



**VANTAGE
TEACHING
SCHOOL HUB**

NORTH HUMBER

HANDBOOK FOR ECTS, MENTORS, INDUCTION TUTORS & HEADTEACHERS 2023-2024



Contents

Section 1 - Introduction and Key Information	3
Introduction	3
Legal framework	3
Section 2 - Roles and Responsibilities	4
Appropriate Bodies	4
ECTs are responsible for	5
The Headteacher	5
Induction tutors are responsible for	6
Mentors are responsible for	7
Governing bodies are responsible for	7
Teaching Regulation Agency	7
Section 3 - A Suitable Post for Induction and the Induction Period	8
A Suitable Post for Induction	8
Determining the length of the induction period	9
Completing the induction period	10
Raising concerns	11
Section 4 - Appointment of an Induction Tutor and Mentor	12
Appointment of an Induction Tutor	12
Appointment of a Mentor	12
Section 5 - Monitoring, Observing and Timetabling	13
Observation of the ECT's teaching practice	13
Reduced timetable	14
Section 6 - Progress Reviews, Formal Assessments and Interim Assessments	15
Progress Reviews	15
Formal Assessments	16
Interim Assessments	16
ECT Manager	17
Section 7 - Unsatisfactory Progress	18
Unsatisfactory Progress	18
Appendix	19
Exemptions	19
Appropriate Body Paperwork	23

Section 1 - Introduction and Key Information

Introduction

From September 2021, teachers joining the profession will undertake a two-year induction period, underpinned by the Early Career Framework, which will provide them with a structured programme of development, support and professional dialogue. ECTs will have a dedicated mentor and it is a requirement that they have a reduced timetable in their first two years of teaching following qualification, giving them the time and support needed to focus on their professional development so that every new teacher is supported to lay the foundations for a fulfilling and rewarding career in teaching.

Appropriate Bodies will play a key part in teacher induction. From September 2021, Appropriate Bodies have two key roles; to ensure that ECTs receive their statutory entitlements with regard to the amended statutory guidance, and to ensure that ECTs are fairly and consistently assessed. Appropriate Bodies will also be expected to check that ECTs are receiving a programme of support and training based on the ECF. Appropriate Bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

Our programme of support has been developed by qualified teachers who have experience of Initial Teacher Training and supporting Early Career Teachers together with a knowledge of the Early Career Framework.

This handbook will refer to:
'headteachers' to mean headteachers or those undertaking the roles and responsibilities of a headteacher, for example, principals.

'ECT' to mean early career teacher, referring to a newly qualified teacher in their first or second year of induction.

Legal framework

This handbook has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- [Maintained schools] DfE (2020) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'

Key Information

Appropriate Body
Telephone 01482 851136

Appropriate Body Director (Named Contact): Nicola Tennison
ntennison@smchull.org

Section 2 - Roles and Responsibilities

Appropriate Bodies

The Appropriate Body has the main quality assurance role within the induction process.

The Appropriate Body will:

- Assure Headteachers (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment.
- Consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

The Appropriate Body will take steps to ensure that:

- Headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.
- Headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction tutors have the ability and sufficient time to carry out their role effectively.
- Mentors have the ability and sufficient time to carry out their role effectively.
- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.
- Any agreement entered into with either an FE institution or an independent school's governing body is upheld.
- The Headteacher has verified that the award of QTS has been made.
- The school is providing a reduced timetable in addition to PPA time.
- The ECT is provided with a named contact (or contacts) within the Appropriate Body with whom to raise concerns.
- FE institutions are supported in finding schools for ECTs to spend ten days teaching children of a compulsory school age in a school.
- ECT's records and assessment reports are maintained.
- All monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- Agreement is reached with the ECT and the Headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- Agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction.
- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified.
- They provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- Respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- Provide information to the Headteacher on the types of induction available;
- Respond to requests for assistance and advice with training for induction tutors and mentors.

ECTs are responsible for:

- 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.

The Headteacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT throughout their induction together with:

- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the Appropriate Body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the Appropriate Body for review.
- Maintaining and retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the Appropriate Body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating appropriately in the Appropriate Body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.

There may also be circumstances where the Headteacher will be responsible for:

- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the Appropriate Body when an ECT may not be completing induction satisfactorily
- Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third-party
- Notifying the Appropriate Body if an ECT is absent for a total of 30 days or more
- Regularly informing the governing board about the school's induction procedures
- Discussing with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
- Providing interim assessment reports for staff moving in between formal assessment periods
- Informing the Appropriate Body when an ECT serving induction leaves the school
- Ensuring the ECT's post and responsibilities comply with the school's specific requirements for ECT induction.

Induction tutors are responsible for:

- 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'.
- 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.
- 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.

Mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.
- Feedback as required to the Induction Tutor to ensure they have a complete understanding of the ECT.

Governing bodies are responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the Headteacher is fulfilling their responsibilities to meet the requirements of a suitable post for induction.
- Investigating concerns raised by an ECT as part of the institution's grievance procedures.
- Asking for advice from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- Hearing appeals.
- Ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- Recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.



