

ECT INDUCTION APPROPRIATE BODY HANDBOOK

2023-2024



Tudor Grange
Teaching School Hub

*Serving Solihull, Redditch,
Bromsgrove and Stratford-on-Avon*

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1.0 Introduction

Welcome to Appropriate Body services offered by Tudor Grange Teaching School Hub in relation to the ECT (early career teacher) Induction period.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. The government have introduced new measures to further support ECTs combining a structured programme of development, support, and professional dialogue, underpinned by the Early Career Framework (ECF). With an Appropriate Body (chosen by the school hosting the induction) monitoring the induction and providing assessment of performance against the Teachers' Standards.

The induction offered by schools should support the ECT and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. The induction can be delivered in 3 ways according to how the school chooses to access the early career framework. Option one is to use a lead provider and work with a Teaching School Hub. Option two is for schools to deliver their own training using DfE-accredited materials. Option three is for the school to design and deliver their own programme based on the early career framework.

The Teachers' Standards will be used to assess an ECT's performance throughout and at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should consider the ECT's work context and must be made based on what can reasonably be expected of an ECT by the end of their induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.
The ECF is not and should not be used as an assessment tool.

2.0 Key Information

Appropriate Body: Tudor Grange Teaching School Hub

Website: <https://teachingschool.tgacademy.org.uk/>

Appropriate Body Contact Email: TSH@tgacademy.org.uk

Telephone: 0121 703 8250

Named Contact: Ruth Dearnaley

Named Contact Telephone: 0121 703 8250

Named Contact Email: RDearnaley@solihull.tgacademy.org.uk

TG TSH Appropriate Body resources:

<https://tudorgrange.ectmanager.com/Login.aspx>

3.0 Overview of Key Roles and TG TSH personnel in Induction Process

3.1 TG TSH Appropriate Body Team

Emma Hatton

Director of Tudor Grange Teaching School Hub. Member of appropriate body panel for ECTs on a cause for concerns pathway. Member of appropriate body panel for completion of ECT Induction.

Billie Stewart

Co-lead for appropriate body provision at Tudor Grange Teaching School Hub, point of contact for schools in relation to appropriate body. Member of appropriate body panel for ECTs on a cause for concerns pathway. Member of appropriate body panel for completion of ECT Induction.

Emily Stallard

Co-lead for appropriate body provision at Tudor Grange Teaching School Hub, point of contact for schools in relation to appropriate body. Member of appropriate body panel for ECTs on a cause for concerns pathway. Member of appropriate body panel for completion of ECT Induction.

Ruth Dearnaley

Tudor Grange Teaching School Hub administrator, responsible for appropriate body record keeping and circulation of assessment documentation.

Ruth is also the named contact at Tudor Grange Teaching School Hub, ECTs should raise concerns about their induction programme that they have been unable to resolve. The named contact is not a member on any panel and has no role in monitoring, supporting, or making decisions about the satisfactory completion of induction.

3.2 Roles and responsibilities

All roles and responsibilities listed below are as per the Induction for Early Career Teachers (England) Statutory guidance document – linked [here](#).

The ECT

The ECT should:

- 📌 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;
- 📌 participate fully in the agreed monitoring and development programme;
- 📌 raise any concerns with their induction tutor as soon as practicable;
- 📌 consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their induction tutor/within the institution;
- 📌 keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- 📌 agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- 📌 retain copies of all assessment reports.

Headteachers

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- 📌 check that the ECT has been awarded QTS;
- 📌 clarify whether the teacher needs to serve an induction period or is exempt;
- 📌 agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- 📌 notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- 📌 ensure that the requirements of a suitable post for induction are met;
- 📌 ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- 📌 ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- 📌 ensure an appropriate ECF-based induction programme is in place;
- 📌 ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- 📌 ensure that assessments are carried out and reports completed and sent to the appropriate body;
- 📌 maintain and retain accurate records of employment that will count towards the induction period;
- 📌 ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- 📌 make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- 📌 make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;

- 🔧 participate appropriately in the appropriate body's quality assurance procedures; and
- 🔧 retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected 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 Teachers' 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 where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- 🔧 consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- 🔧 provide interim assessment reports for staff moving in between formal assessment periods; and
- 🔧 notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers of FE institutions, independent schools, academies and free schools and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction tutors

The induction tutor (or the headteacher if carrying out this role) is expected to:

- 🔧 provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- 🔧 carry out regular progress reviews throughout the induction period;
- 🔧 undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- 🔧 carry out progress reviews in terms where a formal assessment does not occur;
- 🔧 inform the ECT, following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- 🔧 inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- 🔧 ensure that the ECT's teaching is observed and feedback provided;
- 🔧 ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- 🔧 take prompt, appropriate action if an ECT appears to be having difficulties; and

- ensure that 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.

