



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"> • Briefing (live or video) • Information Packs
The headteacher has verified that the award of QTS has been made	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • ECT Manager Welcome slides • ECT Manager progress reviews and assessments • The named contact is Ruth Dearnaley RDearnaley@solihull.tgacademy.org.uk
The school is providing a reduced timetable in addition to PPA	<ul style="list-style-type: none"> • Briefing (live or video) • Information Packs
The mentor has the ability and sufficient time to carry out their role	<ul style="list-style-type: none"> • Briefing (live or video) • Information Packs
The induction tutor has the ability and sufficient time to carry out their role	<ul style="list-style-type: none"> • Briefing (live or video) • Information Packs
The headteacher has confirmed the type of ECF-based induction they are providing	<ul style="list-style-type: none"> • ECT Manager collects this

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"> • Sample phonecalls • Sample visits • 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 observed at regular intervals and has prompt follow up discussions	





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 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:

<u>Element of Compliance Check</u>	<u>Schools involved</u>	<u>Timeframe</u>
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
Virtual Visit sampling	10% 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 process	Schools with ECTs identified as 'not on track'	Termly following assessment
Cause for Concern process	Schools where problems with statutory entitlements have been identified	Upon request
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. ECTs receive a link to a separate training video outlining entitlements in more detail.

Briefings:





- Headteachers 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.
- A video of the briefing slides is shared and available on our website.

Induction Tutor Training:

- All induction tutors must attend at least one training session per year.
- We offer sessions each term.
- Schools sign an SLA agreeing induction tutors will attend this training.
- Training includes essential information regarding roles and responsibilities of the induction tutor as well as guidance on best practice.
- Slides are shared following attendance.

Virtual QA Visits:

- A 10% 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.
- Contact will also be made with the ECTs.
- 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.
- All progress reviews are manually reviewed.
- If an ECT is 'not on track' they will be flagged for intervention.
- If an ECT queries statutory entitlements or any other issue, 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 assessment panel member. A 10% sample is then moderated. Any assessment flagging concerns is also moderated.
- 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'.
- Support clinics are offered to induction tutors on 'how to write a progress review'.





Face-to-face QA visits:

- 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 of ECTs
 - Conversations with stakeholders (ECTs/Mentors/Induction Tutors/Headteachers)
 - Reviewing documentation and evidence (e.g. mentor meetings, lesson observations, support plans)
- A summary of the visit will be recorded on a form.
- Any further intervention required will follow our cause for concern process.

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. TGTSH will work with the school to ensure statutory entitlements are in place.
- 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 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 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 TGTSH 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 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:

- 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 an agreed amount of time.
- The application will be reviewed by TGTSH.

Reduced Induction for other reasons:

- In exceptional circumstances, ECTs may be able to apply for a reduction in induction 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 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.

