



# Appropriate Body Service

## 2023-4 Handbook

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A network diagram graphic in the bottom right corner, consisting of a series of interconnected nodes (dots) and lines, forming a complex web-like structure. The nodes are colored in shades of blue, black, and yellow.

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Welcome to Thames South TSH Appropriate Body service. We have the main quality assurance role within the induction process. We support the schools and teachers we work with in a variety of ways to ensure schools provide adequate support to ECTs at the start of their teaching career.

This handbook provides the key information to support the induction process and should be read in conjunction with the statutory guidance: [Induction for early career teachers \(England\)](#).

**ECTs must have QTS and be registered with an AB for induction to commence.**

Role at TSTSH	Name and Contact
<b>Director</b>	Nick Tildesley <a href="mailto:ntildesley3@nestschools.org">ntildesley3@nestschools.org</a>
<b>Assistant Director</b> AB Lead	Jenna Fishwick <a href="mailto:jfishwick@nestschools.org">jfishwick@nestschools.org</a>
<b>Programme Lead</b> AB named contact for ECTs with concerns	Jennie Trevillion <a href="mailto:Thamesouthtsh@nestschools.org">Thamesouthtsh@nestschools.org</a>
<b>School Engagement Lead</b>	Anna Odell <a href="mailto:thamesouthtsh@nestschools.org">thamesouthtsh@nestschools.org</a>
<b>Administrator</b>	Sally Booth <a href="mailto:Thamesouthtsh@nestschools.org">Thamesouthtsh@nestschools.org</a>
<b>Admin Officer</b>	Maria Perez Yalan <a href="mailto:Thamesouthtsh@nestschools.org">Thamesouthtsh@nestschools.org</a>

### Induction Tutor briefings for Appropriate Body 2023-4

Tuesday 7<sup>th</sup> November 3.45pm Register [here](#)

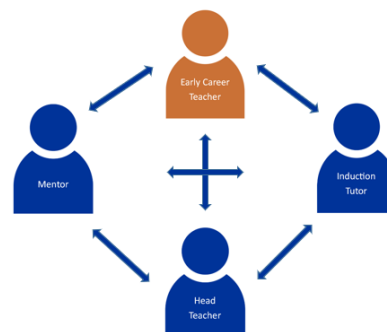
Thursday 22<sup>nd</sup> February 3.45pm Register [here](#)

Tuesday 4<sup>th</sup> June 2024 3.45pm Register [here](#)

# 1. School Roles and Responsibilities of Induction

## Early Career teacher

- ✓ Participate fully in the Early Career framework programme, including meeting regularly with their mentor, completing ECF self-study and attending any face-to-face and online ECF training relevant to your school's chosen ECF programme.
- ✓ Meet at least termly with the induction tutor to discuss and agree priorities for their induction programme and provide requested evidence of their progress against the Teacher's Standards



## Headteacher

- Appoint ECT to a role suitable for induction. See [here](#).
- Appoint an induction tutor and ECT mentors (with QTS) and ensure they have the ability and sufficient time to carry out the roles.
- Read TSTSH Service Level Agreement. Once you enter ECTs onto ECT manager you enter a contractual agreement with TSTSH for AB services.
- Allocate an ECT a timetable of no more than 90% in year 1 and 95% in year 2 (as well as PPA) to enable them to undertake activities in their induction programme.
- Decide on an ECF induction programme to be followed (full-induction, deliver using DfE accredited resources or designing your own - fidelity check may be required).
- Sign formal ECT assessment reports (end of Year 1 and end of Year 2).
- Assign a member of staff to complete the following registrations:
  - Register induction tutor on the DfE Online Service [Manage training for early career teachers \(education.gov.uk\)](#).
  - They can then complete the registration steps in section 2 below.

