

# School Performance and Development

## Early Career Teacher Appropriate Body Registration & Support Package

For ECTs commencing induction in September 2022

Contact the School Performance and Development Team on 01952 (3)80152 or  
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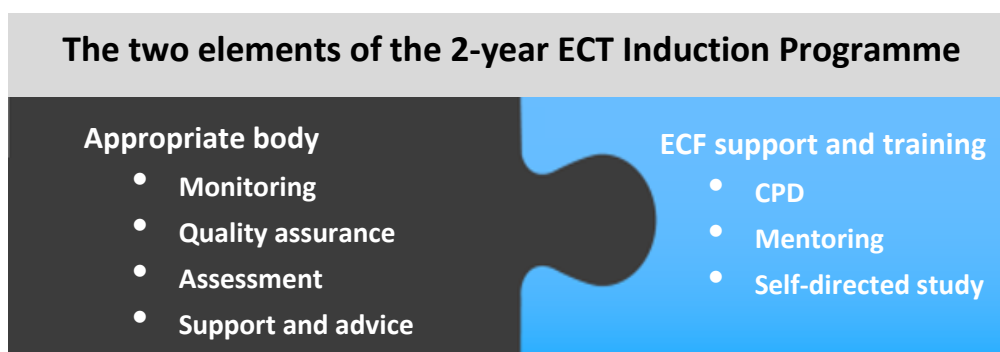


## The ECT Appropriate Body Registration & Support Package: 2022-2023

Following legislative changes which took place in September 2013, **schools and headteachers have a statutory responsibility** to make prior agreement with an Appropriate Body to quality assure the induction process for their Early Career Teachers (ECT) (*please see Appendix 1*).

Telford & Wrekin Local Authority provides an Appropriate Body Package which meets all statutory requirements.

From 2021 the induction period for all ECTs was extended to 2 years. In addition to the Appropriate Body, schools must also ensure their ECTs have access to Early Career Framework (ECF) support and training - making the process of induction a two part jigsaw:



There are **three** stages to registration for ECTs

1. Register with the DfE – this states that you have one or more ECTs and will later ensure you receive the appropriate funding
2. Decide which of three options (A, B and C below) you will use to provide the ECTs with access to an ECF based training programme
3. Register with an Appropriate Body

### **Before registering with an Appropriate Body . . .**

#### **Choosing how the ECF based support and training will be provided**

The school must choose one of three possible approaches

- A. Full Induction Programme (FIP)** - A funded provider-led programme offering high-quality training for ECTs and their mentors alongside the professional development materials. The local provider for this is the Shropshire & Telford Education Partnership, based at Shrewsbury Priory School.
- B. Core Induction Programme (CIP)** - Schools draw on the content of the [high-quality professional development materials](#) to deliver their own early career teacher and mentor training. Schools can choose from a number of approved programmes:
  - [Ambition Institute](#)
  - [Teach First](#)
  - [Education Development Trust](#)
  - [UCL Institute of Education](#)
- C. School Based Induction Programme (SBIP)**- Schools design and deliver their own early career framework-based induction programme, based on the [early career framework](#). If a school chooses to use elements from more than one of the above providers, the programme they provide will be classed as a school based programme.

**Telford & Wrekin LA strongly recommends schools to choose option A - Full Induction Programme.**

This option provides a number of advantages, including full training for the mentor, and DfE funding for time out of the classroom required for the mentor to complete their training. The Full Induction Programme is quality assured and fidelity checked by the Teaching School Hub (TSH).

## The ECT Appropriate Body Registration & Support Package

If schools choose either the **CIP or FPIP** option, the Appropriate Body must complete additional checks - **fidelity checks prior to the start of induction** and quality assurance monitoring for and at the end of each term's programme; these additional processes are likely to be reflected in the charges for these two options.

If an ECT changes schools between year 1 and year 2 of their induction, the second school will be charged at the year 1 rate, as the same initial checks will be required.

## The ECT Appropriate Body Registration & Support Package

Due to proposed DfE reforms to the induction process, LAs will soon cease to act as appropriate bodies (AB); the role will pass to Teaching School Hubs (TSH).

T&W LA will continue to provide the AB service for one more school year - for teachers starting their induction in September 2022.

Any ECTs whose induction will continue beyond July 2023 will need to re-register with a TSH AB for the remaining part of their induction. Schools may choose to make this transition this September (which may prove more economical), or use T&W AB for one year and then transfer to a TSH AB (such as STEP: email [info@stepwm2.co.uk](mailto:info@stepwm2.co.uk) or telephone 01743 284011).

