



## **APPROPRIATE BODY SERVICE LEVEL AGREEMENT**

**Service Level Agreement Period: 1<sup>st</sup> September 2023 to 31<sup>st</sup> August 2024**

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### **INTRODUCTION**

This Service Level Agreement (SLA) is based upon the DfE's '*Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023*' and '*Induction for early career teachers (England) – Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2023*'.

This SLA, therefore, refers to Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers)(England) Regulations 2012, as amended.

Before signing this SLA, users should refer to the DfE guidance. Text in italic is taken from the guidance documents.

This SLA is for those engaging with One Cumbria as their Appropriate Body.

### **PURPOSE OF DOCUMENT**

This Service Level Agreement (SLA) is intended to define the Early Career Teacher (ECT) induction services provided by One Cumbria as the appropriate body for ECTs, as well as the responsibilities of the ECT's school.

This SLA is reviewed annually in July, and updated as necessary to reflect any changes to statutory guidance should they arise within the academic year and before the next July review.

### **ROLES AND RESPONSIBILITIES**

One Cumbria has two key roles which are described in the DfE guidance:

- Monitoring of support – appropriate bodies will:
  - check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance.
  - Provide Early Career Framework (ECF) fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction. This new aspect of the monitoring role is explained in more detail in Chapter 4 of the DfE Guidance.
- Monitoring of assessment – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

### **Monitoring of Support**

We will provide support to schools by offering:

- Introductory sessions, training or briefings for induction tutors, mentors and ECTs to ensure they understand their roles and responsibilities.
- An induction handbook for ECTs, induction tutors, mentors and Headteachers which will provide information on key induction areas such as statutory entitlements.
- Additional advice for induction tutors such as action plan templates for ECTs who need additional support.

This type of support could be particularly helpful for schools with new induction tutors; schools which have not recently had ECTs or those who appoint fewer ECTs and may be less familiar with the requirements of induction.

<b>Pre-induction checklist</b>	
<b>WHAT to check</b>	<b>WHY check it (to ensure that...)</b>
The Headteacher has provided a suitable post for induction	The ECT has appropriate opportunity to complete induction
The headteacher has verified that the award of QTS has been made	The ECT meets the requirements to commence induction
The ECT is provided with a named contact (or contacts) within One Cumbria with whom to raise concerns	The ECT has appropriate contacts if they need to raise concerns about their induction
The Mentor has the ability and sufficient time to carry out their role	The Mentor has sufficient time to facilitate the support they provide ECTs with during induction
The Induction tutor has the ability and sufficient time to carry out their role	The Induction tutor has sufficient time to facilitate the support they provide ECTs with during induction
The school is providing a reduced timetable in addition to PPA	The ECT has sufficient time to engage with the ECF-based induction programme; this is also a statutory requirement
The headteacher has confirmed the type of ECF-based induction they are providing (see Chapter 4 for further detail) of the DfE's <i>'Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023'</i>	One Cumbria can apply the required level of checks to ensure the ECT has access to a high quality knowledge-based induction

### **Support during induction**

To check the ECTs' access to entitlements, we may consider:

- Contacting some ECTs between assessments via phone, survey or email to check appropriate access to entitlements.
- Offering training for ECTs to make them aware of what they should expect and how to contact us or their professional association/union if their entitlements are not met.

<b>Ongoing quality assurance of induction – appropriate body checklist:</b>	
<b>WHAT to check</b>	<b>WHY to check it (to ensure that...)</b>
In the <b>first</b> year of induction, the ECT has a reduced timetable of no more than 80% that covers 10% PPA plus the 10% for ECF entitlement.	The ECT has sufficient time to engage with the ECF-based induction programme
In the <b>second</b> year of induction, the ECT has a reduced timetable of no more than 85% of the timetable of the school's existing teachers that covers 10% PPA plus the 5% for ECF entitlement.	The ECT has sufficient time to engage with the ECF-based induction programme
An ECT's 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 (see Chapter 4) of the DfE's ' <i>Appropriate Bodies Guidance: Induction and the Early Career Framework March 2021.</i> '	The ECT has access to a high quality knowledge-based induction

When planning how to monitor support for ECTs across our registered schools, we may consider:

- Committing to visit a minimum percentage of our total schools per academic year.
- Allowing for additional visits by exception or at the request of a school if a problem is identified.
- Integrating appropriate body checks into visits to schools that appropriate bodies might make for other purposes, for example in their capacity as a training provider.
- Staggering school visits depending on need, to maximise coverage.
- Using a mixture of both virtual and in person school visits, to maximise coverage.