## Induction Tutor

- ✓ Participate in TSTSH Appropriate Body induction tutor training.
- ✓ Monitor engagement of the ECT and Mentor with the ECF programme.
- ✓ Provide guidance for the ECT's professional development.
- ✓ Observe ECT teaching (formal) at least termly and provide written feedback and hold professional review meetings.
- ✓ Complete professional progress reviews (Autumn and Spring terms) and formal assessments (Summer term) and uploads to ECT manager.
- ✓ Update TSTSH with any changes to ECTs or Mentors at any point during the year at [thamesouthtsh@nestschools.org](mailto:thamesouthtsh@nestschools.org) and update ECT manager.

## Mentor

- ✓ Participate in ECF programme for Mentors (in first 2 years of role).
- ✓ Lead regular structured mentor meetings with the ECT using the ECF programme materials selected by your school.
- ✓ Observe ECT teaching (informal) as part of ECF programme.
- ✓ Monitor ECT's progress on the ECF programme.
- ✓ Provide effective support, including coaching and effective targeted feedback.

## Who may carry out these roles?

Depending on the size of the school and the number of ECTs, each of the roles above may be carried out by different people or the same person. For example, in a small school the headteacher may be the induction tutor *and* mentor. In a large school with several ECTs, there may be a lead induction tutor, several induction tutors and several mentors.

## 2. Registering your ECT with Thames South Teaching School Hub

1. Complete the google form [here](#) to register your intent to use TSTSH for AB and/or ECF if you have new ECTs (Y1 or 2).
2. Register school, ECT(s) and (lead) induction tutor on [the DfE Online Service](#) to confirm which ECF programme you will be following:
  - a) *Full Induction Programme (the training provider for TSTSH is UCL); or*
  - b) *Using DfE accredited resources to plan your own\**; or
  - c) *Designing your own School based induction Programme\**.
3. Register ECT(s), induction tutor and mentor(s) on [ECT manager](#) once details are confirmed with TSTSH. You will find the Service Level Agreement (SLA) on ECT manager and by registering your ECT with TSTSH you are agreeing to this.

\*Fidelity checks are required and incur an additional cost.

**The cost of using TSTSH Appropriate Body Service is £175 per ECT per year.**

### 3. Statutory Entitlements of an ECT

Every teacher who has completed their initial teacher training and been awarded QTS has a 2-year induction period (subject to specified exemptions). During this period, they will be referred to as Early Career Teachers (ECTs).

Statutory guidance states that:

- ✓ The ECT has been appointed to a **post suitable for induction**.
- ✓ The ECT has a **timetable** of no more than 90% in year 1 and 95% in year 2 (as well as PPA) to enable them to undertake activities in their induction programme.
- ✓ The ECT must have access to a structured induction programme based on the [Early Career Framework](#) (ECF).
- ✓ ECTs should have a dedicated **mentor** who meets regularly with the ECT.
- ✓ The school should also have an **induction tutor** (or coordinator) who oversees the induction process in the school, in particular the assessment of the ECT against the Teacher's Standards.
- ✓ The ECT is **observed** teaching at regular intervals throughout the induction period, and these are followed up with written feedback and a meaningful discussion to improve practice.
- ✓ There are **2 formal assessment points**, at the end of each year of induction.
- ✓ The formal assessments are supported by regular **progress reviews** which take place at the end of terms 1, 2, 4 and 5.
- ✓ **Professional review meetings** conducted by the induction tutor to discuss the ECT's progress against the Teachers' Standards and set and review development targets.
- ✓ The ECT **observes experienced teachers**.
- ✓ The ECT has been provided with a named contact with the AB with whom to raise concerns about their induction process (Jennie Trevillion - [thamesouthtsh@nestschools.org](mailto:thamesouthtsh@nestschools.org)).

## 4. Roles and responsibilities of Appropriate Body

### The AB role in monitoring support:

- ✓ Check that ECTs are receiving their statutory entitlements.
- ✓ Provide ECF fidelity checking, ensuring that the ECT is fully supported by the ECF framework during their induction.
- ✓ Monitoring of progress reviews and assessments written by the school, to ensure the ECT has satisfactorily met the Teachers' Standards.

