



## 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 [statutory guidance](#).

### Quality Assurance Checklist:

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	<ul style="list-style-type: none"> <li>• Briefings</li> </ul>
The headteacher has verified that the award of QTS has been made	<ul style="list-style-type: none"> <li>• ECT Manager verifies this</li> </ul>
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	<ul style="list-style-type: none"> <li>• ECT Manager automatically does this.</li> <li>• The named contact is Ruth Dearnaley (<a href="mailto:RDearnaley@solihull.tgacademy.org.uk">RDearnaley@solihull.tgacademy.org.uk</a>)</li> </ul>
The school is providing a reduced timetable in addition to PPA	<ul style="list-style-type: none"> <li>• Briefings</li> </ul>
The mentor has the ability and sufficient time to carry out their role	<ul style="list-style-type: none"> <li>• Briefings</li> </ul>
The induction tutor has the ability and sufficient time to carry out their role	<ul style="list-style-type: none"> <li>• Briefings</li> </ul>
The headteacher has confirmed the type of ECF-based induction they are providing	<ul style="list-style-type: none"> <li>• ECT Manager collects this</li> </ul>

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)	<ul style="list-style-type: none"> <li>• Sample phonecalls</li> <li>• Sample visits</li> <li>• Progress Reviews and Assessments</li> </ul>
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)	<ul style="list-style-type: none"> <li>• Sample phonecalls</li> <li>• Sample visits</li> <li>• Progress Reviews and Assessments</li> </ul>
An ECT's teaching is observed at regular intervals and has prompt follow up discussions	<ul style="list-style-type: none"> <li>• Sample phonecalls</li> <li>• Sample visits</li> <li>• Progress Reviews and Assessments</li> </ul>
An ECT observes experienced teachers	<ul style="list-style-type: none"> <li>• Sample phonecalls</li> </ul>



	<ul style="list-style-type: none"> <li>• Sample visits</li> <li>• Progress Reviews and Assessments</li> </ul>
The ECT has access to a structured induction programme based on the ECF	<ul style="list-style-type: none"> <li>• Sample phonecalls</li> <li>• Sample visits</li> <li>• Progress Reviews and Assessments</li> </ul>

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

**Quality Assurance Processes:**

<b><u>Element of Compliance Check</u></b>	<b><u>Schools involved</u></b>	<b><u>Timeframe</u></b>
Welcome Introductory Guidance	All schools	Upon registration
Briefings	All schools	Summer term and September
Phone call sampling	15% sample of registered schools including newly registered schools	Autumn Term and upon registration
Progress Reviews and Assessment Reports	All schools	Termly
QA visit sampling	10% sample of registered schools	Annually
Cause for Concern visit	Schools with ECTs identified as 'not on track'	Termly following assessment
Change in induction request processes	Schools applying for a change in induction for an ECT	Upon request
Fidelity check	All schools not using a provider-led programme.	Upon registration

**Welcome Introductory Guidance:**

- At the point of registration, ECT entitlements are explicitly outlined in an automated email sent from ECT Manager.

**Briefings:**

- Headteachers and Induction tutors are invited to attend briefing events in the Summer Term before registration and throughout September. A recording of this information is circulated.
- There is an induction handbook which is shared on the website and ECT Manager.



### **Phone call:**

- A 15% sample of schools including new schools receive a phone call in the Autumn Term or upon registering if they register throughout the year.
- Phone calls will be with either the headteacher or the induction tutor.
- The conversation will follow a format to determine that statutory guidance is being followed.
- A summary of the conversation will be recorded on a form.

### **Progress Reviews and Assessment Reports:**

- All ECTs will complete a progress review at the end of the first and second term of induction and at the end of the 4th and 5th term.
- These will be automatically generated by ECT manager and auto-reviewed.
- If an ECT is 'not on track' they will be flagged for intervention.
- All ECTs will complete a formal assessment at the end of their third and 6th term of induction.
- These will be automatically generated by ECT Manager.
- All assessments will be reviewed by an internal panel at TGTSH. A 10% sample is then reviewed by an external peer TSH panel.
- A declaration is made by the school stating that ECT entitlements have been met for both progress reviews and assessment reports.
- Support clinics are offered to induction tutors on 'how to write a formal assessment'.

### **QA visit:**

- A 10% sample of schools will take part in a quality assurance visit annually.
- The sample will be identified considering a range of factors. These factors may include:
  - 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
  - Length of time since previous QA visit
- The purpose of the visit 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 or Observations of ECTs
  - Conversations with stakeholders (ECTs/Mentors/Induction Tutors/Headteachers)
  - Reviewing documentation and evidence (e.g. mentor meetings, lesson observations, support plans)
- All information gathered will be recorded.
  - Any further intervention required will follow our cause for concern process.

### **Cause for Concern Visit:**

- When an ECT is identified as 'not on track', schools will be contacted and asked to share their support plan with us.
- TGTSH will work with the school and arrange a cause for concern visit where appropriate.
- The purpose of the visit is to ensure schools have the statutory entitlements in place for ECTs and 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 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 ECF
  - Feedback on the lesson observation
  - Reviewing documentation and evidence (e.g. mentor meetings, lesson observations, support plans)

### **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 is going to make a reduced induction request, it should be indicated at the start of the induction process, and specific areas for development should be identified (as per 2023 guidance).
- TGTSH works with the school and the ECT to determine eligibility and if the criteria is met, schools may make a full application.
- TGTSH will triangulate a broad range of data alongside the application, including school visits, observation of the ECT, conversations with stakeholders and collection of evidence.



- The application will be reviewed by an internal panel and if successful, reviewed by an external peer TSH panel.

#### **Reduced Induction for delayed registration:**

- A small proportion of 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, ECTs are able to make an application to reduce their induction by one term.
- The application will be reviewed by TGTSH.

#### **Extended induction request:**

- A small proportion of ECTs in extenuating circumstances may be eligible to apply for an extended induction.
- ECTs are able to make an application to extend their induction to enable them to meet teacher standards.
- The application will be reviewed by an internal panel and if successful, reviewed 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.
- TGTSH will work with the schools 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.
- For more details, please refer to fidelity check documentation.

#### **Additional support:**

- TGTSH provides a range of support materials to guide schools and ECTs throughout the induction period. This includes webinars and recordings of clinics, newsletters, flyers as well as a range of relevant documentation stored on ECT Manager (e.g. mentor meeting templates, support plan templates, statutory guidance etc.).
- The website also contains information on statutory guidance and other helpful references.