Section 3 - A Suitable Post for Induction and the Induction Period

A Suitable Post for Induction

In order for the ECT to serve induction the Headteacher and Appropriate Body must first agree that the post is suitable for this purpose. The Headteacher of the institution in which an ECT is serving an induction period, and the Appropriate Body are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. In particular a suitable post is expected to:

- Have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.
- Have prior agreement with an Appropriate Body to act in this role to quality assure the induction process.
- Provide the ECT with an ECF-based induction programme.
- Provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period.
- Ensure the appointment of an induction tutor who is expected to hold QTS.
- Ensure the appointment of a designated mentor who is expected to hold QTS.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach.
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting.
- Involve the ECT regularly teaching the same class(es).
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities. The institution will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECTs, unless it is given specific permission to do so from an Ofsted inspector. The Appropriate Body will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six school terms, divided into two periods each consisting of three school terms).

The Appropriate Body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector.

In some exceptional circumstances the length of an induction period may be reduced.

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years. Therefore an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

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. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced.

ECTs may only serve one induction period. An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Completing the induction period

An ECT completes their induction period when they have served:

- The full-time equivalent of two standard school years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the Appropriate Body) based on previous teaching experience; or
- A reduced period of induction for part-time teachers covering but not equivalent to two school years (as agreed with the Appropriate Body); or
- An extension to that period, as a consequence of absences occurring during the period; or
- An extension following a decision by the Appropriate Body or the Appeals Body.

The Appropriate Body will make the final decision as to whether or not an ECT's performance against the Teachers' Standards has been satisfactory, taking into account the recommendations of the headteacher.

Within 20 working days of receiving the Headteacher's recommendation, the Appropriate Body will decide whether the ECT:

- Has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- Requires an extension of the induction period; or
- Has failed to satisfactorily complete the induction period.

In making this decision the Appropriate Body will take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT. The Appropriate Body will, within three working days of making the decision, make written notification of the decision to: the ECT; the Headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the Appropriate Body decides to extend the period of induction or determines that the ECT has failed to complete their induction period satisfactorily, they will inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. The ECT will notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances. Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This will only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Raising concerns

An ECT should normally raise any concerns about their induction programme with their Induction Tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the Appropriate Body who will, as soon as possible, investigate the issues raised.



Section 4 - Appointment of an Induction Tutor and Mentor

Appointment of an Induction Tutor

The Headteacher should identify a person to act as the ECT's Induction Tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the Induction Tutor. The Induction Tutor is a separate role to that of the Mentor.

Appointment of a Mentor

The Headteacher should identify a person to act as the ECT's Mentor, to provide regular mentoring. The mentor must hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The Mentor and the Induction Tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.



Section 5- Monitoring, Observing and Timetabling

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ("learn that") statements and practice ("learn how to") statements.
- Regular one-to-one mentoring sessions from a designated Mentor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Support and guidance from a designated Induction Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Observation of the ECT's teaching with written feedback provided.
- Professional reviews of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards.
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

It is the Induction Tutor's responsibility to provide regular monitoring and support, and the coordination of assessment. The main responsibilities of the Induction Tutor will be to make rigorous and fair judgements about the ECT's progress against the Teachers' Standards, and to recognise when early action is required to support an ECT who is experiencing difficulties. ECTs will be informed that they should raise any concerns about their induction with their Induction Tutor in the first instance. If the matter is not resolved, the ECT will be informed that they can notify their named contact at the Appropriate Body, who will then investigate the issues raised.

Observation of the ECT's teaching practice

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor, Mentor or another suitable person who holds QTS from inside or outside the institution.

At least termly observations of the ECT's lessons will be conducted. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT and the observer (Induction Tutor) will meet to review the teaching observed. All feedback provided by the Induction Tutor will be prompt and constructive. The Induction Tutor will make a brief written record of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.

Reduced timetable

The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified. The Induction Tutor or Mentor should advise the ECT on who to observe and the ECT should make the arrangements to carry out the observations. The observations should have a focus which is informed by the ECT's areas for development identified from progress reviews or formal assessments. The ECT should make notes about what they have learnt from these observations and share these with their Mentor during their mentor meetings.

Other suggested uses of ECT time:

- Meetings with mentor
- Meetings with other staff with key responsibilities e.g. SENCO
- Joint planning
- Observing other teachers teaching
- ECF-based training activities
- Compiling evidence against the Teachers' Standards



Section 6 - Progress Reviews, Formal Assessments and Interim Assessments

Progress Reviews

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

ECTs are not expected to create evidence specifically to inform a progress review but are expected to engage with the process and provide copies of the existing evidence as agreed with the Induction Tutor.

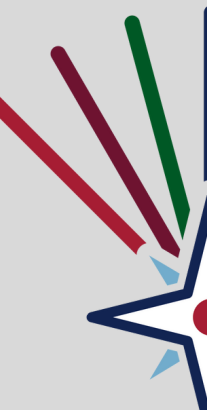
Progress reviews will be recorded by the Induction Tutor using the progress review template on ECT Manager. The Induction Tutor will be expected to record whether the ECT is on track to successfully complete induction in terms of making satisfactory progress against the Teachers' Standards, briefly summarising evidence collected by the Induction Tutor. The review will detail the ECT's own individual strengths and needs as and will state the agreed development targets.