**Prices are for one year of induction – September 2022 – July 2023** (*please note that the 2<sup>nd</sup> year with a different AB and will incur an additional charge directly with that AB*).

### Option A - The Full Induction Programme (delivered by a TSH)

	<b>One year</b> (3/6 of the total induction time)	<b>Single term</b> (1/6 of the total induction time)
<b>One ECT</b>	<b>£230</b>	<b>£110</b>
<b>Each additional ECT</b>	<b>£200</b>	<b>£90</b>

**Options B and C** (*The Core Induction Programme and the School Based Induction Programme*) are not available through T&W AB from September 2022. T&W AB suggests that any schools considering options B or C contact the STEP AB and register ECTs with them for the whole induction period.

## Schools subscribing to the T&W AB must commit to the following:

1. Regardless of the number of ECTs in the school, there should only be **one nominated Induction Tutor**.
2. The school's nominated Induction Tutor, or Headteacher, **must** attend each termly update and the inclusive training meetings included in the package (*although substitutes can be made where necessary i.e. an ECT Mentor*). \*
3. The Induction Tutor **must** quality assure both the induction programme within the school and all formal assessments which are forwarded to the AB.

**Important:** \* Where Induction Tutors do not attend each termly update and any inclusive mandatory training meetings, or at least ensure the school is suitably represented, a cancellation fee *may* apply for each training event and the school *may* be liable for an additional fee to cover the cost of any additional support needed. This additional fee *may* equate to the cost of one bespoke consultancy session per school per year, which *may* be required to quality assure the ECT induction processes being adopted. The cost of a bespoke session is currently £250.

## Supporting schools in meeting statutory requirements

As the Appropriate Body, the Local Authority will support schools by completing the following statutory requirements:

- Registration of ECTs on the National Database
- On-line access to the latest LA induction guidance and support materials
- Processing, updating and checking assessment forms for certification
- Monitoring and fidelity checking the ECF programme where applicable
- Transferring documentation
- Recommending extensions where necessary
- Quality assuring the induction process\*
- Providing assistance and advice through training for Induction Tutors\*
- Maintaining an open dialogue with schools (through Induction Tutors)\*

\*To ensure that statutory aspects of the package are fully met, the school's Induction Tutor is required to attend termly update and training network meetings; these are part of the Appropriate Body Package and there is no additional charge to attendees.

## Additional support included in the package

1. Regular online ECT network meetings, including resource updates, sharing best practice and hot topics CPD
2. On-going telephone and email advice and guidance from the Appropriate Body Team
3. Access to online support materials
4. Initial training for new induction tutors
5. Termly induction tutor update meetings
6. ECT welcome and induction event
7. Annual celebration evening
8. Confidential ECT advice and guidance
9. Critical support visit

Full details of each of these is given below:

### **1. Online ECT network meetings**

Hosted by the LA ECT Induction Manager, and taking place every term, these meetings provide an opportunity to network with other ECTs, exchange ideas, raise questions with the AB, receive updates on new teaching resources and the latest ideas for best practice pedagogy and practice.

### **2. Ongoing advice and guidance**

Whilst the induction guides provided by the AB should answer most of your queries, we will also provide email and telephone guidance and support for induction issues, action planning, communicating events and information, and liaison with third parties if / as and when required.

### **3. Access to online support materials**

The latest resources to support Induction Tutors, Mentors and ECTs can be downloaded from the T&W website. Wherever possible these are in Word format to allow schools to customise them where appropriate. These resources are reviewed and updated annually.

### **4. Initial training event for the Induction Tutor (July and September)**

For Induction Tutors new to the role, or those wishing to bring their knowledge of the process back up to date, a step by step guide through the induction year, including:

- Pre-registration checks
- Registration and initial quality audit
- Statutory responsibilities
- Establishing an induction programme
- Completing lesson observation and formal assessments
- Trouble shooting
- An introduction to the LA induction guides

### **5. Termly update, training and network meetings for the Induction Tutor**

A support and training framework for induction tutors and mentors providing:

- Training and guidance on any changes to the statutory induction framework or LA procedures
- National updates including those from the DfE, the TA and Ofsted
- A forum for discussing issues and sharing best practice
- An opportunity to develop a collaborative network with colleagues from other schools

NB: If the Induction Tutor is unable to attend these meeting, a Mentor from the school may take their place. For schools choosing the full ECF package through the TSH, mentors will receive training and ongoing guidance through the TSH, rather than via the LA.

