



Department
for Education

Appropriate Bodies Guidance: Induction and the Early Career Framework

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Contents

| | |
|--|----|
| Contents | 2 |
| 1 Summary | 4 |
| 1.1 Expiry or review date | 4 |
| 1.2 What legislation does this guidance refer to? | 4 |
| 1.3 Who is this guidance for? | 4 |
| 2 Overview | 5 |
| 2.1 Introduction | 5 |
| 2.2 About this guidance | 6 |
| 3 Roles and responsibilities | 8 |
| 3.1 Who can be an appropriate body? | 8 |
| 3.2 Roles and responsibilities | 8 |
| 3.3 Monitoring of support | 8 |
| 3.4 Causes for concern | 14 |
| 3.5 Other regulatory restrictions on appropriate body operations | 15 |
| 4 ECF fidelity checking | 18 |
| 4.1 An ECF-based induction | 18 |
| 4.2 Level of ECF fidelity checking | 19 |
| 4.3 Responsibility for ECF fidelity checking | 20 |
| 4.4 How and when to conduct ECF fidelity checks | 20 |
| 4.5 Appropriate bodies delivering ECF training | 28 |
| 5 Assessment and progress reviews | 29 |
| 5.1 Monitoring of assessment | 29 |
| 5.2 Progress Reviews | 30 |
| 6 The appropriate body market: self-regulation and next steps | 33 |
| 6.1 The appropriate body market | 33 |
| 6.2 Self-regulation | 33 |
| 6.3 Delivering a high quality service | 34 |
| 6.4 Appropriate body networks | 34 |

| | | |
|------------|--|----|
| 6.5 | Future direction of the appropriate body market | 35 |
| 7 | Further information | 36 |
| Appendix A | - ECF Fidelity Checking Template: Core Induction Programme | 37 |
| Appendix B | - ECF Fidelity Checking Template: School-based Induction Programme | 43 |
| Appendix C | - Early Career Teacher: Formal Assessment Template | 55 |
| Appendix D | - Early Career Teacher: Progress Review Template | 64 |

1 Summary

1.1 Expiry or review date

This guidance will be kept under review and updated when necessary.

1.2 What legislation does this guidance refer 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.
- This guidance contains non-statutory recommendations and suggestions for good practice, outlining what appropriate bodies 'may' or 'can' do where they have discretion over how they operate and implement the requirements of legislation and expectations of the statutory guidance.

1.3 Who is this guidance for?

This guidance is for appropriate bodies:

- Local authorities
- Teaching school hubs¹
- Other organisations which the Secretary of State has determined can act in this role

¹ When the new regulation and guidance take effect from 1st September 2021, teaching school hubs will replace teaching schools as the designated schools eligible to operate as appropriate bodies.

Information on teaching school hubs is available at: <https://gov.uk/guidance/teaching-school-hubs>

2 Overview

2.1 Introduction

Transforming support for early career teachers (ECTs) is at the heart of our Teacher Recruitment and Retention Strategy (2019)² which recognised that the steepest learning curve occurs in the first few years of a teacher's career, and that in the past, too few teachers have had access to structured support or dedicated time for evidence informed professional development.

The Department is delivering this commitment through the national roll-out of the Early Career Framework (ECF)³ reforms from September 2021. The ECF reform will facilitate a step change in the structured support ECTs receive. The ECF clearly sets out what new teachers are expected to 'learn about' and 'learn how to do' based on expert guidance and the best available research evidence. The ECF was designed in close partnership with the sector and aims to support ECTs to develop their teaching practice, knowledge and working habits to help them establish a successful career in teaching.

From September 2021, induction for teachers joining the profession will be extended to two years and, underpinned by the ECF, will provide them with a structured programme of development, support and professional dialogue. These reforms sit at the heart of our strategy and will include an expectation that ECTs will have a dedicated mentor and 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 these reforms through their role in teacher induction. From September 2021, as well as ensuring that ECTs receive their statutory entitlements, they will ensure that regard is had to the amended statutory guidance and 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.

² Teacher Recruitment and Retention Strategy available at:

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

³ Early Career Framework available at: <https://www.gov.uk/government/publications/early-career-framework>

2.2 About this guidance

This guidance comes into effect from September 2021 when new regulations on induction will apply. It also suggests ways in which appropriate bodies and the schools they work with can prepare in advance of the changes.

Through the Department's engagement with the sector during 2020, appropriate bodies said that they needed clarity on how their role was changing under the ECF reforms, so this guidance aims to:

- outline appropriate body roles and responsibilities from September 2021
- share and encourage good practice on how appropriate bodies might deliver their role

Some parts of this guidance will refer to legal requirements as set out in regulations and expectations set out in statutory guidance, while other parts are suggestions of good practice that we have heard about through engagement with the sector. For this reason, it is important that this guidance is read alongside the Induction statutory guidance and regulations⁴.

The guidance is designed to recognise that appropriate bodies vary significantly in context and how they operate. This means that suggested good practice that is suitable for one appropriate body may not work well for others. It is expected that in using this guidance appropriate bodies may use or adapt suggestions of good practice in the way that suits their needs.

