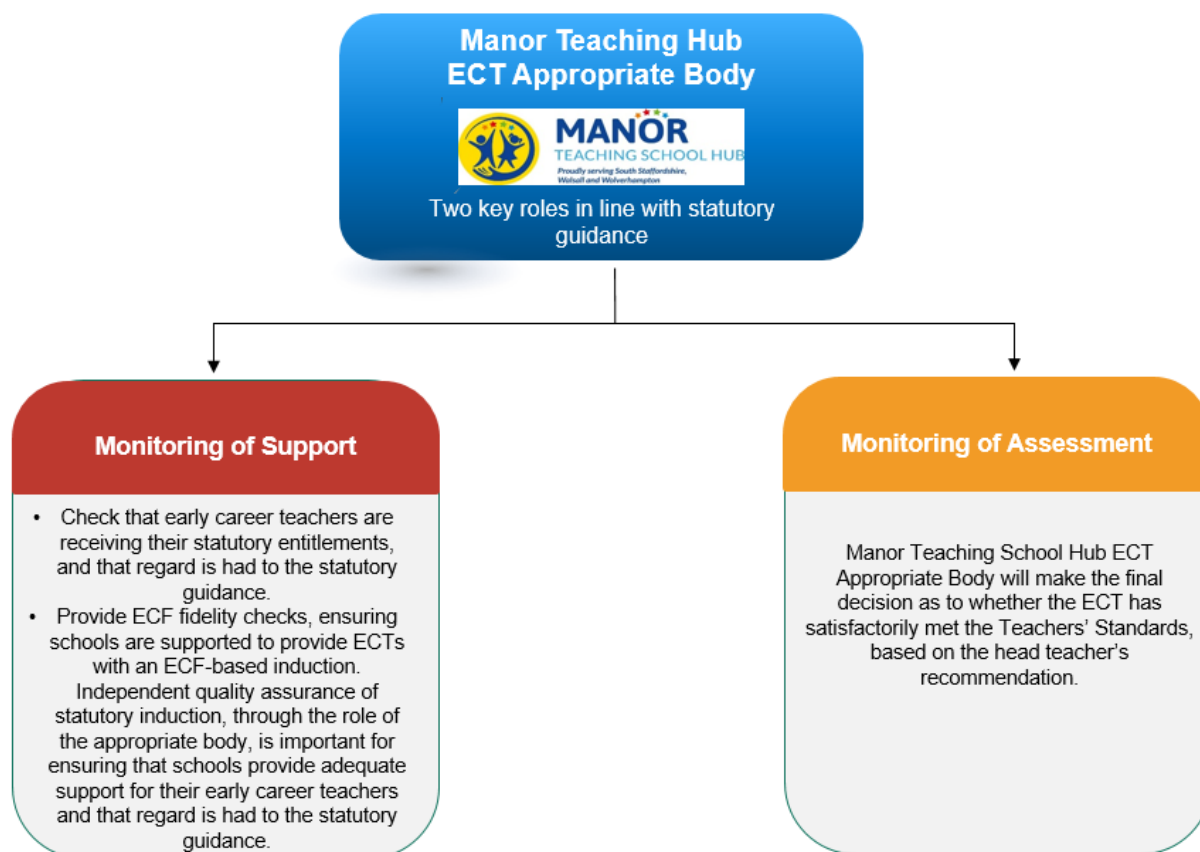
Appropriate Body Lead: Ceri Porter cporter@manorteachingschoolhub.com

Telephone: 01902 558901



Roles and Responsibilities

As an ECT Appropriate Body, we have two key roles in line with statutory guidance



With the role of quality assurance of the ECF induction process, Manor Teaching School Hub ECT 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.

Early Career Teacher (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
- Retain copies of all progress and assessment forms as well as lesson observation feedback forms.

We aim for schools within the Appropriate Body to encourage their ECTs to be proactive in their own career development and see themselves as continuous learners who see feedback as a as progressive CPD and areas for development as opportunities for further learning and improvement.

ECT Entitlements

ECTs have the right to:

- access an ECF induction programme that will commence upon appointment and be reviewed after one year in post.
- be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- a **10%** reduction of the normal teaching timetable in the first year and a **5%** reduction in the second year (in addition to PPA)
- support and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in school.
- meet termly with their induction tutor to review progress
- meet weekly (in first year) and fortnightly (in the second year) with their mentor
- time and regular opportunities to collaborate with other ECTs. Where appropriate this would include opportunities within their school, across trusts and beyond.
- support with building high quality, professional relationships with all members of the school community so that this impacts positively on the quality of learning across the school and fulfils the schools core values.
- opportunities for ECTs to collaborate with and observe best practice by expert teachers: shining the torch on best practise, to celebrate good practice and move practice forward through personalised developmental actions.
- have their teaching observed by expert colleagues, at least **once every half term**, with at least three of these observations being carried out by the Induction Tutor or members of the Senior Leadership Team
- to receive prompt written and verbal feedback on the teaching observed and to receive advice on how to improve
- access external and internal training and CPD as appropriate.

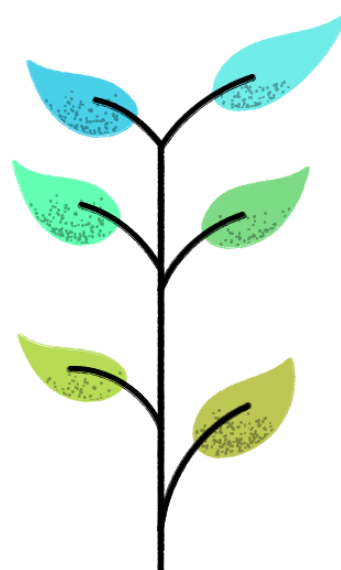
ECTs Responsibilities

Early Career Teachers have a responsibility to...

Take increasing responsibility for their own professional development as the induction period progresses

Engage with instructional coaching with Mentor to deliberately practise models of what good looks like

Negotiate next steps for professional development activities with their Mentor or Induction Tutor



Engage fully and pro-actively with mentoring, support and assessment

Evaluate, with support, their own performance and progress against the Teacher Standards

Engage fully and pro-actively with the ECT induction programme in place, including self study and participation in conferences and CPD sessions



The Governing Body

The Governing Body:

- should ensure compliance with the requirement to have regard to the ECF and 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 institutions 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.
- 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.

Head Teachers

Headteachers will play a significant and leading role in the process of inducting Early Career Teachers to the profession. The Headteacher, along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

Statutory responsibilities are:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- check that the ECT has been awarded QTS
- ensure that the Appropriate Body has been notified when an ECT is taking up a post in which they will be undertaking induction
- appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability, training and sufficient time to carry out their respective roles effectively.
- ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour per week) in the first year and on a fortnightly basis (1 hour per fortnight) in the second year.
- ensure that an appropriate induction programme is in place
- ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- participate in the Appropriate Body's quality assurance procedures of the induction programmes
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- ensure an ECT receives a **10%** timetable reduction in their first year of induction and a **5%** timetable reduction in the second year
- recommend to the Appropriate Body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- make the governing board aware of the support arrangements in place for the ECT
- ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

There may also be circumstances where the Headteacher may need to:

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 relevant 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 in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Provide interim assessment reports for staff moving in between formal assessment periods.
- Notify the Appropriate Body when an ECT serving induction leaves the institution.