### **Informal Support**

By way of informal support to schools and ECTs, we may consider:

- Engaging with induction tutors, headteachers, mentors and ECTs through regular newsletters, meetings, and/or conferences.
- Providing access to phone and email helpline service, and/or consultation services.
- Offering targeted support, training and follow-up sessions for new induction tutors or schools who request additional support.

### **ELIGIBILITY TO BEGIN ECT INDUCTION**

Induction may only begin when:

- The ECT has been awarded QTS.
- The ECT has been registered for induction by the employing school with One Cumbria and their eligibility to begin induction has been verified by One Cumbria.
- A copy of this SLA, signed by the headteacher, has been received and acknowledged by One Cumbria.
- One Cumbria has agreed to act as the appropriate body.

### **ASSESSMENT AND PROGRESS REVIEWS**

**There will be two formal assessment points: one midway through induction and one at the end. These will be supported by regular reviews to monitor progress, to take place in each term where there is no formal assessment.**

#### **Monitoring of assessment**

It is important that One Cumbria are involved throughout induction, not just at formal assessment points, especially where there are potential issues around an ECT's performance or progress to ensure that there are no surprises when an ECT reaches a formal assessment point. For more information see page 29 and 30 of the DfE's '*Appropriate Bodies Guidance: Induction and the Early Career Framework March 2021*'.

#### **Progress Reviews**

The induction tutor is expected to conduct a progress review with an ECT in each term where a formal assessment is not scheduled. One Cumbria can help to ensure that induction tutors hold these distinctions in mind and do not follow unnecessarily burdensome processes for progress reviews.

Depending on how far in to induction the ECT has progressed, more or less detail may be suitable:

- Term 1: it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well relationships are working.
- Term 2: it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.

- Terms 4 and 5: for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to slow progress.

### **Interim Assessments**

Interim assessments should be completed by the induction tutor or headteacher when an ECT leaves their post after completing one term or more in an institution but before the next **formal assessment** would take place.

It is expected that an interim assessment takes place before the ECT leaves post.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher is still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

### **Completing induction and deciding to extend induction**

Following a final assessment point, if One Cumbria decides that an ECT's performance has not satisfactorily met the relevant standards then One Cumbria must decide either to fail or extend the ECT's induction. For more information please see '*Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023*'.

## **THE SERVICE PROVIDED**

One Cumbria will fulfil the statutory responsibilities required of an Appropriate Body as stated in the DfE's '*Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023*' and '*Induction for early career teachers (England) – Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2023*'.

### **One Cumbria will:**

- Register the ECT with the Teacher Regulation Agency (TRA).
- Deliver introductory sessions, training or briefings for induction tutors, mentors and ECTs to make sure they understand their roles and responsibilities.
- Provide an induction handbook for ECTs, induction tutors, mentors, and headteachers that will provide information on key induction areas such as statutory entitlements.
- Provide additional advice for induction tutors such as action plan templates for ECTs who need additional support.
- Calculate the period of induction for each ECT and advise the dates due for the completion of assessment forms.
- Send email reminders of the dates for submission of assessment forms.

- Consider requests from schools to reduce the length of the induction period. Requests must be made in writing by the headteacher. Requests will be considered under the terms in the DfE's *'Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023'* and may incur an additional fee which will depend on the complexity of the case.
- Provide support for schools experiencing difficulties under the terms in the DfE's *'Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023'*. The amount of time allocated to the additional support will be agreed with the school in advance and incur an additional fee depending upon the complexity of the case.
- Provide support for schools with struggling ECTs under the terms in the DfE's *'Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023'*. The amount of time allocated to the additional support will be agreed with the school in advance and incur an additional fee depending upon the complexity of the case.
- Provide additional support and guidance in person through an on-site visit. Additional support will be provided by regional ECF Facilitator experts (see pricing bands for charges) to include preparation and follow up work. The amount of time allocated to the additional support will be agreed with the school in advance.
- Make a decision about the satisfactory completion of each ECT's induction period and communicate this decision to the TRA, the ECT and their school within the required timescales.
- Submit evidence to the TRA appeals panel in the event of an ECT failing Induction and appealing the decision.
- Attend an appeal hearing in the event of an ECT failing Induction and appealing the decision.
- Support the school with any preparation for dismissal proceedings. This service will incur an additional fee that will depend on the complexity of the case.
- Retain appropriate records for at least the minimum legal period (currently six years).

### **School Responsibilities**

The school will fulfil the required statutory responsibilities of a school employing an Early Career Teacher as stated in the DfE statutory guidance *'Induction for early career teachers (England) – Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2023'*.