### Quality Assurance:

As an Appropriate Body we will carry out independent quality assurance of the statutory induction of the ECT, checking that the ECT has their entitled support. Checks will include:

- ✓ Review of timetables.
- ✓ Discussion with Headteachers, Induction Tutor, Mentors and ECTs.
- ✓ Checking that training is rooted in ECF.

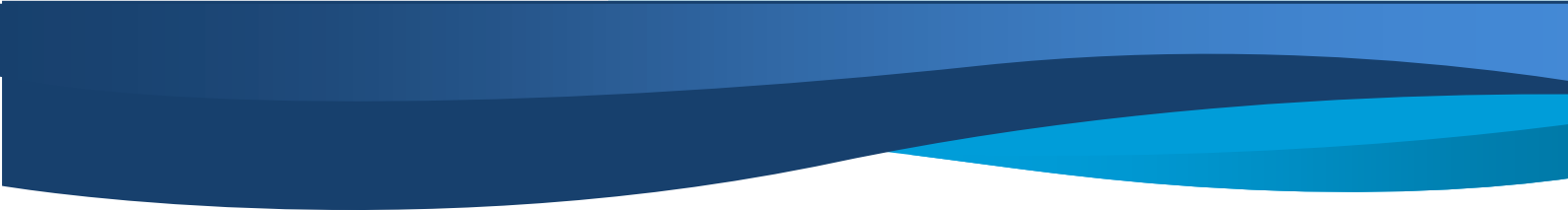
Between formal reports, the Appropriate Body will make contact with a random sample of ECTs to check entitlements are being met. Contact will be made via telephone, email, surveys or Zoom meetings.

### Fidelity checking:

The Appropriate Body will make checks to ensure that all ECT's induction programme is based on the ECF. The extent of the checks conducted will depend on the type of induction programme the school has chosen. As a school there are three options to choose from in terms of the induction programme you wish to follow.

1. **A funded provider-led programme:** This is a funded programme (provided by a choice of 6 providers) which guides ECTs through the ECF through a local delivery partner. Thames South are the delivery partner for UCL ECF materials.





**2. Schools deliver their own training using DfE accredited materials and resources:** Schools can draw upon the high-quality professional materials used by one of the 4 DfE accredited providers. Schools will then use this material to deliver their own programme of support

**3. Schools design and deliver their own two-year induction programme for ECTs based on the ECF**

Where schools choose options 2 and 3 the AB must complete a fidelity check which incurs an additional cost to the school. The initial check and paperwork review takes place in June/July for a September start, November for January start and March for April start. Follow up visits will be scheduled at the end of year 1 and at the end of the 2-year induction.

## 5. Support that Thames South TSH Appropriate Body offers

As part of the AB Service, Schools have access to telephone or email support (via helpdesk ticket on ECT Manager), virtual and in person meetings if required.

- Helpline: 0208 289 4767, Monday – Friday, 8.30am - 4.30pm.
- Create a helpdesk question via ECT manager.
- Email [thamessouthtsh@nestschools.org](mailto:thamessouthtsh@nestschools.org).

We offer introductory sessions, training and termly briefings for induction tutors so they can understand their roles and responsibilities.

Schools can request a one-to-one 'keeping in touch' meeting at any point during the year to support them with their role.

We act as a point of contact for additional advice and support. We can provide access and signposting to additional training and resources - for example training offered by the Curriculum Hubs that serve our area.

We review all formal assessments, progress reviews and provide individual feedback to induction tutors when required.

### ECTs Requiring Additional Support

Concerns about ECT performance against the Teachers' Standards should be raised with the Appropriate Body as soon as concerns arise (do not wait until progress review or assessment has been submitted). This will trigger further support. In these circumstances the appropriate body will support by;

- ✓ Contacting the induction tutor and ECT to discuss concerns and check statutory entitlements are in place
- ✓ Giving guidance in the completion of a support plan (on TSTSH template) and support throughout this process for those ECTs not on track to meet the teachers' standards

Please see appendix 1 - 3 for the support plan process, exemplar and template.