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

Induction Tutor

The role of induction tutor is separate from the role of the mentor. The induction tutor is expected to:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs and provide guidance and effective support to the ECT (with the Appropriate Body if necessary)
- co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body.
- carry out **termly** progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines (refer to Section 11 for further information)
- ensure that the ECT's teaching is observed, and feedback provided on a **half-termly** basis
- ensure that all documentation concerning an ECT is uploaded to ECT Manager in a timely manner and in line with the requirements of the Appropriate Body.
- take prompt and appropriate action if an ECT appears to be having difficulties
- design (where appropriate) and co-ordinate a programme of induction that complements the ECF
- support the ECT mentor team
- keep the Headteacher informed of the ECT's progress
- ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards

ECT Mentor

- The role of the mentor is separate from the role of the induction tutor. The mentor is expected to:
- The headteacher should identify a person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to provide **regular mentoring**. It is important that mentors are given **adequate time** to carry out their role effectively and to meet the needs of the ECT.
- ECT and mentor sessions are **expected to be timetabled during teaching hours** as schools are **funded** to cover the time off timetable. The headteacher and appropriate body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of their ECTs. In exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties



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.

Suitable Post for ECT 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:



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 (usually six 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. In some exceptional circumstances the length of an induction period may be reduced.



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 ECT's) 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 personalised, supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to enable a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the relevant 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.

Reductions to induction

It takes time to develop the skills needed for a successful career in teaching which is why all ECTs are **entitled to a two-year induction programme**.

As set out in the Induction statutory guidance, in exceptional individual cases, a Headteacher or ECT might request a reduced induction period on the basis that the ECT meets the Teachers' Standards. This will need to be evidenced, and Manor Teaching School Hub ECT Appropriate Body will consider whether the ECT has significant experience teaching whole classes to the relevant standards. Manor Teaching School Hub ECT Appropriate Body can reduce the length of the induction period to a minimum of one term at their discretion.

In making this decision, Manor Teaching School Hub ECT Appropriate Body will consult with the Headteacher (in particular as to whether the ECT is meeting the Teachers' Standards) and must always gain the agreement of the ECT.

Reductions to the length of induction should only be granted **in exceptional circumstances** and are likely only to be appropriate for ECTs who have significant experience of teaching whole classes.

Manor Teaching School Hub ECT Appropriate Body will carefully consider what evidence is appropriate for demonstrating significant teaching experience.

This will include:

- referrals from previous employers confirming the type and length of teaching experience
- Performance management records or other documentation from previous employers
- a written submission from the Headteacher or ECT addressing how previous teaching experience was significant and how it met the Teachers' Standards

Any reduction to the induction period should only be made on the basis that the ECT has met the relevant standards.

Manor Teaching School Hub ECT Appropriate Body will be particularly mindful of any ECT being denied their entitlement to a two-year induction unnecessarily. If a teacher wishes to serve the full induction period they must be permitted to do so.

Reductions to induction will never be used because the school does not have the resource to offer a full-length induction.

Please inform Manor Teaching School Hub AB immediately if an application for reduced induction period is required.

Part Time Early Career Teachers

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.

Manor Teaching School Hub ECT Appropriate Body have the ability to reduce the induction period for ECTs who are completing induction on a part time basis. We will only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.



For example, an ECT starting induction in September 2023 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2027, but can be considered for a reduction in summer term 2025. A prerequisite for considering reduction past the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, Manor Teaching School Hub ECT Appropriate Body will consult the Headteacher and must always gain the agreement of the teacher concerned.

ECTs transferring during induction

Many ECTs transfer between schools and/or appropriate bodies during induction, whether it is due to the reforms to the appropriate body sector, to start a new teaching post or to resume teaching after a break in employment.

An ECT must serve a minimum period of **one school term** for that induction to count as time served on induction. Thereafter any further induction served under a continuous period of employment will count towards the 2 year induction.

Example A – full time: for a full time ECT this means that if they leave a post before the end of their first school term (e.g. Sept-Dec) that term will not be counted on their record and they must restart term 1 when they resume their induction. If they complete that term they will count one term on their record. And anything in addition to that term will also be counted for as long as they are in post. So, if they serve 1.5 terms of their induction in a post then move schools, they will be considered to have served 1.5 terms of induction and will only need to continue induction from the point of halfway through the second term, whether or not there is a period of time between the first and second teaching posts where the ECT is not employed in teaching.

Example B – part time: to compare for a part time ECTs serving induction, illustrating with an ECT working at 0.5FTE, this means that if they leave a post before the end of their first school term (e.g. Sept-Dec), that term will not be counted on their record and they must restart term 1 when they resume induction. If they complete that school term (e.g. Sept-Dec) they will count 0.5 terms on their record. And anything in addition to that term will also be counted for as long as they are in post. So, if they serve 1.5 terms of induction in a post then move schools they will be considered to have served 0.75 terms of induction pro rata and will need to continue induction from the point of three quarters of the way through the first term, whether or not there is a period of time between the first and second teaching posts where the ECT is not employed in teaching.

When an ECT leaves a post mid-term an interim assessment will be required.

When an ECT joins a new post part way through their induction, the ECT will need to continue induction from the point they reached previously, and serve a full term in their new post before they are reviewed (through a progress review or formal assessment, whichever is due).

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

A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. 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 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

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 Headteachers 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.



Support during Induction

Appropriate Body Entitlement Checks

Over the course of the induction, the appropriate body will continue to check that the ECT is receiving their entitlements and that regard is had to the statutory guidance.

To check ECTs' access to entitlements, appropriate bodies may consider:



In order to check ECTs are receiving their statutory entitlements, Manor Teaching School Hub will survey all ECTs each term and carry out compliance/QA checks on 20% of the school they serve. These compliance checks may be via a Teams meeting or school visits/observations. In this case, Manor Teaching School Hub ECT Appropriate Body would inform schools prior to making the visit to arrange a time and date.

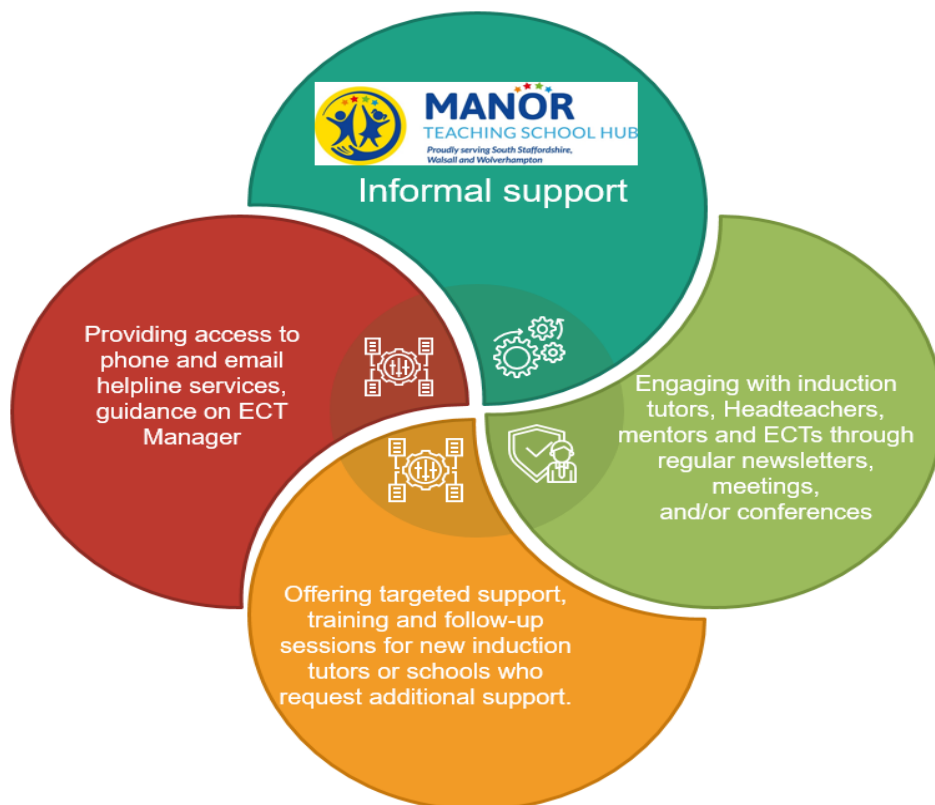
Compliance/QA meetings will be carried out randomly, at the request of a school, where a school may require support for the correct completion of paperwork (progress reviews and assessments) or where the appropriate body feels the school may require support to meet the statutory requirement for the ECT.