The school will:

- Check and confirm that each ECT has Qualified Teacher Status.
- Register each ECT with One Cumbria before the ECT Induction Period commences. Note – any period of current employment before confirmed registration with One Cumbria will not count towards the induction period.
- Designate appropriately qualified and experienced staff as ECT Induction Tutors and ensure that they have sufficient time to enable them to fulfil this role effectively.

- Ensure that each ECT has an individual induction programme and that notes are kept summarising discussions and actions arising from induction tutor and mentor meetings.
- Ensure that induction tutors attend training on ECT Induction as required by One Cumbria.
- Require appropriate staff to be familiar with the requirements for ECT Induction (statutory guidance).
- Ensure the ECT has a reduced timetable in accordance with the statutory guidance – currently an additional 10% in year 1 and 5% in year two.
- Ensure the additional 10% ECT Induction time is clearly shown on the ECTs timetable for year 1 and 5% in year two.
- Ensure the ECT is observed at regular intervals throughout the period of induction – a minimum of six times per year.
- Ensure the ECT is observed by the headteacher at least once during the first assessment period.
- Support requests from the ECT to attend appropriate CPD, including spending a minimum of one day visiting another school during their induction period, if requested.
- Support the ECT in arranging to observe lessons.
- Complete Formal Assessments following the guidance of One Cumbria, and using the template provided on Mosaic, the online platform used by One Cumbria for monitoring statutory induction.
- Complete and submit Progress Reviews by the deadlines set by One Cumbria using the template provided on Mosaic.
- Co-operate with requests for information about ECTs from One Cumbria in a timely way.
- Inform One Cumbria immediately should there be any evidence that an ECT may be at risk of not meeting the Teachers' Standards by the end of the Induction period.
- Provide additional support as necessary to allow the ECT the best opportunity to meet the Teachers' Standards.
- Make a recommendation to One Cumbria on whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory.
- Inform One Cumbria if an ECT leaves the school and complete and submit an Interim Assessment form.
- Inform One Cumbria if an ECT's contract changes.
- Retain appropriate records for at least the minimum legal period (currently six years).

### **EARLY CAREER FRAMEWORK FIDELITY CHECKING**

**One Cumbria is expected to comply with** the DfE's '*Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 2023*' and therefore we are expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF). This check is referred to here as 'ECF fidelity' checking.

For more information please refer the DfE's '*Appropriate Bodies Guidance: Induction and the Early Career Framework Revised April 23*'.



## **SERVICE CHARGES**

One Cumbria Full Induction Programme participating schools	Schools will be charged £100 per ECT for the first term of induction at each school and subsequently a further £50 per term per ECT.  There is no distinction between different types or sizes of school.
Additional face-to-face support and guidance pricing band:	
Support from an ECF Facilitator, Trust Leader:	
1 hour	£100
Half day	£250
Full day	£500
The school receiving additional support will be required to pay mileage costs charged at £0.45 per mile.	
Additional charges for those schools who are not using a training provider to deliver ECF-based training or provider-led programme:	
ECF Fidelity Check – schools using the DfE-accredited materials to deliver ECF-based training	£525
ECF Fidelity Check – schools designing and delivering their own training programme based on the ECF	£1350

## **TERMINATION OF AGREEMENT**

This is a two-way agreement. Should One Cumbria, or a school/academy, not fulfil its responsibilities regarding ECT Induction as described above either party may choose to terminate the agreement.

The school may terminate the provision of this service by giving three month's written notice to One Cumbria.

One Cumbria may terminate the provision of this service by giving three month's written notice to the school.

For each ECT registered this agreement will terminate:

- If the ECT resigns from the post before the end of the induction period.
- If the ECT's contract with the employing school ends.
- When the ECT completes their induction period.

## **COMPLAINTS**

Should a school or academy wish to make a complaint about the provision of the service they should contact Judith Schafer, Deputy CEO, Changing Lives Learning Trust.

Complaints that cannot be resolved satisfactorily will be escalated and considered by the CEO of the Trust and One Cumbria Teaching School Hub Board.

One Cumbria has adopted Changing Lives Learning Trust's complaints policy.

Complaints should be addressed to:

Judith Schafer

Deputy CEO

Changing Lives Learning Trust

c/o West Lakes Academy

Main Street,

Egremont,

Cumbria,

CA22 2DQ

Tel: 01946 820356 ext. 3003 or 07510 927981

Email: [schaferj@onecumbria.education](mailto:schaferj@onecumbria.education)

**AGREEMENT**

<b>School</b>	
<b>Headteacher's Name</b>	
<b>Headteacher's Signature</b>	
<b>Date</b>	

<b>Appropriate Body</b>	One Cumbria Teaching School Hub
<b>Appropriate Body Lead</b>	
<b>AB Lead's Lead's Signature</b>	
<b>Date</b>	