The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.

Where the Induction Tutor believes the ECT is not making satisfactory progress it is expected they outline the support plan they have put in place to assist the ECT in getting back on track.

Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments) and will have access to the review for their own records. It is recommended that copies are supplied to the Mentor and (where an ECT is not on track) to the Headteacher also.

The Appropriate Body will monitor progress reviews submitted on ECT Manager to identify any ECTs that may be a cause for concern.



Formal Assessments

ECTs will be formally assessed by the Induction Tutor in the final term of the first year (term 3) and again in the final term of the second year of induction (term 6). Evidence used in assessments must be clear and transparent and drawn from the ECT's work as a teacher during their induction.

In order to reduce the potential burden of evidence collection, the evidence used will largely come from that collected during progress reviews, and will consist of existing or working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw evidence from existing documents and working documents. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT and the Appropriate Body.

Judgements made during the induction period should relate directly to the Teachers' Standards and not be made against the ECF. ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments using the formal assessment template on ECT Manager. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.

The Induction Tutor, ECT and Headteacher will be expected to sign off formal assessments (with the ECT being able to add comments) and will have access to the assessment for their own records; it is recommended that copies are supplied to the Mentor also.

The Appropriate Body will monitor formal assessments submitted on ECT Manager to identify any ECTs that may be a cause for concern.

Interim Assessments

When an ECT leaves a post after completing more than one term in an institution but before the next formal assessment would take place, the Induction Tutor or Headteacher will complete an interim assessment. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

ECT Manager

Vantage Teaching School Hub Appropriate Body uses an online system (ECT Manager) to manage the completion and submission of all progress reviews, formal assessments and interim assessments. Training on this system will be provided by the Appropriate Body for the relevant users early in the academic year if required. Vantage Teaching School Hub Appropriate Body will advise schools of the deadlines for submission of Progress Reviews and Formal Assessments during the year. ECT Manager will also send a series of reminders to the relevant users in the lead up to these deadlines. Any issues encountered whilst using ECT Manager can be resolved by contacting the Appropriate Body Administrator:

ABadmin@smchull.org

Questions relating to the content of reports or circumstances specific to an individual ECT should be directed to the Appropriate Body Director: Nicola Tennison

ntennison@smchull.org



Section 7 - Unsatisfactory Progress

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher, organising refresher training and providing more guided supervision. The Induction Tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The Induction Tutor will notify the Appropriate Body of this determination and will share the support plan to be reviewed. The Appropriate Body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- The identified weaknesses.
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards.
- Details of additional support put in place.
- Evidence used to inform the judgement.
- Details of the improvement plan for the next assessment period.

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the Appropriate Body will inform the ECT of their right to appeal and the time limit for doing so.



Appendix

Exemptions

The following table lists which qualified teachers who haven't satisfactorily completed an induction period may still be employed by a school:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving their induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the Appropriate Body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.

A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.
A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2015 including where the person is entitled to partial access to the profession of school teacher by virtue of Part 1 of those Regulations.	A teacher from the EEA who has applied successfully to the Teaching Regulation Agency, for QTS, or a teacher from the EEA who has declared successfully to the Teaching Regulation Agency, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely special educational needs and disability (SEND) teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.
A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	A teacher who has been judged by the TRA as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have: <ul style="list-style-type: none"> • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.

A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	A teacher who has been judged by the TRA as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the ECT must have: <ul style="list-style-type: none"> • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.

<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none">• On or before 31st October 2014, by the Institute for Learning; or• On or after 1st November 2014, by the Education and Training Foundation	<p>Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.</p>
<p>Completed a course of ITT in Wales before September 2003.</p>	<p>A teacher who completed a course of initial teacher training in Wales before September 2003.</p>
<p>A person –</p> <p>a) Who has been informed in error by the General Teaching Council for England or the Secretary of State that they are exempt from the requirement to complete an induction period; or</p> <p>b) Who has satisfactorily completed an induction period but is unable to produce verifying data.</p>	<p>A teacher who has been informed in error by General Teaching Council for England or the Secretary of State that they do not need to complete an induction period; or a teacher who has completed induction but cannot produce the relevant verifying data, and the appropriate body is satisfied that the ECT meets the relevant standards.</p>



Appropriate Body Paperwork

Schools will be expected to use the progress review and formal assessment templates on ECT Manager but are welcome to use their own in-house documentation for recording other induction evidence such as mentor meetings and lesson observations for example.

Helpful templates that schools can use for this purpose can be found in the Resources section of ECT Manager. Schools would be expected to provide evidence of use of these templates (or their own versions) during any quality assurance or monitoring visit conducted by Vantage Teaching School Hub Appropriate Body.

Progress Reviews

The Progress review should be completed by the Induction Tutor electronically on ECT Manager in Terms 1, 2, 4 and 5.

Formal Assessments

The formal assessment should be completed by the Induction Tutor electronically on ECT Manager in Terms 3 and 6.





VANTAGE TEACHING SCHOOL HUB

NORTH HUMBER

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