Ongoing quality assurance of induction – appropriate body checklist:	
What to CHECK ...	WHY to Check it (to ensure that...)
In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers An ECTs teaching is observed at regular intervals and has prompt follow up discussion An ECT observes experienced teachers The ECT has access to a structured induction programme based on the ECF	The ECT has sufficient time to engage with the ECF-based induction programme
	The ECT has sufficient time to engage with the ECF-based induction programme
	The ECT has fair and effective assessment of their teaching practice, conduct and efficiency against the Teachers' Standards
	The ECT has appropriate opportunity to observe effective teaching practice
	The ECT has access a high quality knowledge-based induction



Informal Support

As an ECT Appropriate Body, informal support is key to continue communication with schools and ECTs. By way of informal support to schools and ECTs, we will consider:



Monitoring, Assessment, Timetabling and Observing

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.**



Suggested uses of ECT time:



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.



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). All ECT formal assessments will be completed on **the online portal – ECT Manager** using the DFE templates.

Assessment points

Early Career Teacher Year 1			Early Career Teacher Year 2		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

- 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 Headteachers 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.








Welcome to ECT Manager



Manor Teaching School Hub ECT Appropriate Body will use the online system '**ECT Manager**' to manage the completion and submission of all progress reviews, formal assessments and interim assessments.

Materials and guides on how to use '**ECT Manager**', can be found online which provide comprehensive information regarding the use of the portal for schools and induction tutors.

[Appropriate Bodies \(ectmanager.com\)](http://ectmanager.com)

 <p>Upcoming Assessments See assessment status and due dates for one year ECTs.</p>	 <p>Upcoming Reports See report status and due dates for two year ECTs.</p>	 <p>Register ECT Add a new ECT, or transfer an existing one to your school.</p>
 <p>Update My Login Details Change your login, email address and your password.</p>	 <p>Update My Personal Details Change your name, email address and phone numbers.</p>	 <p>Helpdesk Add a helpdesk ticket if you are having problems using the site.</p>
 <p>User Manuals Manuals to help guide you through the ECT process.</p>		



Manor Teaching School Hub ECT Appropriate Body 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, notifications and messages to the relevant users in the lead up to these deadlines.

Any issues encountered whilst using ECT Manager can be resolved using the **Helpdesk function** on **ECT Manager**.

If the issues are not resolved, then please contact your Appropriate Body lead for further guidance.

- **General Enquiries** – info@manorteachingschoolhub.com or Liz Marson emarson@manorteachingschoolhub.com
- **Appropriate Body Lead: Ceri Porter** cporter@manorteachingschoolhub.com
- **Telephone: 01902 558901**



Raising concerns

Manor Teaching School Hub ECT Appropriate Body has an important role in ensuring ECTs are receiving appropriate support throughout their whole induction and should aim to foster a collaborative and supportive relationship with the schools they are working with. This is especially important where ECTs are experiencing difficulties and need additional support, or where school leaders are less experienced or less familiar with statutory induction. On occasion, this might mean as an Appropriate Body (AB), we need to signpost the school to the statutory induction guidance and regulations.

Supporting schools experiencing difficulties

If a school submits paperwork on the online portal (ECT Manager) 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, in the first instance they are expected to work with the Headteacher to clarify the expectations and provide advice on the information that is required. If the Headteacher and induction tutor cannot resolve the issue, the AB may seek to engage the governing body as appropriate.

In exceptional circumstances where there is a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved with the school or its governing body, the Appropriate Body can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department will only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. It will not be a proportionate response in most cases where ongoing collaboration between appropriate bodies and schools is normally the most constructive route to resolving issues.

Supporting schools with struggling ECTs

Where an ECT may be experiencing difficulties, some schools may require support from their appropriate body to address specific areas of performance that require further development. Manor Teaching School Hub appropriate Body will work collaboratively with schools where there are issues around an ECT's performance and encourage schools to put in place appropriate action plans. If we feel that a more intensive level of support is required, our appropriate body lead will make further regular contact with the induction tutor via email and phone calls and may carry out additional visits to the school where appropriate.

As an ECT Appropriate Body, we will 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.

We will offer to support schools in:

- Reviewing, with the ECTs, their action or support plan.
- Ensuring ECTs are clear about who to speak to if they need to raise wider issues, such as referrals to helplines or sources of guidance, and where necessary to their employer, including where appropriate their employer's grievance processes if their issues are beyond the remit of the appropriate body to investigate or advise on.

ECTs are not subject to appraisal. The school must support ECTs throughout induction to address areas of performance requiring development.

The role of the appropriate body is to ensure that schools are providing support and induction entitlements to ECTs and are assessing ECTs' progress fairly during induction, i.e. against the **Teachers' Standards** and on the basis of evidence.

Where serious concerns are raised that fall outside of this, the appropriate body has **no remit** to advise the ECT or their employer on any HR procedures or decisions, such as in relation to capability,



misconduct, or complaints between the ECT and their employer around the behaviour of staff. In such instances the Manor Teaching School Hub appropriate body has **no** advisory role but may choose to signpost the school or ECT to their employer's own internal policies or grievance procedures as appropriate. These processes may run in parallel with induction, but they are independent processes which are the responsibility of the employer not Manor Teaching School Hub appropriate body.

It is also not the role of the appropriate body to provide or confirm evidence about the ECT's conduct or progress to the employer directly for the purposes of any HR processes, although the employer, obtaining its own HR advice, may choose, to take into account any evidence or records produced for the purposes of induction as part of its HR processes.

Manor Teaching School Hub appropriate body will take care to ensure that, particularly where a support plan, progress review or a formal assessment record is disputed, they have cross checked evidence to ensure every ECT's progress is being assessed fairly and on the basis of evidence against the Teachers' Standards. We therefore ask you to upload all additional paperwork such as formal lesson observations and informal support to the documents area of ECT Manager. We will also keep a record of all correspondence between ourselves and schools to ensure we are able to demonstrate that we have maintained an objective position in relation to the fair assessment of an ECT's performance and their ongoing support throughout induction regardless of any other HR processes which may apply.

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.



Appropriate Body Fidelity Checks

Appropriate bodies are expected to check that all ECTs have access to an induction programme based on the ECF. This check is referred to here as ‘ECF fidelity’ checking.

An Early Career Framework-based induction

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge. Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice, and ultimately accelerate pupil outcomes.

From September 2021, schools will be expected to opt for one of three approaches to delivery of an ECF-based induction:

- **Full Induction Programme:** a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials.
- **Core Induction Programme:** schools can draw on the content of the high quality professional development materials accredited by the DfE to deliver their own early career teacher and mentor support.
- **School-based programme:** school can design and deliver their own induction programme, based on the early career framework.