## 6. Monitoring and Assessment

ECTs are **assessed against the [Teachers' Standards](#) not the ECF**. There needs to be evidence to support what is written in the assessment reports. However, the evidence gathering process should not be an extra burden on the ECT.

### Formal Assessments and Progress Reviews

The induction tutor is expected to review ECT's progress against the Teachers' Standards throughout the induction period. These are uploaded onto ECT Manager (but we suggest typing and saving in Word first). You will do this in two ways:

1. **Formal assessment reports** are written at the end of each year of induction following an observation and progress review meeting. These should be completed by the induction tutor, not the mentor. **ECTs should be kept up to date on their progress and there should be no surprises.** The formal assessment is a written report against each of the Teacher's Standards.
2. **Progress reviews** should take place in terms 1, 2, 4 and 5, when there is no formal assessment. This is to check whether ECTs are on track to successfully complete induction, to summarise the evidence collected by you as the induction tutor, identify strengths and to review and set agreed developmental targets. **There is no need for ECTs to create evidence specifically for a progress review.** You may ask the ECT to provide copies of existing evidence to inform the review.

As the induction tutor is responsible for assessment of the ECT, there is a need for you to know what ECTs have done, and you will have a **termly progress meeting** with each ECT. You may want to ask them to bring existing evidence, such as lesson plans, or markbooks, but this should be naturally occurring in the course of their day-to-day teaching, not created especially for the review.

For more details and exemplars of progress reviews and end of year assessments, please see the separate guide.

Once Progress reviews and Assessment reports are completed and signed by all required the AB assessment review panel will meet and review the forms the week following submission. These dates can all be found on ECT manager and may vary if your ECT is following a non-standard induction (see next chapter).

Please contact us if you have any concerns about meeting these deadlines.

Assessment cycle 2023-4	Released to Induction Tutor to complete	Released for ECT signature	Due date to AB to review
Progress review	3 weeks before	1 week before	Friday 1 <sup>st</sup> Dec 2023
Progress review	3 weeks before	1 week before	Thursday 14 <sup>th</sup> March 2023
Assessment report	3 weeks before	1 week before	Friday 5 <sup>th</sup> July 2023

## Completing the Induction Period

Once the final report has been signed off, you will receive **email confirmation** that your ECTs have successfully completed induction. The Appropriate Body will send the information to the Teaching Regulation Agency, and **ECTs will be able to print off a certificate** from the Teacher Self-Serve Portal using the following link: <https://teacherservices.education.gov.uk/SelfService/Login>

**If an ECT does not pass induction they will not be allowed to teach in a maintained school or non-maintained special school in England.** However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. They do not lose their QTS if they fail induction.

ECTs can appeal against a decision to fail them. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

## 7. Special Consideration

### Extending the induction period

If an ECT has **more than 30 days** absence per year of induction, then the induction period is automatically extended. The Appropriate Body may also agree an extension to the induction period, if the ECT has been unable to demonstrate satisfactory progress against the standards, due to illness or other **mitigating circumstances**. If you wish to discuss an extension to the induction period, please contact TSTSH.

### Reducing the induction period

Some ECTs may have **significant prior teaching experience**, for example if they have taught in the independent sector. In this case the school can **request a reduced induction period** for the ECT, with their agreement. It is up to the Appropriate Body to **review the evidence** provided by the school, before agreeing any reduction. For more information, please contact TSTSH.

### Part-time ECTs

Part time ECTs should serve **the full-time equivalent (FTE)** of two full school years (based on a school year of three terms). However, 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. **So a part time ECT can still complete induction in 2 years, if they can demonstrate that they meet the Teachers' Standards.** In this case the school must formally request a reduction in the induction period from the Appropriate Body.

