



ONE
CUMBRIA
TEACHING SCHOOL HUB

APPROPRIATE BODY

Briefing for Induction Tutors

Welcome from

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Session objectives

- To develop a clear understanding of statutory guidance for ECT induction & processes.
- To explain the role of the Appropriate Body and Appropriate Body Partners
- To explore the ECT Induction Tutor's role and responsibilities.
- To explain the expectations of monitoring, support and assessment during the induction period.
- To understand what action to take if there are concerns about an ECT's progress and informing the Appropriate Body.



ECT – The Induction Process

Induction is a statutory process.

Eligibility – Before taking up post the school must undertake pre-employment checks which are verified by the AB upon registration.

Verification of QTS. The AB will need an ECT's TRA number and date of birth to verify QTS.

The start date for Induction will be determined by the AB and must be agreed by the Headteacher and ECT. It is not possible to back date the start of an induction period. An ECT can carry out short term supply for up to 5 years. Short term supply posts do not count towards Induction.

ECT – The Induction Process

Suitability – the ECT must have a suitable post for Induction – no unreasonable demands must be made on ECTs.

Reduced timetable – additional non-contact time in addition to statutory 10% PPA time. A further 10% reduction in year 1 and 5% reduction in year 2.

Designated Induction Co-ordinator- regular observations and feedback, 4 progress reviews and 2 formal reviews across the 2 years.

Appropriate Body Partners

Over the course of the induction, the appropriate body will continue to check that the ECT is receiving their entitlements and that regard is had to the statutory guidance.

We are committed to visiting at least 20% of ECTS each year and carrying out the out the following QA checks. (This may be carried out remotely if circumstances dictate):

What to check	Why we need to check (To ensure that..)
In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers	The ECT has sufficient time to engage with the ECF-based induction programme
In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers	The ECT has sufficient time to engage with the ECF-based induction programme
An ECTs teaching is observed at regular intervals and has prompt follow up discussion	The ECT has fair and effective assessment of their teaching practice, conduct and efficiency against the Teachers' Standards
An ECT observes experienced teachers	The ECT has appropriate opportunity to observe effective teaching practice
The ECT has access to a structured induction programme based on the ECF	The ECT has access a high quality knowledge-based induction

Appropriate Body Partners

The Appropriate Body Partner will prioritise visiting those schools that have more than one ECT, and/or new induction tutor and/or has not employed an ECT for more than 5 years.

The appropriate body partner will contact schools directly to arrange visits.

Visits will begin in the Spring term.

Roles and Responsibilities in School

•Head teacher

Along with the AB is jointly responsible for monitoring support and assessments of ECTs.

•ECTs

Participate fully in the ECF programme, monitoring their own progress, raise any concerns about their induction.

•Governing Body

Ensure school compliance with statutory guidance and be informed about arrangements for induction.

•Induction tutor

Provide guidance and effective support including coaching and mentoring for ECT's professional development. Observe termly as a minimum.

Role of Early Career Teacher



- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting the Appropriate Body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing with their Induction Tutor the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

Role of Induction Tutor

- Providing or coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.

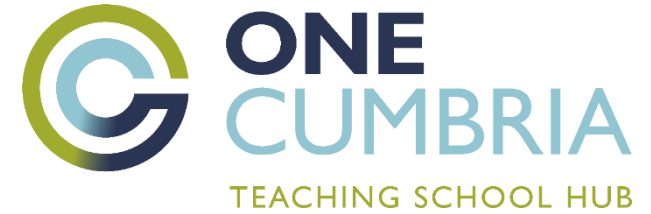
Role of Induction Tutor

- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback (termly as a minimum and an early observation in the first half term is highly recommended).
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Role of the Appropriate Body

- To provide advice, guidance and support on all aspects of induction
- To monitor termly and final assessments.
- Ensure that ECTs' records and assessment reports are maintained (for 6 years) ECTs should also keep copies of their records.
- To provide the TRA with details of ECTs who have started, completed (satisfactory or not) those who require an extension or those who have left partway through an induction period.
- To offer an 'Independent person' for ECTs to discuss any difficulties or issues with their induction.
- To support when ECTs are failing to make satisfactory progress against teacher's standards including quality assuring all aspects of the induction process in school.
- To respond to requests for assistance and advice with training for Induction tutors.