Level of ECF fidelity checking

The level of ECF fidelity checking expected of Appropriate Bodies will vary depending on the type of ECF-based induction being delivered. Appropriate bodies should inform their registered schools about the options and signpost them to the **Full Induction Programme**, or the **Core Induction Programme** materials. This way, Appropriate Bodies can support schools at the stage of planning induction to consider how they will ensure their induction complies with the expectation to offer full coverage of the ECF. More information is set out below under the four-step process.

In all inductions, Manor Teaching School Hub ECT Appropriate Body will check that Headteachers understand the expectation in the statutory guidance that they provide an ECF-based induction.

Where schools opt for the **Full Induction Programme**, which includes materials and funded training, the appropriate body does not need to carry out ECF fidelity checks. This is because the providers of Full Induction Programmes will already be subject to separate quality assurance through Ofsted¹ and contract management to ensure their training provides fidelity to the ECF.

Where schools deliver induction through a **Core Induction Programme** or choose to design their own **school-based induction programme** using the Early Career Framework, **additional quality assurance will be necessary** in order to safeguard ECTs’ entitlement to an ECF-based induction.



Early Career Framework Fidelity-Checking

School ops to...	PROVIDER	IN SCHOOL	IN SCHOOL
Use a training provider to support meeting the new statutory induction requirements	Deliver an induction programme in their school using high quality materials and resources, accredited by the DfE	Design their own two year induction programme based on the Early Career Framework	
<p>✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed</p> <p>ABs do not need to provide ECF fidelity-checking for an ECT on a provider-led programme, (since lead providers will be subject to a separate quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers.)</p>	<p>✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed</p> <p>✓ Assuring new teachers receive a programme of support and training based on the ECF by checking that schools have provided a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction.</p>	<p>✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed</p> <p>✓ Assuring new teachers receive a programme of support and training based on the ECF by checking that the induction's design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.</p> <p>ABs will be expected to check in a greater level of detail where schools have opted to design their own school based programme due to the greater risk that a school based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme.</p>	

In the appendices of the guidance there are a number of template forms which may be used or adapted to AB's own systems. The forms provide a clear guide to the type and extent of evidence that ABs are expected to collect from schools in respect of assessment, progress reviews and checks on the induction programme's fidelity to the ECF. These template forms are recommended and designed to help ABs know what to look for when checking that an ECT is receiving an ECF-based induction.

Department for Education

Schools delivering their own induction programmes will require the Appropriate Body to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.

Induction type	Induction checks required?	ECF fidelity checking required?
Full Induction Programme	Yes	No
Core Induction Programme	Yes	Yes
School based programme	Yes	Yes

Responsibility for ECF fidelity checking

As an ECT Appropriate Body, we are expected to check that an induction's design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.

Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.

How and when to conduct ECF fidelity checks

In line with DfE guidance, Manor Teaching School Hub ECT Appropriate Body will undertake the recommended ECF fidelity checks formally at three points over the induction period. Across the three fidelity check points, there will be rigour and scrutiny of the school or core based induction programmes for ECT induction, materials, training and support offered by schools. The expectation will be that the first check is used to verify that an appropriate plan to deliver a programme of support based on the ECF is in place before the start of induction, where possible.

The AB will carry out Fidelity checks three points over the induction period

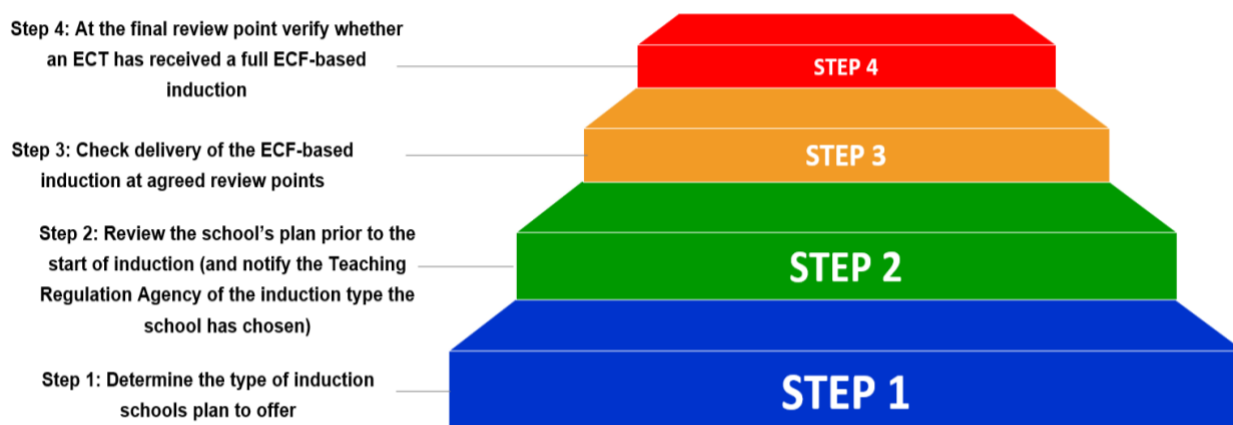
- **At the planning stage:** before the start of induction where possible, an appropriate body is expected to check that an induction has been designed with fidelity to the ECF.
- **Review point 1:** before the end of term 3, the Appropriate Body will check implementation of the school's plans.
- **Review point 2:** before the end of induction, an Appropriate Body will check actual delivery of the planned ECF-based induction.



As part of the rigour around the fidelity checks, Manor Teaching School Hub will use ECF fidelity checking templates (**Appendix G and H**) in line with DFE guidance which set out the level and types of information needed to enable appropriate bodies to make sufficient checks. These template forms are recommended and designed to help the appropriate body know what to look for when checking that an ECT is receiving an ECF-based induction.

Fidelity checking forms are only one part of the quality assurance process and, as with other entitlement checks, the AB will also conduct additional ECF fidelity checks incorporating observations and quality assurance visits which they already have planned as part of their normal processes.

The four-step process for ECF fidelity checking



Step 1: Determine the type of induction schools plan to offer

Prior to the start of induction, the AB will inform the school of the different induction types and level of checking expected, and determine which induction type the ECT(s) will access.

To ensure ECTs benefit from the highest quality support and ease the burden and cost for both schools and appropriate bodies, it is **recommended that schools choose a Full Induction Programme** if it is available to them.

The AB is expected to check that schools are aware of all three induction routes and have made an informed choice, aware of the benefits and checking requirements of their chosen route.

Once a school has confirmed its chosen induction route, the AB is expected to clearly communicate to schools what information they must provide before and during induction, and how any ECF fidelity checking will be carried out, according to the AB's own processes. This will include timings of checks and what paperwork/evidence will be required. The AB will use DFE templates and these would be sent to the school with clear guidance on how the appropriate body expects the school to complete it.

Manor Teaching School Hub AB will communicate ECF fidelity checking requirements at the earliest opportunity to allow schools to factor in time to plan an ECF-based induction programme and submit their plans to appropriate bodies prior to the start of induction.

As part of the AB handbook, the AB will ensure that schools have clarification of roles and responsibilities

- **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.



Step 2: Review the school's plan prior to the start of induction (and notify the Teaching Regulation Agency of the induction type the school has chosen)

In line with DFE Guidance for appropriate bodies, Manor Teaching School Hub AB will review the school's plan for delivering an ECF-based induction before the start of induction to ensure appropriate provision is in place for the ECT from the start. Any relevant paperwork or planning documents should be completed with sufficient detail so that the AB can establish whether the planned induction programme is sufficiently based on the ECF.