Progress reviews take place **every term** but assessment reports are completed on a pro-rata basis. You only complete the Assessment Report if both fall within one term. This will be generated on ECT manager but please contact TSTSH if these dates need clarification.

## 8. Frequently asked questions:

Q: Who can observe the ECT for formal observations?

A: Induction Tutor, Headteacher or delegated member of T&L team

Q: Who completes the Progress review meeting and written reviews/reports?

A: The Induction Tutor

Q: What date do I have to complete the progress review and Assessment reports

A: All dates are published in this handbook and on ECT manager

Q: I am worried my ECT is not meeting all the teachers' standards

A: Speak to HT and then AB – set up support plan with support of TSTSH team

Q: My ECT is struggling with workload – can we stop following the ECF resources?

A: No - speak to ECF provider who can support reviewing content

Q: Information on ECT manager seems incorrect what should I do?

A: Raise a helpdesk ticket or contact us via email or telephone

Q: Can ECTs be used for cover?

A: Yes, however, only in exceptional circumstances. They should not be used as cover during their PPA and ECF release time.

## 9. Tips from Induction Tutors:

Meet with all ECTs and Mentors at the beginning of each year of induction to share your expectations and explain processes.

Have a shared drive between you and each ECT to upload any documents that they want to share with you as Induction Tutor.

Give your ECTs a template to complete observations of other colleagues.

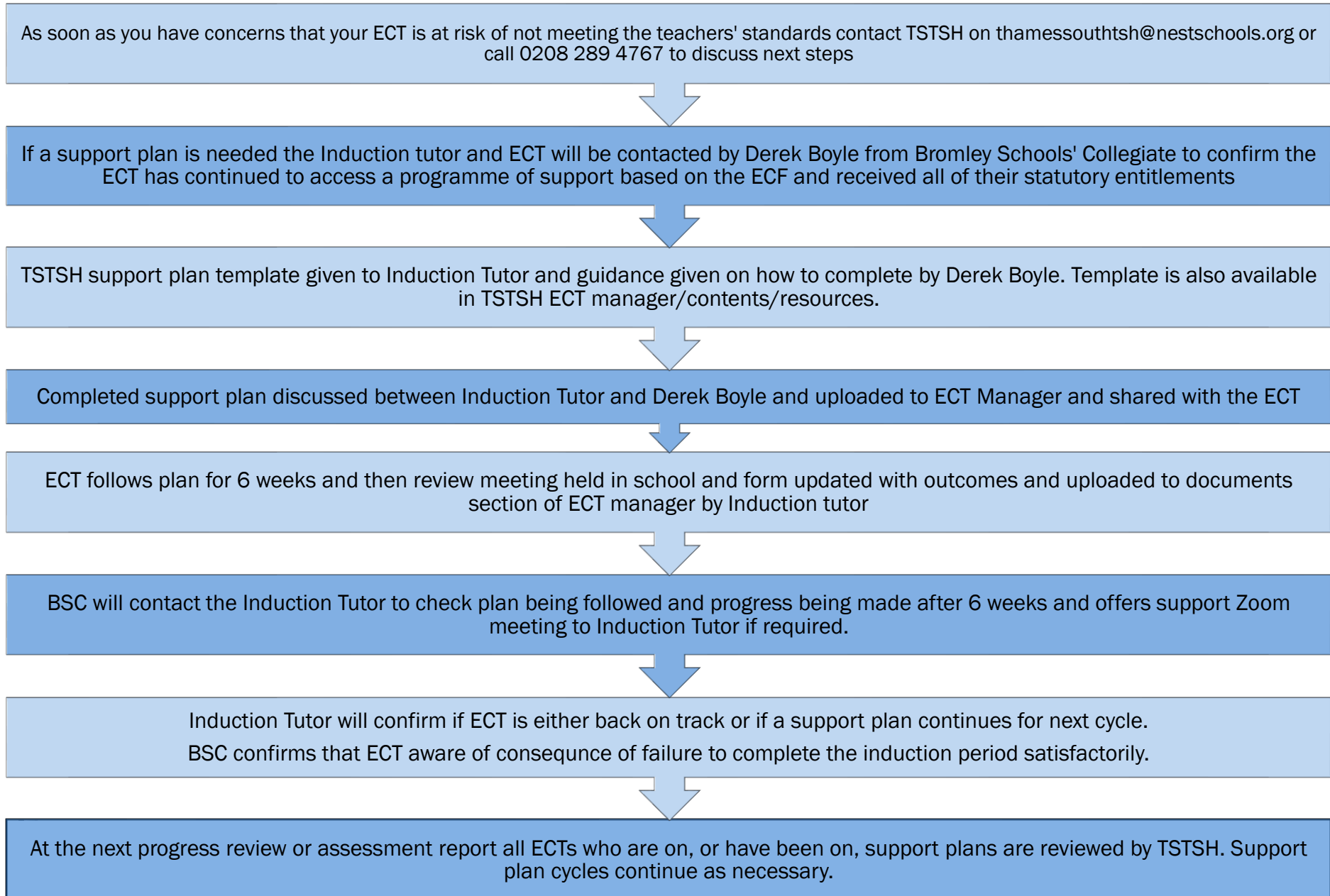
Have a word document for each ECT with previous progress reviews and assessments reports – helps for monitoring progress of previous targets and can be shared in advance of progress review meetings.