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Governing Body

- should ensure compliance with the requirement to have regard to this 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 institution's 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.

Appropriate Bodies

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the 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 role of an appropriate body can only be performed by the Body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

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 (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of 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 school 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 TRA 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.

Teaching Regulation Agency

The TRA 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.

To support TG TSH to provide appropriate body services we require all schools to register with [ECT manager](#) and add their ECTs.

Information required to complete this registration:

- ECT details – name, DoB, TRN, contact details, type of ECF induction, induction start and predicted end dates.
- Mentor details – name, contact details, confirmation of QTS.
- Induction Tutor details – name, contact details, confirmation of QTS.
- Headteacher details – name, contact details.
- Role suitability checks - confirmation that QTS checks have been carried out, confirmation that ECT is on a 10% reduced timetable for year one, 5% reduced time table for year 2.

4.0 A suitable post for induction

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. A suitable post is expected to:

- have a headteacher in post to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;

- ☞ include the appointment of an induction tutor, who is expected to hold QTS;
- ☞ include the appointment of a designated mentor who is expected to hold QTS;
- ☞ provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- ☞ not make unreasonable demands upon the ECT;
- ☞ not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- ☞ not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- ☞ involve the ECT regularly teaching the same class(es);
- ☞ involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- ☞ not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

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.

4.1 Off-Site Educational Visits

The leading of trips by ECTs is not specifically covered by the Statutory Guidance for Induction for Early Career Teachers, although it does state '*a suitable post must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support*'. Therefore, TG TSH recommends that ECTs are not asked to take responsibility for leading an off-site educational visit. If we are aware of an ECT leading an off-site visit, it is our practice to ask the school to confirm that this has been included in the risk assessment and approved by the headteacher. This information will then be kept on the ECT's file.

4.2 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. This usually consists of six long school terms, divided into two periods each consisting of three long 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.

4.3 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 ECTs) is continuous employment equivalent to one long term (based on an institution that operates

three terms in a school 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 supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all the Teachers' 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.

4.4 Length of the induction period for an ECT who works part-time

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 (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced.

4.5 Ensuring a reduced timetable

The headteacher must ensure an 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.

4.6 Appointment of an induction tutor

The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in

relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

4.7 Appointment of a mentor



The headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. Where this is the case, the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

4.8 Early Career Framework based training

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

-  **Full Induction Programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
-  **Core Induction Programme** - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.

- 📌 **School-led Induction** - Schools design and deliver their own two-year induction programme for ECTs based on the ECF.

5.0 Monitoring, support, and assessment during induction

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.

5.1 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 or another suitable person who holds QTS from inside or outside the institution.

The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

Tudor Grange TSH have developed optional proformas for ECTs to use to collect and organise naturally occurring evidence of their meeting the Teacher Standards.

This includes a structure for mentor meetings, induction tutor meetings, lesson observations and target setting.

These resources can be found on ECT Manager.

5.2 Progress Reviews of the ECT

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 (Terms: 1,2, 4, and 5).

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.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

The progress review will be released and submitted on ECT manager, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor believes the ECT is not making satisfactory progress, they should upload any support plan(s) the ECT has been placed on and indicate if they have satisfactorily met the targets of these support plans and contact the appropriate body.

Progress Review: Process


Tudor Grange TSH use ECT Manager to manage all assessments, including progress reviews. Progress Reviews will be sent to Induction Tutors three weeks prior to submission deadline, which will be the penultimate Friday of the term.

When completing the Progress Review the induction tutor should base their decision and comments on evidence from:

- 📌 Mentor meeting notes
- 📌 Evidence for the Teachers' Standards
- 📌 Lesson observation forms
- 📌 any other relevant evidence provided e.g. lesson plans, assessment records, records of communication

The induction tutor must indicate on the progress review:

- 📌 whether the ECT is on track to successfully complete induction, with brief reasons why;
- 📌 if the ECT is not on track, confirm they been informed and that a support plan been put in place;
- 📌 that the ECT has continued to access a programme of support based on the ECF and have received all of their statutory entitlements;

 whether the ECT is remaining at the school for the next assessment period.

The completed form will then automatically be sent to ECTs for them to review and sign. We recommend Induction Tutors having a termly formal progress review meeting with ECTs prior to completing the progress review, this meeting should consider progress towards meeting Teachers' Standards, key learning from the ECF programme ECT is enrolled on, and targets for development for the next term. **Thus, the content of the Progress Report should not come as a surprise to ECTs.**

We recommend Induction Tutors and ECTs store a copy of the progress review for their own records.

Progress Review: Cause for concern

ECTs cannot 'fail' their induction period unless they have not satisfactorily met the Teachers' Standards by the end of their two-year induction period.

