



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

ECT INDUCTION

Appropriate Body Quality Assurance Policy



The Appropriate Body (AB) has the main quality assurance role within the induction process.

We have the responsibility to check that schools have put in place an Early Career Framework based induction as well as ensuring all Early Career Teacher (ECT) entitlements are met. The areas below are highlighted in the [Appropriate bodies guidance: induction and the early career framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/20210302-ecf-guidance-2021.pdf)

Pre-Induction Check	
What to check	How to check
The headteacher has provided a suitable post for induction and is aware of their statutory duties towards induction	Briefing (live or video) Information email
The headteacher has verified that the award of QTS has been made	ECT Manager verifies this
The ECT is aware of their statutory entitlements, knows who their appropriate body is and is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns	ECT expectations webinar (live or video) ECT Manager progress reviews and assessments Termly ECT surveys The named contacts are Ceri Porter (Appropriate Body Lead) cporter@manorteachingschoolhub.com Liz Marson (Administrator) emaron@manorteachingschoolhub.com
The school is providing a reduced timetable in addition to PPA	Briefing (live or video) Termly ECT surveys Information email
The mentor has the ability and sufficient time to carry out their role	Briefing (live or video) Termly ECT surveys Information email
The induction tutor has the ability and sufficient time to carry out their role	Briefing (live or video) Termly ECT surveys Information email
The headteacher has confirmed the type of ECF-based induction they are providing	ECT Manager collects this Termly ECT surveys

Monitoring Check	
What to check	How to check
In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of existing teachers (i.e. 10% PPA and 10% for ECT time)	Compliance visits (in person or via Teams) Termly ECT surveys Progress Reviews and Assessments
In the second year of induction the ECT has a reduced timetable of no more than 95% of the timetable of existing teachers (i.e. 10% PPA and 5% for ECT time)	
An ECT's teaching is formally observed at least twice per term and has prompt follow up	



discussions and feedback with action points for development.	
An ECT observes experienced teachers	
The ECT has access to a structured induction programme based on the ECF	
The ECT has a designated mentor and has regular mentor meetings to discuss specific development areas.	

To ensure that all the above is in place for ECTs, Manor Teaching School Hub commits to a range of practices. These are outlined below.

Quality Assurance Processes:

Element of Compliance Check	Schools involved	Timeframe
ECT Statutory Entitlement Information Slides	All schools	Upon registration
Headteacher briefings (live or video)	All schools	Live briefings at the start of each term
Induction Tutor Training	All Schools	Annually
QA/Compliance visits (In person or via Teams)	20% sample of registered schools including newly registered schools	Throughout the year
Progress Reviews and Assessment Reports	All schools	Termly
Cause for Concern process	Schools with ECTs identified as 'not on track' on progress reviews and Assessments	Fortnightly following assessment via email and phone calls
Cause for Concern process	Schools where problems with statutory entitlements have been identified	As and when identified
Change in induction request processes, eg, reduced induction or extension	Schools applying for a change in induction for an ECT	Upon request
Fidelity check	All schools not using a provider-led programme.	Upon registration Prior to the start of Year 2 Compliance visit termly (via Teams)

Training and Briefings: - Headteachers and Induction Tutors are invited to attend a training event in the Summer Term before registration and termly briefings throughout the year. Training includes essential information regarding roles and responsibilities of the induction tutor as well as guidance on best practice, the completions of progress reviews and assessments and causes for concern processes. A recording of the training and briefing events will be available on the Manor Teaching School Hub website after each event.

There is an Appropriate Body handbook which is shared on the website and ECT Manager.



Quality Assurance/Compliance Checks: - Each year a 20% sample of schools, including new schools will be contacted. The checks will either be carried out in person by our Appropriate Body Lead visiting the school or via Teams and will take place during each term.

The rationale for the visit will be identified considering a range of factors, including: -

- Newly registered school.
- New headteacher.
- New induction tutor.
- Schools who haven't had ECTs before.
- A low Ofsted grading.
- Concerns shared by ECTs or mentors.
- Poor quality assessments.
- Change in ECF provision.
- ECF delivered by a different institute.
- Length of time since previous QA visit.

The purpose of the meeting is to ensure schools have the statutory entitlements in place for ECTs, answer any queries the school may have and provide any further support to the school or the ECT if required.

The visit may include the following activities:-

- Learning walks of ECTs (In person visit only)
- Conversations with stakeholders (ECTs/Mentors/Induction Tutors/Headteachers)
- Reviewing documentation and evidence (e.g. mentor meetings, lesson observations, support plans)
- Any further intervention required will follow our cause for concern process.

A summary of the meeting will be recorded on a form and sent to the school to be signed by the ECT, Induction tutor and Head. **(Appendix 1)**.

Cause for Concern Visit: - When a concern is raised regarding statutory entitlements, schools will be contacted and asked to meet virtually or in-person where appropriate. Manor Teaching School Hub will work with the school to ensure statutory entitlements are in place.

When an ECT is identified as 'not on track' on a progress view, schools will be contacted and asked to share their support plan with us. Manor Teaching School Hub will work with the school and arrange a cause for concern meeting where appropriate. The initial meeting will be made via a telephone conversation with the Induction Tutor to explore the causes for concern and the nature of the support required. Follow up phone calls will be made fortnightly to monitor the ECTs progress and establish the need for further interventions. Where this is the case Manor Teaching school Hub will make an in person visit to the school. The purpose of the visit is to ensure judgements made against the ECT are fair and justified. Additional support plans will be reviewed, and guidance is offered to the school as to how to best support the ECT moving forward.