The focus of the guidance is to explain the core elements of the appropriate body role, detail how these are updated in the new regulations and updated statutory guidance, particularly around how the ECF relates to expectations around induction, and to offer practical suggestions drawn from discussion with the appropriate body sector. These offer ideas on how appropriate bodies may consider implementing these changes and supporting the schools they work with to transition to new requirements and expectations around the induction they provide for their ECTs.

In the appendices of the guidance there are a number of template forms which may be used or adapted to appropriate bodies' own systems. They provide a clear guide to the type and extent of evidence that appropriate bodies are expected to collect from schools in respect of assessment, progress reviews and checks on the induction programme's fidelity to the ECF.

⁴ Induction for early career teachers (England) available at: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

This guidance uses the terms:

'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.

3 Roles and responsibilities

3.1 Who can be an appropriate body?

From September 2021, regulations will provide that the appropriate body function can be performed by the following bodies:

- Local authorities
- Teaching school hubs
- Other organisations which the Secretary of State has determined may act in this role

3.2 Roles and responsibilities

Appropriate bodies support the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

Appropriate bodies have two key roles which will be described in this 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 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.
- **Monitoring of assessment** – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards⁵, based on the headteacher's recommendation.

3.3 Monitoring of support

Independent quality assurance of statutory induction, through the role of the appropriate body, is important for ensuring that schools provide adequate support for their early career teachers and that regard is had to the statutory guidance.

Establishing relationships with schools

The level of support a school might need from its appropriate body in order to

⁵ Teachers' standards are available at: <https://gov.uk/government/publications/teachers-standards>

provide a suitable ECF-based induction period will vary depending on their context and circumstances so it is helpful to introduce key members of staff working within the appropriate body to the headteacher and induction tutor early on to establish a relationship.

Through establishing a good relationship with a school, the appropriate body can satisfy itself that the headteacher understands their statutory duties. The appropriate body could also use this opportunity to understand what provision has been made for statutory induction and where the school might benefit from additional support and guidance.

Appropriate bodies may provide support to schools by offering:

- Introductory sessions, training or briefings for induction tutors, mentors and ECTs to make sure they understand their roles and responsibilities.
- An induction handbook for ECTs, induction tutors, mentors, and headteachers which could 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.

If a headteacher requests guidance or support on how to offer an ECF-based induction, appropriate bodies can direct schools to a provider-led induction programme⁶, where it is available. Alternatively, appropriate bodies can signpost schools to the high-quality materials and resources designed by four providers and accredited by the DfE, also referred to as a 'Core Induction Programme'.

Support prior to the start of induction

Once an appropriate body has received notification from the headteacher that they have appointed an ECT who is not currently undergoing induction with that appropriate body, the appropriate body is expected to notify the

⁶ Further information on the approaches to delivery of an ECF-based induction is available at: <https://www.gov.uk/government/publications/changes-to-statutory-induction-during-national-roll-out/changes-to-statutory-induction-during-national-roll-out>

Teaching Regulation Agency⁷ that the ECT has started, or will start, an induction period. The appropriate body should then begin checks of the support in place. These checks should start as soon as possible to ensure necessary staff and arrangements are in place before induction begins.

| Pre-induction checklist | |
|---|---|
| WHAT to check | WHY check it (to ensure that...) |
| 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 the appropriate body 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) | The appropriate body can apply the required level of checks to ensure the ECT has access a high quality knowledge-based induction |

Most of these initial checks can be done through correspondence with the headteacher and/or the induction tutor. Where the appropriate body asks the school to supply information or evidence that they have fulfilled their duties, they should be mindful of the workload this might create for the school and the proportionality of the request.

Reductions to induction

It takes time to develop the skills needed for a successful career in teaching which is why all ECTs are entitled to a two-year induction programme.

As set out in the Induction statutory guidance, in exceptional individual cases, a headteacher or ECT might request a reduced induction period on the basis

⁷ The Teaching Regulation Agency is an executive agency of the Department for Education. Further information can be found at:

<https://www.gov.uk/government/organisations/teaching-regulation-agency/about>

that the ECT meets the Teachers' Standards. This will need to be evidenced, and the appropriate body should consider whether the ECT has significant experience teaching whole classes to the relevant standards. Appropriate bodies can reduce the length of the induction period to a minimum of one term at their discretion. In making this decision, the appropriate body should consult the headteacher (in particular as to whether the ECT is meeting the Teachers' Standards) and must always gain the agreement of the ECT.

Reductions to the length of induction should only be granted in exceptional circumstances and are likely only to be appropriate for ECTs who have significant experience of teaching whole classes.

Appropriate bodies should carefully consider what evidence is appropriate for demonstrating significant teaching experience. This could include:

- referrals from previous employers confirming the type and length of teaching experience
- performance management records or other documentation from previous employers
- a written submission from the headteacher or ECT addressing how previous teaching experience was significant and how it met the Teachers' Standards

Any reduction to the induction period should only be made on the basis that the ECT has met the relevant standards.