The AB will need to inform the Teaching Regulation Agency (TRA) of the induction type the school has chosen for each ECT at the point they commence induction. The AB will also need to update this information when they confirm to the TRA the outcome of an ECT's induction period. The TRA provide specific guidance on returning data, including relevant data return deadlines, directly to appropriate bodies.

For Core Induction Programmes, the AB will look for plans to include

- a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction.
- If a school is delivering a Core Induction Programme, it should be clear to the AB which provider's Core Induction Programme materials a school is using.
- For school-based programmes schools are expected to provide a greater level of detail to explain how full coverage of the ECF is provided by their induction programme, including coverage of the ECF statements, and the sequencing/scheduling of content.

It is not necessary for schools to have planned in detail the scheduling of all individual sessions across the full induction period, but as a minimum, Manor Teaching School Hub AB will expect the plan to set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction.

In line with DFE Guidance, when assessing the plans, Manor Teaching School Hub AB will consider the following:

School-based Induction

Coverage:

What to look for when verifying?

- It is expected that greater coverage will be planned for year 1 as ECTs have additional time in the first year of induction.

What might raise a cause for concern?

- Disproportionate focus on one area of the ECF without rationale.
- Training programme has greater focus on the school's own processes rather than the ECF.

Content:

What to look for when verifying?

- It is expected that all ECF statements are covered in sufficient depth and breadth.

What might raise a cause for concern?

- It appears insufficient time in the programme has been given to focus on one or more ECF statements.
- Training practices/methods which are at odds with the practices advocated by ECF.
- Sufficient time has not been allocated – ECTs' reduced timetable should be used to undertake activities in their induction programme.
- Mentor session topics are not deliberately aligned with the ECT training or independent study.
- No reference to resources or evidence used.

Sequencing:



What to look for when verifying?

- There should be a robust rationale for sequencing the curriculum in the way they have chosen i.e. it should be based on evidence from widely accepted educational research.
- For example, appropriate bodies should expect to see training sessions focusing on the most essential support for ECTs in their first weeks, e.g. on behaviour near the start of the induction, and opportunities for consolidation of learning later in the induction.

What might raise a cause for concern?

- Plan is not appropriately sequenced or has no clear curriculum-based rationale for its sequencing. For example, if the rationale is based on previous cohort satisfaction with existing induction or if the order of topics simply replicates the order in the ECF document without good reason.

When the AB is reviewing plans for a Core Induction Programme induction, we will check that the school's plan aligns with the sequence and materials set out within that specific Core Induction Programme.

Schools may need time to fully adjust to the changes to induction from September 2021 and may, due to resource or capacity, plan to deliver the Core Induction Programme in a way that differs from the handbook. Each Core Induction Programme handbook explains how flexibility can be applied to the programme and the AB will refer to this guidance when reviewing plans and considering where a school has made suitable alternative provision and the rationale for its choices.

In all instances, the AB will adopt a supportive approach to ECF fidelity checking as schools adapt to new requirements but maintaining the expectation on schools that whichever induction type they are delivering, it is expected that ECTs receive full coverage of the ECF.

Cause for concern when checking ECF fidelity

As the Appropriate Body, if there is cause for concern at any point when reviewing the fidelity checking paperwork, the DFE guidance and advice will be followed and acted upon.

While schools adapt to the changes to statutory induction, and given the challenges and pressures created by coronavirus (COVID-19) through 2020, and now into 2021, the AB will take a supportive approach to ECF fidelity checking for cohorts starting statutory induction in the 2021-22 academic year.

For example, if a school has struggled to adequately plan a school-based induction programme starting in September 2021 due to their reduced capacity as a result of coronavirus, the Appropriate Body could signpost to the Core Induction Programme materials available for free online to support the school in planning an ECF-based induction.

Step 3: Check delivery of the ECF-based induction at agreed review points

Manor Teaching School Hub AB is expected to request evidence that the school has delivered its programme of induction in line with its plan, with explanations for any instances where this has changed. Reasonable explanations for a school diverging from the planned sequence might include unforeseen staff absence or school closures. In these instances, schools would be expected to clearly explain their mitigations for any missed training.

The intention is not to penalise schools who are struggling due to reduced capacity or resource. In these cases, the AB will be encouraged to take a supportive approach and work with the school to get the induction back on track. Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT(s) receives an induction programme that is faithful to the ECF.

For example, if a school is managing the unexpected short-term absence of an ECT's mentor they might agree that the ECT will use their reduced timetable for self-directed study while the mentor is unavailable, and work through any questions or problems that arise with the mentor on their return.



Appropriate bodies are advised to use their discretion in these instances to check the induction being delivered is ECF-based and meeting the needs of the ECTs on the programme. Wherever possible schools should be encouraged to follow the sequence set out by the Core Induction Programme or their own plan (if school-based) and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive full coverage of the ECF.

Step 4: At the final review point verify whether an ECT has received a full ECF-based induction

In line with DFE guidance, this step should mirror step 3, but the induction plans should be submitted in full and represent the induction process to that point. The AB will expect to verify that ECTs have received an ECF-based induction and inform the school of the outcome of their final ECF fidelity check.

The AB will offer constructive and supportive feedback to ECT schools. If schools have struggled to deliver aspects of their plan, the AB will work with them, guide and support them to address this for future inductions including signposting them to available resources or other alternative induction routes where appropriate.

As an AB, we understand that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards as outlined in the DFE guidance.



Appendices – Manor Teaching School Hub ECT Appropriate Body Paperwork

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-I) 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 Manor Teaching School Hub Appropriate Body.

A: Manor Teaching School Hub ECT Appropriate Body Check list

B: Progress Reviews

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

C: Formal Assessments

The formal assessment should be completed by the **Induction Tutor** electronically on **ECT Manager** in Terms 3 and 6. All assessment forms will be based on the DfE Teacher Standards.

D: Lesson Observation Form and Teacher Standards

The Lesson Observation Form could be used for formal ECT Induction lesson observations.

E: ECT Support and Action Plan

This support and action plan can be used to set actions where intervention is needed.

F: Teachers' Standards Evidence Form

The Evidence against Teachers' Standards document is a working document that could be completed by the ECT throughout their Induction Period as a record of how they are meeting the Teachers' Standards.

G: Fidelity Checking Template: Core Induction Programme

In line with DfE guidance, documentation to be used to complete Fidelity Checks.

H: Fidelity Checking Template: School-Based Induction Programme

In line with DfE guidance, documentation to be used to complete Fidelity Checks.