### **6. ECT Welcome Event – A strictly ECT only event!**

For ECTs taking up a teaching post - held at the beginning of the Autumn Term.

### **7. Annual ECT Celebration Event**

Post ECT induction event, held annually each November - an opportunity to celebrate the achievement of those successfully completing the ECT standards. ECTs, tutors, mentors and family guests are welcome.

## 8. Confidential support and advice

If ECTs have serious concerns which they feel they cannot approach their school to discuss, they may contact the AB by telephone or email for confidential help and advice.

## 9. Critical support visits

Where serious concerns arise over an ECTs progress, a support visit to the school may take place if needed; this visit would be at no additional charge to the school **providing that all paperwork has been completed and returned in accordance with the terms and conditions of registration**; otherwise the **critical support visit will incur a charge of £250** as per a bespoke consultancy session.

The AB reserves the right to make a **charge of £50 for retrospective registration** (late registration) to cover the additional administration costs. Late registrations may not be possible due to DfE procedures.

## Further support available at an additional cost – details available in the CPD Booklet on the [Telford Education Services Website](#)

### Annual Training and Development Conference for Early Career Teachers

- A cross-phase conference, including a variety of workshops and key note presentations.

### Observation of an ECT (£250)

- Observation of up to 60 minutes of a lesson, followed by an initial oral feedback meeting and a written summary within 5 working days

### In-school bespoke CPD for groups of ECTs [£250 per session]

- Schools with several ECTs may wish to opt for a bespoke in-school package of CPD delivered by a member of the School Performance Team.

### **Please note:**

- *ECT Support Packages are linked to the individual ECT, and not to the post. The package is not transferable between schools. Where an ECT terminates their contract with the school prematurely, the cost of the package/s will still be due, unless the ECT leaves before the end of their first half term.*
- *When an ECT starts with a school, the package will be charged as for the first year of induction, regardless of their actual point through the induction process.*

Following legislative changes which took place in May 2018 Telford & Wrekin NQT Induction Team are collecting your personal data to enable you to be able to complete your NQT Induction Period under Article 6(1)(b) of the General Data Protection Regulations 2018, or equivalent United Kingdom Legislation. Telford & Wrekin Council will not share any of your personal data with external organisations, unless required to do so by law; the law dictates that we share your information with the DfE (NCTL) in order to issue formal certificates following the successful completion of your NQT Induction Period. For further details on the Council's privacy arrangements, please view the privacy page on the council [website](#).

## Appendix 1: The Role of Appropriate Body

The LA as the Appropriate Body (AB) will carry out the following duties.

Where appropriate, further explanation and/or an indication of what this requirement entails has been added.

### **1. Access the Teaching Regulation Agency (TRA) database to confirm teacher has QTS and follow up where s/he does not**

In rare circumstances, where an ECT is found not to have full QTS after appointment to the school, the AB will provide guidance and assistance to the school in contacting colleges and ITT providers, to ensure the successful completion of ECT registration.

### **2. Register the ECT**

All data is checked for obvious errors and omissions before entry onto TRA data protected software.

If schools are known to have unregistered ECTs, the LA will chase up the schools. This may however delay the start of the induction period, as time spent teaching prior to registration cannot be counted towards induction.

### **3. Provide the ECT with details of a 'named contact' with whom to raise concerns if they are not able to be resolved by the school**

When a registration form is received, a booklet is sent by email, summarising key information and guidance regarding the Induction Year, providing web links and detailing the 'named contact'.

### **4. Ensure that the ECTs post is suitable for induction**

The return of the two quality assurance surveys is essential in establishing this information - school copy (QAS1) and ECT copy (QAS2).

### **5a Confirm and monitor that the ECT has an appropriately reduced timetable and support from an induction tutor**

Information provided on registration forms - QAS1 and QAS2 is essential in ensuring this statutory duty is complied with. ECTs are able to contact the AB in a number of ways during the induction period:

- The welcome event in autumn and Spring
- ECT network meetings
- By email or phone (confidentially)

Where serious concerns arise, An LA officer may schedule a Quality Assurance visit to the school

Induction tutors are kept up to date with best practice and may discuss issues through the Induction Tutor network meetings.

### **5b - For core and school based ECF support and training:**

Initial fidelity checking with further advice and guidance if required. Termly monitoring of provision of and progress through the ECF focused training.