However, if the Progress Review flags a cause for concern TG TSH will schedule a CoC panel meeting with the Headteacher and Induction Teacher. The panel will collaborate with the school to devise a support plan with clear, measurable success criteria and timeline which will be shared with the ECT.

If the ECT believes the Progress Review does not accurately reflect their progress and this cannot be resolved within the institution the ECT must contact the named contact, a panel meeting with the ECT will be scheduled.

5.3 Formal Assessments of the ECT

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor, although they may be able to provide further evidence to the induction tutor or headteacher. ECTs should receive a formal assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body (where asked for).

To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the Early Career Framework statements.

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. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards **at the time of the assessment.**

The final formal assessment meeting is at the end of the induction period and will form the basis of the headteacher's recommendation to the appropriate body. Determining as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered. This recommendation should be recorded on the final assessment report.

Formal Assessment: Process

Tudor Grange TSH use ECT Manager to manage all assessments, including formal assessments. Progress Reviews will be sent to Induction Tutors three weeks prior to submission deadline. It is the responsibility of the Induction Tutor, ECT and headteacher, to complete the Formal Assessments. The Induction Tutor must base their comments on evidence from:

- 📄 Mentor meeting notes
 - 📄 Evidence for the Teachers' Standards
 - 📄 Lesson observation forms
 - 📄 Progress Review forms
 - 📄 any other relevant evidence e.g. lesson plans, assessment records, records of communication
- The induction tutor, or headteacher, must comment on:
- 📄 Strengths*
 - 📄 Areas Requiring Further Development*
 - 📄 Evidence Used to Inform the Judgements
 - 📄 Targets for the Coming Term*

*Referenced to the Teachers' Standards

Following the Induction Tutor completing the relevant sections the ECT will then be able to add their comments and sign, finally the Headteacher will review the form and evidence and make their recommendation and submit the Formal Assessment.

We recommend prior to the final formal assessment being completed in year 2, a progress review meeting is conducted in which Headteachers and Induction Tutors review evidence produced over the two-year induction. Headteachers can then make a recommendation for: the induction to be passed, the induction to be extended, the induction has not been passed.

Formal Assessment: Cause for Concern

ECTs cannot 'fail' their induction period unless they have not satisfactorily met the Teachers' Standards by the end of their two-year induction period. However, if the Progress Review flags a cause for concern TG TSH will schedule a CoC panel meeting with the Headteacher and Induction Teacher. The panel will collaborate with the school to devise a support plan with clear, measurable success criteria and timeline which will be shared with the ECT. If the ECT believes the Formal Assessment does not accurately reflect their progress and this cannot be resolved within the institution the ECT must contact the named contact, a panel meeting with the ECT will be scheduled. For further information on Final Formal Assessment please see section 7.0 completing the induction period.

5.4 Early career teachers 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 (TRA), who have failed to satisfactorily complete an induction period.




6.0 Cause for Concern

An ECT is normally expected to raise any concerns about their induction programme with their Induction Tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised. Headteachers/Induction Tutors should contact appropriate bodies in good time should they have any cause for concern regarding an ECT employed at their school.

6.1 Unsatisfactory progress - Putting in place additional monitoring and support

Where the Induction Tutor or headteacher determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track, indicating if the ECT has met the targets in the support plan. The Induction Tutor is expected to share both the progress review record and support plan for the appropriate body 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 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 formal assessment point, 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.

6.2 Action if performance is still unsatisfactory at the next assessment point

Where there are still concerns about the ECT's progress between formal assessment one (term 3) and two (term 6) 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.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

6.3 Support plan implementation for ECTs failing to make expected progress

Following a cause for concern being raised the Appropriate Body will put together a CfC panel to meet with Induction Tutor and/or Headteacher to gain further information. The outcome of this first panel meeting may be a formal support plan and/or a visit to school to meet with/observe the ECTs classroom practise.

ECTs cannot 'fail' their induction period unless they have not satisfactorily met the Teachers' Standards on completion of their two-year induction period.

7.0 Completing the induction period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body and headteacher) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body and headteacher)
- 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 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 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 consider the headteacher's recommendation and all available evidence including any written representations from the ECT. If the headteacher recommends that an ECT has failed to satisfactorily complete the induction period, a panel meeting will be held by the appropriate body to reach their decision.

Within **5 working days** of receiving the headteacher's recommendation, the appropriate body will write to the headteacher and the ECT to notify them of the date and time of the panel meeting and invite them to submit any additional written evidence that they may wish to be considered by the panel. Any additional written evidence submitted by the school and by the ECT must be received by the appropriate body no later than **1 full working day** in advance of the panel meeting.