I: Frequently Asked Questions



Autumn 1	
Date	Task
September 2024	✓ Ensure all ECTs, Mentors and ITs are registered on ECT Manager and the DfE
Week Beginning Monday 14 th October 2024	✓ Appropriate Body Entitlement Checks sent to ECTs All ECTs will complete an online survey
Prior to half term	✓ Full lesson observation of ECT teaching carried out by IT or Head, followed by feedback and target setting
Autmn 2	
Prior to progress reviews	✓ Full lesson observation of ECT teaching carried out by IT or Head, followed by feedback and target setting
Friday 29 th November 2024	✓ ECT Progress Reviews released on ECT Manager
Friday 13 th December 2024	✓ ECT Progress Reviews deadline on ECT Manager ✓ Discuss progress review with ECT
Spring 1	
During Spring 1	✓ Full lesson observation of ECT teaching carried out by IT or Head, followed by feedback and target setting
Week beginning Monday 3 rd February 2025	✓ Appropriate Body Entitlement Checks sent to ECTs All ECTs will complete an online survey
Spring 2	
Prior to progress reviews	✓ Full lesson observation of ECT teaching carried out by IT or Head, followed by feedback and target setting
Friday 21 st March 2025	✓ ECT Progress Reviews released on ECT Manager
Friday 4 th April 2025	✓ ECT Progress Reviews deadline on ECT Manager ✓ Discuss progress review with ECT
Summer 1	
During Summer 1	✓ Full lesson observation of ECT teaching carried out by IT or Head, followed by feedback and target setting
Week beginning Monday 12 th May 2025	✓ Appropriate Body Entitlement Checks sent to ECTs ✓ All ECTs will complete an online survey
Summer 2	
Prior to end of year assessments	✓ Full lesson observation of ECT teaching carried out by IT or Head, followed by feedback and target setting
Friday 27 th June	✓ ECT end of year assessments or progress reviews released on ECT Manager
Friday 11 th July	✓ ECT end of year assessment or progress reviews deadline on ECT Manager Discuss progress review with ECT

Throughout the year Manor Teaching School Hub Appropriate Body will carry out Quality Assurance and Compliance checks on 20% of the schools we serve.





Core Induction Programme – Early Career Framework fidelity checking

Responsibility for ECF fidelity checking

The content below is adapted from the DfE guidance for the Appropriate Bodies.

Responsibility for ECF fidelity checking (4.3)

Appropriate bodies are expected to check that an induction’s design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.

Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.

How and when ECF fidelity checks are conducted (4.4)

The ECF fidelity checks will formally take place at **three points over the induction period**.

- **At the planning stage:** before the start of induction where possible, the appropriate body is expected to **check that an induction has been designed / is in place with fidelity to the ECF.**
- **Review point 1:** before the end of term 3, the appropriate body should **check implementation of the school’s plans.**
- **Review point 2:** before the end of induction, the appropriate body should **check actual delivery of the planned ECF-based induction.**

Instructions on completing this form

Purpose

- This form can be used by schools to evidence to the appropriate body how they have used a Core Induction Programme (CIP) to deliver training and mentor sessions.
- It should not be used to describe every session delivered over the entire induction period but should provide a clear understanding of *how the Core Induction Programme materials will be used*, including the *sequencing of sessions*.

Completing the form

- The member of staff responsible for planning the 2-year ECF induction should complete the information required at the three checking points (when required by the AB).
- The headteacher’s signature is required for each of the three checking points
- The form should be sent to the appropriate body for verification when required.

This form is comprised of *three sections* which will be completed during the three check points during the induction period. Thus, the school will complete the relevant selections when required by the AB.



Core Induction Programme – Early Career Framework fidelity checking

Planning stage of ECF (before induction starts)

SECTION 1 – School details

School name		URN/ DfE number	
Headteacher/Principal		ECF Induction lead	
Number of ECTs		Number of mentors	

Declaration

As the headteacher/principal, I

- understand the expectation in the statutory guidance to provide an ECF-based induction
- am aware of all three induction routes
- am aware of the benefits of the Core Induction Programme, therefore I have made an informed decision
- am aware that fidelity checking is required for a Core Induction Programme

SECTION 2 – Early Career Teacher(s)

Full name of ECT	TRN	Start date	Expected completion date	Full name of mentor

Please add / delete rows if necessary.

SECTION 3 – Core Induction Programme (CIP)

Please write down the Core Induction Programme your school is delivering to your ECT/s

How is the school accessing the CIP materials?

DfE portal

DfE website (Core Induction Materials)

Other



SECTION 3 – Continued

With reference to your chosen Core Induction Programme: [Suggested word count: 300]

a) **Please outline** the ECT training sessions that will be delivered.

Briefly explain:

- How closely are the training sessions aligned to the plans provided by the CIP?
- How is the school exemplifying the ECF statements? Is the school drawing from a research base that is beyond that of the ECF?
- How will the CIP be embedded as a central aspect of induction [and] not an additional training programme?

b) **Please outline** the mentor sessions that will be delivered. When are they scheduled?

Briefly explain:

- How will the school enable a designated mentor has the time and ability to carry out the role effectively?
- How will the school ensure that a designated mentor is able to provide, or broker, effective support, including phase or subject specific mentoring and coaching?

c) **Please outline** the self-directed study that will be delivered.

Briefly explain:

- How closely are the self-directed study materials aligned to the plans provided by the CIP?
- How is the school exemplifying the ECF statements?

Evidence required: Please attach a map of all sessions/content and dates (including a termly breakdown of how the training sessions and self-directed materials will be scheduled/sequenced over the course of the induction period).

Important information

*At this point, it is **not necessary** for the school to **have planned in detail** the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ECF. Your schools might wish to set out a termly breakdown of how the training sessions and self-directed materials will be scheduled/sequenced over the course of the induction period.*

Staff planning induction are expected to have good knowledge and understanding of the CIP materials available from their thechosen CIP provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider's handbooks for further details on how their CIP programme is designed to be delivered.

Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher

Date

To be completed by the Appropriate Body

- The school's plan aligns with the sequence and materials set out within the selected Core Induction Programme
- It is unclear how the school will use the Core Induction Programme to deliver training
- The school's plan has diverged from the sequence as laid out in the Core Induction Programme without a clear explanation or rationale

Recommendations, including support from the AB

AB Lead

Date



Collaboration



Integrity



Innovation



Impact

Core Induction Programme – Early Career Framework fidelity checking

Review point 1 – Implementation of the ECF

Agreed date (before the end of term 3):

Implementation of the school’s plans

Please outline **how the school is implementing the Core Induction Programme** [Suggested word count: 300]

- a) ECT training sessions
- b) Mentor sessions
- c) Self-directed study

(Please include dates where appropriate, where delivery of the programme has diverged from the planned sequence and explain what mitigations are in place).

Please answer these questions:

1. How are teachers progressing through the strands?
2. Where might teachers need to recap/revise on previous learning? What do you intent to do?

Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher		Date	
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To be completed by the Appropriate Body

- The school’s plan aligns with the sequence and materials set out within that specific Core Induction Programme
- It is unclear how the school will use the Core Induction Programme to deliver training
- The school’s plan has diverged from the sequence as laid out in the Core Induction Programme without a clear explanation or rationale

Recommendations, including support from the AB

AB Lead		Date	
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Core Induction Programme – Early Career Framework Fidelity Checking

Review point 2 – Delivery of the ECF

Agreed date (before the end of induction):

Delivery of the planned ECF based induction

Please provide a summary with examples (include dates where appropriate) of **how the school has delivered the Core Induction Programme** [Suggested word count: 300]

1. To what extent have teachers been able to work through the entirety of the strands?
2. How consolidated is their knowledge?

Complete this part only if / where delivery of the programme has diverged from the planned sequence. Please provide evidence where this has changed (including mitigations for any missed training) and provide reasonable explanations for diverging from the planned sequence (for example this might include unforeseen staff absence or school closures, etc).

Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct, and complete.

Headteacher		Date	
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Outcome of the fidelity checking (to be completed by the Appropriate Body)

Please note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards.

- The ECTs have received an ECF-based induction
- The ECTs have not received an ECF-based induction

Agreed next steps

Support from the AB

(If the school has had challenges to deliver aspects of their plan, the Appropriate Body work with them and support them to address this for future inductions).