Print out key dates for the year – report deadlines, briefings (*this will be sent to you.*)

Let the AB know if you have any questions, especially about 'non-standard' ECTs (who are not following usual termly timings of reviews and reports).

Give ECTs suggestions of how to use their additional time.

## Appendix 1 ECT support plan process for Schools





## Appendix 2 ECT Support Plan Exemplar

ECT:

School:

Induction Tutor:

Start date:

Review date: (at the end of the 6 weeks)



Teachers' Standard	Objectives <i>Specific targets to meet the Teacher Standard</i>	Action <i>To be taken and by whom</i>	Success Criteria <i>How will you know that the objectives have been achieved?</i>	Timeline	Review of objectives <i>To be completed after 6 weeks; include evidence that demonstrates how the objectives have been met)</i>
5	<p>To ensure adaptations are made in English and Maths, when required, for pupils within X class. These adaptations need to be focused for:</p> <ul style="list-style-type: none"> <li>pupils that have additional needs</li> <li>pupils working at greater depth</li> </ul>	<p>Year group partner to support in PPA planning, with a particular focus on adaptations.</p> <p>Meeting with SENDCo to discuss specific provision for identified pupils.</p>	<p>Lesson plans for English and Maths will detail how adaptations have been made in order for all pupils to meet the learning objectives.</p> <p>Lesson observations will show provision has been carefully considered for all pupils to achieve the learning objectives.</p>	<p>Year group partner to support in PPA for week 1, 2, 3.</p> <p>Meeting with SENDCo on X date</p> <p>Mentor meetings will focus on strategies and review progress each week on previous targets.</p>	

Signed

Position

ECT

Date

Signed

Position

Induction Tutor

Date

Signed

Position

Headteacher

Date

## Appendix 3 ECT Support Plan Template (to be completed alongside guidance on support plan process flow diagram)

ECT:

School:

Induction Tutor:

Start date:

Review date: (at the end of the 6 weeks)



Teachers' Standard	Objectives <i>Specific targets to meet the Teacher Standard</i>	Action <i>To be taken and by whom</i>	Success Criteria <i>How will you know that the objectives have been achieved?</i>	Timeline	Review of objectives <i>To be completed after 6 weeks; include evidence that demonstrates how the objectives have been met)</i>

**Signed**

**Position**

ECT

**Date**

**Signed**

**Position**

Induction Tutor

**Date**

**Signed**

**Position**

Headteacher

**Date**