### **6. Maintain records and copies of assessment reports for each ECT**

Quality assure all assessment reports and respond as necessary. In a typical year, 10% of assessment forms are returned to schools for amendment. Communication confirming receipt of assessment form to each school. Store all forms electronically for a period of six years and, where required, liaise with other ABs if the ECT moves before completing induction.

### **7. Assure itself that Headteachers / Principals, Induction Tutors and Governing Bodies are aware of, and capable of, meeting their responsibilities**

Quality assurance form QAS1 provides confirmation of this. Termly update and training meetings for induction tutors form a statutory part of the AB package.

### **8. Act early in cases where an ECT might be experiencing difficulties, to ensure assessments are fair and provide appropriate support (see Sections 4 of [DfE Statutory Guidance on Induction for Early Career Teachers in England](#))**

This can potentially entail considerable extra time and resources on the part of the AB. (See Appendix 2 below)

### **9. Where an institution appears not to be providing an appropriate programme of support, contact the institution to raise its concerns immediately**

The AB may become aware of this through information provided through the QA process, dialogue with the ECT, or other adults working within the school.

### **10. Where appropriate, provide institutions with guidance, support and assistance in relation to ECT induction programmes**

This is normally by phone and email, and will usually be a same-day response to queries raised by the Induction Tutor or ECT.

### **11. Monitor and write to ECTs and their schools regarding pre-completion extensions**

This is related to sickness and maternity leave, or ECTs not making satisfactory progress against the current standards.

### **12. Approve cases where shortening an induction period in exceptional circumstances is required and record the decision on the relevant assessment form**

This is a relatively new addition to the regulations and often the school needs to be prompted to realise that this can be a possibility in some situations, which arise more often than might be thought.

### **13. At the end of the period decide whether the ECT has met the Teachers' Standards and notify the parties within the prescribed timelines.**

Time is often spent following up those schools which do not submit their final assessment forms on time, and are therefore in danger of their ECTs not being included on that term's return, which has to be completed and submitted by a fixed date.

### **14. Make a final decision whether the ECTs performance against the relevant standards is satisfactory, or an extension is required, and notify the relevant parties**

Most decisions are clear and in agreement with the school; however, a decision may be amended under 'exceptional circumstances' and, unless there is clear and agreed evidence, the AB will consult with a Senior LA Officer, the Headteacher, and a Human Resources Adviser. There will invariably be much time spent in communication with the ECT and his or her Trade Union representative prior to, and during, this panel decision.

### **15. Provide the TRA, within the time limit prescribed, details of ECTs commencing induction, completing stages of their induction and final completion**

If ECTs leave their school part way through their induction, the AB will ensure that TRA records are up to date so that other ABs can access their records.

If schools overlook returns, reminders will be issued; however, late submission of returns may lead to a delay in the completion of the induction period.

### **16. Notify the TRA within three days of reaching a decision, of those ECTs who the AB judges to have failed induction, or of those whose period the AB decides should be extended**

The AB can be asked to defend its decision if the ECT decides to take an appeal to the TRA. This can be time consuming and costly. To date, each ECT and Trade Union representative has accepted the decision of Telford and Wrekin LA and this is a reflection of the rigorous procedures & support the AB is able to demonstrate.

## Appendix 2: Unsatisfactory Progress

***“The Appropriate Body must ensure that:***

- ***Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;”***

(See Section 4 of [DfE Statutory Guidance on Induction for Early Career Teachers in England](#))

This entails at least one initial visit by the Appropriate Body (AB) ECT Manager to the school to interview the Induction Tutor, review documentation & support procedures and meet the ECT. As a result of this assessment, the AB ECT Induction Manager will give feedback to the school. Usually the AB ECT induction Manager will recommend that a relevant colleague visits the ECT to provide external verification regarding the areas of weakness and make recommendations. One or more observations may also be necessary, which can be provided at an additional cost.

It is also possible that, from an early stage, the ECTs union representative will become involved. This is likely to entail meetings and/or regular electronic communication. It is vitally important that all procedures are carefully followed and this can entail considerable time spent in preparing documentation.

Telford & Wrekin School Performance & Development Team, acting as the AB for ECT Induction has built a considerable rapport of trust with all teaching union representatives. This has often been important in finding an appropriate way forward for the ECT and in the best interests of the pupils. As a result, it is often the case that a solution will be arrived at before the ECT reaches a notice of failure to meet the standards at the end of the third term. However, if this does happen, the AB must make the final decision to pass, fail, or extend the induction period as set out in sections 14 to 16 on the previous page. (See Section 4 of [DfE Statutory Guidance on Induction for Early Career Teachers in England](#))