AB Lead		Date	
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School-based Induction Programme

Early Career Framework Fidelity Checking

Responsibility for ECF fidelity checking

The content below is adapted from the DfE guidance for the Appropriate Bodies.

Responsibility for ECF fidelity checking (4.3)

Appropriate bodies are expected to check that an induction's design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.

Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.

How and when ECF fidelity checks are conducted (4.4)

The ECF fidelity checks will formally take place at **three points over the induction period**.

- **At the planning stage:** before the start of induction where possible, the appropriate body is expected to **check that an induction has been designed / is in place with fidelity to the ECF.**
- **Review point 1:** before the end of term 3, the appropriate body should **check implementation of the school's plans.**
- **Review point 2:** before the end of induction, the appropriate body should **check actual delivery of the planned ECF-based induction.**

Instructions on completing this form

Purpose

This form can be used by schools designing and delivering their own ECF-based induction programme to evidence to the appropriate body how they have used the Early Career Framework to design and deliver training and mentor sessions.

Completing the form

- The member of staff responsible for planning the 2-year ECF induction should complete the information required at the three checking points (when required by the AB).
- The headteacher's signature is required for each of the three checking points
- The form should be sent to the appropriate body for verification when required.

This form is comprised of three sections which will be completed during the three check points during the induction period. Thus, the school will complete the relevant selections when required by the AB.



Planning stage of ECF (before induction starts)

SECTION 1 – School details

School name		URN/ DfE number	
Headteacher/Principal		ECF Induction lead	
Number of ECTs		Number of mentors	

Declaration

As the headteacher/principal, I

- understand the expectation in the statutory guidance to provide an ECF-based induction
- am aware of all three induction routes
- am aware of the benefits of the Core Induction Programme, therefore I have made an informed decision
- am aware that fidelity checking is required for a Core Induction Programme

SECTION 2 – Early Career Teacher(s)

Full name of ECT	TRN	Start date	Expected completion date	Full name of mentor

Please add /delete rows as necessary.

SECTION 3 – School-based Induction Programme (SIP)

Overview

[Suggested word count: 1000. Continue on separate sheet if necessary]

At this stage, please provide a **termly overview** of how the induction programme has been **scheduled** and **sequenced across the two-year induction period**. This should include:

- **topics that will be covered each term** and in what **order**, and a rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.
- an explanation of how ‘learn that’ and ‘learn how to’ statements will be delivered. This should cover **intended mode(s) of delivery** (for example group training, virtual learning, 1:1), the **balance between contact time and self-directed study**, and **how mentoring will support ECT’s learning** of the ECF statements.



SECTION 3 – Continued

- What research base is the school drawing from, including research that is beyond that of the ECF?
- How will the School-Based Programme be embedded as a central aspect of induction [and] not an additional training programme?
- What training sessions will be available for mentors? When are they scheduled?
- How will the school enable a designated mentor has the time and ability to carry out the role effectively?
- How will the school ensure that a designated mentor is able to provide, or broker, effective support, including phase or subject specific mentoring and coaching?

Important information

*This part should not be used to describe in detail every session delivered over the entire induction period but **should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme.***

Staff planning induction are expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher

Date



Collaboration



Integrity



Innovation



Impact

Review point 1 – Implementation of the ECF

Agreed date (before the end of term 3):

Implementation of the school's plans

Please outline how the school is implementing its School-based Induction Programme. Please provide answers for all 8 standards. [Suggested word count: 250]

- A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how these statements are being delivered.

Explanation and the rationale should cover:

- **Intended mode(s) of delivery** (for example group training, virtual learning, 1:1) and the **balance between contact time and self-directed study**
- How mentoring will support ECT's learning of this statement

- B. Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

1. High Expectations (Standard 1 – Set high expectations)

2. How Pupils Learn (Standard 2 – Promote good progress)

3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

4. Classroom Practice (Standard 4 – Plan and teach well-structured lessons)

5. Adaptive Teaching (Standard 5 – Adapt teaching)

6. Assessment (Standard 6 – Make accurate and productive use of assessment)



Implementation of the school's plans (Continued)

7. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

1. How are teachers progressing through the strands?
2. Are there any areas where teachers might need to recap/revise on previous learning?

Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher		Date	
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To be completed by the Appropriate Body

Coverage

- greater coverage is planned for year 1
- disproportionate focus on one area of the ECF without rationale
- training programme has greater focus on the school's own processes rather than the ECF.

Content

- all ECF statements are covered in sufficient depth and breadth
- insufficient time in the programme has been given to focus on one or more ECF statements
- training practices/methods which are at odds with the practices advocated by ECF
- sufficient time has not been allocated
- mentor session topics are not deliberately aligned with the ECF training or independent study
- no reference to resources or evidence used.

Sequencing

- there is a robust rationale for sequencing the programme in the way they have chosen
- plan is not appropriately sequenced or has no clear curriculum-based rationale for its sequencing.

Recommendations, including support from the AB

AB Lead		Date	
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Collaboration



Integrity



Innovation



Impact

Review point 2 – Delivery of the ECF

Agreed date (before the end of induction):

Delivery of the planned ECF based induction

Please outline how the school has delivered the School-based Induction Programme including examples and dates where appropriate. [Suggested word count: 1000. Continue on separate sheet if necessary]

1. To what extent have teachers been able to work through the entirety of the strands?
2. How consolidated is their knowledge?

Outline where delivery has diverged from the planned sequence. Please provide evidence and reasonable explanations for diverging from the planned sequence (for example this might include unforeseen staff absence or school closures, etc) and what mitigations were put in place). [Suggested word count: 250]

Additional documentation

Please attach any additional documents/plans/schedules to be reviewed by the appropriate body. If you have attached additional documents, give a very short summary of what has been attached.

Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher

Date

Final outcome of the Fidelity Checking (to be completed by the Appropriate Body)

Please note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards.

- The ECTs have received an ECF-based induction
- The ECTs have not received an ECF-based induction

Agreed next steps

Support from the AB

(If the school has had challenges to deliver aspects of their plan, the Appropriate Body work with them and support them to address this for future inductions).

AB Lead

Date



Collaboration



Integrity



Innovation



Impact

Frequently Asked Questions

Q: Is there a deadline for completing induction after a teacher has gained ECT status?

A: No. An ECT can complete induction at any time but can only undertake short-term supply work of less than one term in a relevant school for a maximum period of five years from the point of award of QTS.

Q: What should an ECT do if they leave a school before completing induction?

A: The period that an ECT spends at any school should count towards the completion of induction, as long as it is for a minimum of one term. An ECT should make sure assessments are up to date and inform your current Appropriate Body (and new Appropriate Body if different) of this change. If an ECT leaves a school part way through an assessment period an interim assessment should be completed to ensure the new school knows how to progress induction. ECT's should make sure that they have copies of all assessments that have been completed.

Q: Can an ECT complete induction in multiple schools?

A: Yes, an ECT can complete induction in multiple schools simultaneously as long as they work at both schools regularly and one school agrees to take charge of the assessment process. An ECT can also complete induction at multiple schools, one at a time if an ECT completes a minimum of one term at each school and their assessments are up to date.

Q: Can an ECT complete induction at a specialist or independent school or FE College?

A: Yes, providing their Appropriate Body agrees that the school/college is appropriate for an ECT to complete induction there and an agreement is reached between the main school/college and another school to allow the ECT to complete ten working days teaching in a maintained school.