The headteacher and the ECT will be offered the opportunity to attend the panel meeting in order to present their respective cases. The headteacher may be accompanied by a colleague (possibly the induction tutor) and the ECT may be accompanied and/or represented by their union representative. Attendance is optional but must be confirmed in advance no later than **1 full working day** before the panel meeting.

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 TRA 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 ECQT of their right to appeal against this decision, with the name and address of the Appeals Body (the TRA), and the deadline for appeals. The ECT must notify the TRA 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 TRA 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.

The Induction Programme

This section of the induction handbook describes the elements of the induction programme

Mentor Meetings

The ECT and mentor must meet at a scheduled time once per week in year one and once per fortnight in year 2. These meetings must be one to one (i.e. not shared with other ECTs), but the duration of the meeting is not mandated. Meetings must take place in an appropriate environment with sufficient time allocated to allow for professional dialogue.

These meetings are the core part of the induction programme. We recommend that these meetings are agreed at the beginning of the induction period and timetabled for both the ECT and the mentor.

Induction Tutor Meetings

The ECT and induction tutor must meet formally a minimum of once each half-term – these meetings are the core part of the induction programme. We recommend that the dates of these meetings for the whole year are agreed at the beginning of the induction period.

The meetings must take place in an appropriate environment with sufficient time allocated to allow for professional dialogue.

The ECT's induction tutor is responsible for recording meeting. Any actions, linked to the ECT's areas of focus, should be clearly recorded including the initials of the person responsible for carrying out the action, and the date by which the action

will be completed or reviewed. Both the induction tutor and the ECT must retain a copy of the meeting record.

Lesson Observations

The ECT must be formally observed teaching a minimum of once per term, so at least 6 times during their induction period. The mentor and even other colleagues in the department, as appropriate, can also observe the ECT informally, as agreed with the ECT.

Formal lesson observations should be full lesson observations. The focus of the lesson observation should be agreed by the observer and the ECT in advance, linked to the areas for development, and referenced to the Teachers' Standards. Additional formal lesson observations may be carried out by other colleagues, e.g. the head of department. If the induction tutor is new to the role, an early joint observation with the headteacher or member of the senior leadership team is recommended.

In every case the headteacher, or member of the senior leadership team, must observe the ECT teaching at least once before the completion of their first assessment form.

A lesson observation form (LOF) must be completed by the person observing the lesson and used to provide verbal and written feedback to the ECT afterwards. The LOF must have space to record the agreed focus, comments, strengths and areas for development identified in the lesson observed and linked to the Teachers' Standards.

The ECT and induction tutor should both keep a copy of the completed LOF.

Formal Assessments

TG TSH uses the ECT Manager website to manage the completion and submission of all induction assessment forms.

The formal assessment form is the statutory document, which is used to record progress at the end of Year 1 and, at the end of Year 2, to make the final recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.

Therefore, in the case of a full-time ECT, a formal assessment form must be completed, digitally signed and submitted to the appropriate body no later than 10 working days before the end of the summer term in each year.

It is the responsibility of the induction tutor, ECT and headteacher, to complete the formal assessment form. When completing the formal assessment form, the induction tutor must base their comments on evidence from:

- Meeting Notes forms
- Teachers' Standards Evidence Form
- Lesson Observation forms

- Progress Review forms
- any other evidence provided e.g. lesson plans, assessment records, records of communication

The induction tutor, or headteacher, must comment on:

- Strengths*
- Areas Requiring Further Development*
- Evidence Used to Inform the Judgements
- Targets for the Coming Term*

*Referenced to the Teachers' Standards

Following the completion of the form by the induction tutor the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add their comments. This is the ECT's opportunity to record their thoughts about their induction experience and we would like to read about their successes, any challenges they are facing, as well as the identification of any areas in which they might benefit from further development opportunities. The ECT then adds their digital signature to the formal assessment form.

The induction tutor and headteacher will then receive email alerts asking them to add their digital signatures to the assessment form.

As soon as the ECT, induction tutor and headteacher have all added their digital signatures to the assessment form, the appropriate body will receive an alert to confirm that the formal assessment form is ready to review. One of the TG TSH ECT Induction leaders will then review the formal assessment form and, presuming everything is in order, will sign-off the form as reviewed. The ECT, induction tutor and headteacher will receive an email that will confirm the formal assessment form has been reviewed. The appropriate body will then notify the TRA of the ECT's progress. If the form has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form, within 5 working days.

The assessment form is held online – but the ECT, induction tutor and headteacher are able to download PDF copies of the assessment forms at any time.

Reduced timetable

ECTs are entitled to a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year 1 and no more than 95% in year 2 to enable them to undertake activities in their ECF based induction programme. This time is to form part of the ECT's induction programme and should be clearly identifiable on the ECT's timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

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.