Reviews and assessments



Progress reviews are held in the terms where there are no formal assessments.

The progress review must include a meeting with the ECT to discuss if they are on track to complete induction.

A progress review template must be completed end of terms 1,3,4,5.

Formal assessments take place at the end of Year 1 and Year 2.

Formal assessments judge the ECT against the Teacher Standards.

Progress reviews

- Light touch, unless there is a concern. Completed in the terms where there is not a formal assessment.

Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT PT
Days absent in this period	

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

Yes

No

2. Give brief details for the reason(s) for your answer to question (1). Where an ECT is deemed not to be on track to successfully complete induction, please list in detail any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

3. If the ECT is not on track to successfully complete induction, has the ECT been informed?

Yes

No

4. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attached the support plan)

Yes

No

5. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of the statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)

Yes

No

6. Is the ECT expected to remain at this school for the duration of the next term?

Yes

No

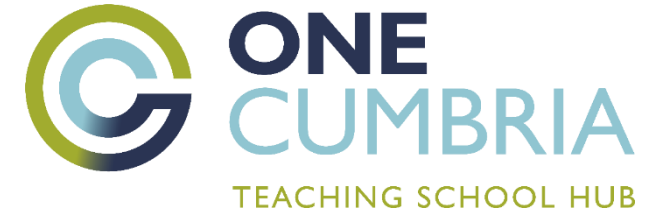
If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

Teacher comments

Use this section for the Early Career Teacher to make any brief comments themselves.

Formal assessments

- More detailed and address each teacher standard. Completed in terms 3 and 6.



Assessment period details

1. Which period of the ECT's induction does this formal assessment cover? (Select one of the below)

- End of first assessment period
- End of second or final assessment period
- Interim assessment, i.e. the ECT is due to complete induction at another establishment

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

2. If this is a final assessment, how many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the Appropriate Body.

3. Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period

This is the above named teacher's final assessment period **and** there performance indicates that **they have successfully met** the Teachers' Standards within the induction period

The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here:

<https://www.gov.uk/government/publications/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

8. Briefly describe the evidence that demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here:

9. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes No

10. ECT's comments on this report and/or their performance in the assessment period

Yes No

11. ECT's confirmation that they have continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Yes No

Teacher comments

9. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes
No

10. ECT's comments on this report and/or their performance in the assessment period

11. ECT's confirmation that they have continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Yes
No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

What if the ECT is not making progress?

Concern Triggers:


- Unsatisfactory lesson observations
- Poor behaviour management
- Low standards of personal and professional conduct
- Communication issues; parents, pupils & other staff
- Failure to follow school guidelines, policies, rules and expectations
- Failure to meet targets or over preparation without the desired effect
- Pupil outcomes show low expectations
- Time management /work life balance

What if the ECT is not making progress?

Actions that the Induction Tutor can take

- Accurately identify the area for improvement and **communicate to ECT in writing**
- Set appropriate objectives with detailed action planning, support and monitoring
- Send support plan to Appropriate Body
- Keep Appropriate Body informed
- Ensure an 'independent professional' observes the ECT
- Contact Unions

The Assessment Process



Assessment or progress review form will be sent to the Induction Tutor at least 3 weeks before due date

Tutor writes assessment/progress review; ECT reads and signs it

Head teacher signs the report

Induction Tutor or Headteacher sends copy of form to One Cumbria and ensures all signatories also have a copy

Recommendation

- Formal and progress reports clearly show assessment of an ECT's performance at the time of their assessment and make a recommendation about ECT's rate of progress.
- Final assessment recommends whether or not the ECT's performance against the standards is satisfactory, unsatisfactory or whether an extension should be considered. This recommendation should be recorded on a final assessment form.

Thank you for listening. Any questions?



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