Q: What evidence does an ECT need to demonstrate that they are meeting the standards required to pass their induction period?

A: An ECT should receive and keep copies of lesson observation records and regular Professional Progress Review assessments. The ECT and their tutor should also agree and record outcomes of review meetings. An ECT will also have their own lesson plans, materials they have developed for teaching, records of their observations of other teachers and records of any professional development they have attended. If these are well organised and readily accessible, there should be no need for extra evidence.

Q: What happens if an ECT does not get 'satisfactory progress' in one or more of their termly assessments?

A: An ECT should discuss how they can improve their performance with their tutor and Headteacher. The Appropriate Body should be notified as soon as possible so they can provide advice and relevant support to help the ECT improve their performance. It is the final assessment which confirms whether an ECT has passed or failed induction. Who should be the Induction Tutor? The Induction Tutor should be a teacher with Qualified Teacher status in the school. This may be the head teacher or a teacher who has a specialised understanding of the ECT's chosen subject or year groups.

Q: What should the Induction Tutor do to support the ECT?

A: The Induction Tutor should be available for questions about induction. They should also provide support on areas an ECT does not understand and offer further assistance as required. Regular meetings and professional discussions should take place and the tutor should complete three formal assessments over the course of induction to establish whether the ECT is meeting the required standards.

Q: What should an ECT do if they have any concerns about their induction programme and the support they are receiving in school?



A: In the first instance they should talk to their Induction Tutor about their concerns. If there continues to be a problem then they should discuss the position with their Headteacher who has overall responsibility for an ECT's induction.

Q: How does maternity leave effect induction?

A: If an ECT takes Statutory Maternity Leave during their induction, they will have to complete the remainder of their induction after their maternity leave has ended.

Q: Does an ECT get official confirmation when they complete their ECT induction?

A: Yes, they will receive confirmation from the Teaching Regulation Agency. If an ECT fails induction, can they start it again? No, they have one chance to complete and pass induction. If they do not complete this successfully they are not able to attempt it again. If they do fail to meet the induction standards they do have the opportunity to appeal, by writing to the Appropriate Body within 20 working days of the decision to fail induction being made.

Q: What are the implications should an ECT fail to meet the induction standards at the end of the induction period?

A: Should an ECT fail to complete the induction period satisfactorily, they would still hold QTS but would no longer be eligible to be employed as a teacher in a maintained or non- maintained special school. They can appeal the Appropriate Body's decision, by writing to the Teaching Regulation Agency within 20 working days of the decision to fail induction being made

Q: What is the difference between the Full Induction Programme (FIP) vs the 'Core Induction Programme' (CIP)?

A: Schools choosing either the provider-led programme (FIP) or DfE-accredited materials and resources (CIP) will have support available to them in the form of:

- Time off timetable funded for early career teachers and mentors in the second year of induction.
- Access to a sequenced two-year programme based on the Early Career Framework (for schools to deliver if on CIP vs via externally delivered training for FIP).
- Self-directed study materials for early career teachers including videos and evidence-based reading.
- Materials to support mentor sessions designed to reduce mentor workload.

In addition to the above, only schools on the FIP will have:

- Funded training delivered directly to early career teachers by an external provider.
- Funded training delivered directly to mentors by an external provider.
- Additional funding to backfill mentor time spent undertaking training in addition to the funding for time off timetable.

Q: Can schools on the core induction programme (CIP) use materials from more than one provider to deliver their induction?

A: If a school is delivering a core induction programme, it should be clear to the appropriate body which provider's materials a school is using. If a school is using multiple provider's materials this would instead be classed as a 'school-based programme' and they would need to ensure their induction programme covers all the ECF statements in sufficient depth and breadth.

It is recommended that an ECT stays with one provider. Materials have recommendations for week-by-week activities and have a clear sequence including time set aside for assessment and progress reviews, which will give assurance that the Early Career Framework is manageable within the time off timetable.

We recommend that, if a school wishes to make changes to the CIP being following, they do not do this mid-way through induction but instead align any changes with a new cohort of ECTs to ensure teachers follow a consistent programme.



Q: Are mentoring coaching materials available for schools choosing CIP?

A: Yes, schools that have registered to deliver the CIP will have access to the mentoring coaching materials for their chosen CIP. However, schools on the CIP will not have access to funded training delivered directly to mentors.

Q: How much adaptation will be allowed for schools that feel the CIPs are not meeting their needs?

A: Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT(s) receive an induction programme that is faithful to the ECF. For schools who are struggling due to reduced capacity or resource, appropriate bodies are encouraged to take a supportive approach and work with the school to get the induction back on track.

Wherever possible schools should be encouraged to follow the sequence set out by the Core Induction Programme chosen, or their own plan (if school-based) and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive an ECF based induction that covers all the ECF statements in sufficient depth and breadth.

Q: What about ECTs who transfer during an induction period and experience a change of CIP?

A: It is the responsibility of headteacher/principle to ensure an appropriate ECF-based induction programme is in place. In the event that an ECT transfers from a school offering a different CIP headteacher/principles are expected to assess the statements of the ECF the ECT has already covered and agree with their appropriate body that any necessary adjustments made to the CIP will result in the ECT having covered the ECF statements in sufficient breadth and depth at the end of their induction.

Q: What can appropriate bodies do if a school is not meeting its statutory duties towards an ECT?

A: In the first instance appropriate bodies are expected to work with the headteacher to clarify the expectations and provide advice on the information that is required. If the headteacher and induction tutor cannot resolve the issue, appropriate bodies may seek to engage the governing body as appropriate.

In exceptional circumstances where there is a concern that induction is not meeting statutory guidance and that concern cannot be resolved with the school or its governing body, the appropriate body can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department should only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted.

Q: Can part time ECTs receive a reduced induction?

A: The standard length for all ECTs should be the full time equivalent of 2 school years.

Appropriate bodies are allowed to reduce the length of induction of part time teachers (regardless of FTE rate) after they have completed 2 calendar years. This recognises the fact that many part-time ECTs will experience the academic year pinch points at the same rate as full-time ECTs and may be supported by their school to complete ECF learning at the same rate as full-time ECTs.

Similar to standard reductions to the induction period, which are decided prior to the start of induction in cases only where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards, reductions for part time teachers should only be used in exceptional cases where it is clear that the ECT has sufficiently met the Teachers' Standards. The decision of whether a reduction may be appropriate is for the appropriate body to determine, taking into account advice from the headteacher/principal.



Q: If an AB signs an ECT off after one term, do they still need to check that the ECT is following an ECF-based induction?

A: Once the ECT has completed their induction period, including where this has been reduced to one term, there is no expectation for the teacher to continue to receive ECF based training or that the AB continues to quality assure any training that the teacher receives.

Q: Can an ECT who starts in middle of the year/ induction, join the FIP at any point of the induction?

A: Every lead provider will have a policy on how to support ECTs who join their school during the academic year. Schools should contact them directly for further information. Their details can be found on the following link;

[How to set up training for early career teachers - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Q: Can independent schools access the full induction programme?

A: Funding is only provided for state schools in England. Independent schools will not receive additional funding.

Independent schools who want to offer their ECTs the provider led programme may enter into arrangements with lead providers directly. This is subject solely to the agreement of the lead provider and the institution.

Where agreement cannot be reached these institutions will be able to deliver their own training using the freely available DfE accredited (CIP) materials and resources or to design and deliver their own programmes based on the ECF itself.

For any further information regarding the Appropriate Body service, contact info@manorteachingschoolhub.com