The visit may include the following activities:-

Meetings with stakeholders (ECTs/Mentors/Induction Tutors/Headteachers)



- Lesson observation of the ECT
- Feedback on the lesson observation
- Reviewing documentation and evidence (e.g. mentor meetings, lesson observations, support plans)

When a concern is raised regarding anything else, the Manor Teaching School Hub will take appropriate intervention and will signpost HR and Unions where necessary.

Change in induction request processes.

Reduced Induction request: - A small proportion of ECTs with significant teaching experience (i.e. they have undergone the assessment only route for QTS or have taught in a private school) may request a reduction in their induction period.

If an ECT reduced induction is to be requested, it should be indicated at the start of the induction process, and specific areas for development should be identified.

Manor Teaching School Hub will work with the school and the ECT to determine eligibility and if the criteria is met, schools may make a full application. The initial application, that must be made by the Head, will be reviewed by an internal panel and if successful.

Manor Teaching School Hub will triangulate a broad range of data alongside the application, this will include school visits, observation of the ECT, conversations with stakeholders (ECT, induction lead and/or Head) and collection of evidence that demonstrate how the ECT is meeting the Teacher Standards.

Reduced Induction for delayed registration: - ECTs may be eligible to apply for a reduction in induction due to a delayed registration process. This is relevant for ECTs who faced a delay in starting their induction due to administrative error.

In this instance, schools can make an application to reduce the ECTs induction by an agreed amount of time.

The application will be reviewed by Manor Teaching School Hub following the same procedures are above.

Reduced Induction for other reasons: - In exceptional circumstances, schools may be able to apply for a reduction to the ECT induction period due to additional reasons, such as part-time induction or long-term leave.

In this instance, the application will be reduced on a case-by-case basis by the Manor Teaching School Hub and will follow the same procedure as above.

Extended induction request: - A small proportion of ECTs require an extended induction. Schools can make an application to extend the induction period for the ECT to enable them to meet the teacher standards. Manor Teaching School Hub will review the evidence, considering progress reviews, assessment and support plans. Manor Teaching School Hub will also make a school visit to discuss the extension with the ECT, carry out a lesson observation and review documentation held by the school, for example formal lesson observation records, pupil assessment/progress records. The evidence will be reviewed by an internal panel and verified by an external peer TSH panel.



Fidelity Checking: - If schools are using DfE-accredited materials to deliver the ECF-based training or if schools are designing and delivering their own training programme based on the ECF, they require a fidelity check and will be charged accordingly for this extra layer of quality assurance required.

Manor Teaching School Hub will work with the school/Trust to signpost the options of a provider-led programme or the DfE-accredited materials. This is to support schools with ensuring they offer a structured ECF-based induction.

Manor Teaching School Hub will quality assure the ECF programme provided by the school/Trust, this quality assurance will be carried out annually.

Further details on this process can be found in our Fidelity check documentation.

Additional support: - To further ensure the quality of ECT induction in the schools we serve across South Staffs, Walsall and Wolverhampton, Manor Teaching School Hub provides a range of support materials to guide schools and ECTs throughout the induction period. This includes termly virtual briefings for induction tutors/heads and recordings of these briefings, termly newsletters, annual induction tutor training as well as a range of relevant documentation available on ECT Manager and/or the Manor Teaching School website.

Appendix 1

Manor Teaching School Hub Appropriate Body Quality Assurance/Compliance School Visits

School							
Primary (Tick)		Secondary (Tick)		Special (Tick)		PRU (Tick)	
Walsall (Tick)		Wolverhampton (Tick)		South Staffordshire (Tick)		Other	
Name of ECT							
Name of Induction Tutor							
Name of Headteacher							
Name of Mentor							
Date of Visit							
Appropriate Body Lead							

ECT Entitlements Checklist

Statutory Entitlement Check List		
1.	ECT's have been registered for an ECF based training programme	
2.	The ECT post is suitable for induction	



3.	ECTs receive 10% (Year 1) and 5% (Year 2) timetable reduction in addition to a teacher 10% PPA allocation	
4.	Mentor meetings are timetabled within school hours weekly (Year 1) and biweekly (Year 2) and instructional coaching facilitated.	
5.	Mentors are given time on their timetable for mentor meetings, and they are not in addition to a full timetable.	
5.	Induction Tutors meet ECTs termly to discuss progress against the Teachers' Standards and to evaluate evidence being used for the Teachers' Standards Evidence Form.	
6.	Induction Tutors observe ECTs once every half term and provides formal feedback.	
7.	Mentors and ECTs are being released for external training with their ECF based training provider.	

During School Visit

	1 (Working towards)	2	3 (Excellent Practice)
How would you describe the 'Quality of Mentoring' for ECTs at this school?			
Please give reasons for your rating			
How would you describe the 'Quality of the in-school Professional Development' for ECTs at this school?			
Please give reasons for your rating			
How would you describe the quality of the ECF training you are engaged with?			
Please give reasons for your rating			
How would you describe the "Quality of feedback/reporting" for ECTs? This might include observing other teachers and bespoke CPD to meet ECT needs.			
Please give reasons for your rating			



Overall

	1 (Working towards)	2	3 (Excellent Practice)
Overall, how would you rate the support of ECTs at this school?			
Please give reasons for your rating			
Please identify any Areas of Good Practice to highlight/share with other schools (please be as specific as possible)			
Please identify any Areas of Concern that require further action/support from Manor TSH AB (please be as specific as possible identifying required actions where appropriate)			

Requests from the school for MTSH Appropriate Body to action:

Feedback from Appropriate Body

Induction tutor

Signature	
Date (DD/MM/YYYY)	

Headteacher

Signature	
Date (DD/MM/YYYY)	

Early Career Teacher

Signature	
Date (DD/MM/YYYY)	