Appropriate bodies should be particularly mindful of any ECT being denied their entitlement to a two-year induction unnecessarily. If a teacher wishes to serve the full induction period they must be permitted to do so.

Reductions to induction should never be used because the school does not have the resource to offer a full-length induction.

Part time ECTs

Appropriate bodies have the ability to reduce the induction period for ECTs who are completing induction on a part time basis. The appropriate body should only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.

For example, an ECT starting induction in September 2021 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2025, but can be considered for a reduction in summer term 2023. A prerequisite for considering reduction past the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, the appropriate body should consult the headteacher and must always gain the agreement of the teacher concerned.

Support during induction

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.

To check ECTs' access to entitlements, appropriate bodies may consider:

- Contacting some ECTs in between assessments via phone or email to check access to entitlements.
- Offering training for ECTs to make them aware of what they should expect and how to contact appropriate bodies/unions if their entitlements are not met.
- Conducting surveys of randomly selected ECTs to check access to entitlements.

Appropriate bodies are encouraged to check access to these entitlements at the formal assessment checkpoints, as a minimum. Some appropriate bodies may choose to conduct additional visits/observations or gather information from schools outside of the formal assessment period and choose to build in additional entitlement checks as part of their processes, as resource and capacity allows. This is permitted, provided that they have the agreement of the school.

| Ongoing quality assurance of induction – appropriate body checklist: | |
|--|--|
| WHAT to check | WHY to check it (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 (see Chapter 4)

The ECT has access a high quality knowledge-based induction

When planning how to monitor support for ECTs across their registered schools, appropriate bodies may consider:

- Committing to visit a minimum percentage of their 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 local authority or training provider.
- Staggering school visits depending on need, to maximize coverage.

Where possible, appropriate bodies are advised to have regular contact with the schools and ECTs that they support. This might include visits or meetings with schools to assure themselves of the quality of induction being provided.

Informal support

Through engagement with the sector, we know that many appropriate bodies provide informal support to ECTs beyond the statutory quality assurance checks they undertake at key points in the academic year.

Informal support is encouraged, and many appropriate bodies already have these services in place. In examples described below, these support tools aim to improve communications and access to targeted support, outside of the structured programmes an ECT receives.

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

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

With the national roll-out of the Early Career Framework reforms in September 2021, and the expectation that all ECTs access an ECF-based induction, appropriate bodies are encouraged to review how their informal support services align to, and complement, an ECF-based induction. It is recommended that appropriate bodies communicate clearly to schools and ECTs what informal support is available to them and how it can be accessed. For example, a telephone helpline service would be helpful to answer ECTs' questions related to the statutory guidance on induction, whereas questions related to an ECTs specific induction programme would be better directed to the school's induction tutor or the lead supplier delivering their programme.

3.4 Causes for concern

Appropriate bodies have an important role in ensuring ECTs are receiving appropriate support throughout their whole induction and should aim to foster a collaborative and supportive relationship with the schools they are working with. This is especially important where ECTs are experiencing difficulties and need additional support, or where school leaders are less experienced or less familiar with statutory induction. On occasion, this might mean appropriate bodies need to signpost the school to the statutory induction guidance and regulations.

Supporting schools experiencing difficulties

If a school submits paperwork that gives the appropriate body cause for concern, for example due to incorrect or incomplete information which the appropriate body requires to complete their checks, in the first instance they are expected to work with the headteacher to clarify the expectations and provide advice on the information that is required. If the headteacher and induction tutor cannot resolve the issue, appropriate bodies may seek to engage the governing body as appropriate.

We know that most schools foster strong and supportive working relationships with their appropriate bodies. In exceptional circumstances where there is a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved with the school or its governing body, the appropriate body can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department should only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. It will not be a proportionate response in most cases where ongoing collaboration between appropriate bodies and schools is normally the most constructive route to resolving issues.

Supporting schools with struggling ECTs

Where an ECT may be experiencing difficulties, some schools may require support from their appropriate body to address specific areas of performance

that require further development. It is recommended that appropriate bodies work collaboratively with schools where there are issues around an ECT's performance and encourage schools to put in place appropriate action plans. Some appropriate bodies – when schools inform them about a struggling ECT - trigger a more intensive level of support, including additional visits to the school where appropriate.

Some appropriate bodies choose to support schools with struggling ECTs by:

- Investigating, with the school and the ECT, the root cause of the issue.
- Offering additional or more intensive support during quality assurance visits, including joint observation(s) with the induction tutor/mentor as appropriate, and reporting findings to the school.
- Helping the school to put in place an appropriate action or support plan.
- Monitoring any support plan with regular check-ins.
- Signposting to CPD opportunities that might help the ECT.

Some appropriate bodies choose to support struggling ECTs by:

- Reviewing, with the ECTs, their action or support plan.
- Ensuring ECTs are clear about who to speak to if they need to raise issues.

Further suggestions on how appropriate bodies might support schools with the formal assessment process can be found in Chapter 5.

3.5 Other regulatory restrictions on appropriate body operations

Appropriate body charges

Regulations allow appropriate bodies to charge for their services. Charges must not exceed the cost of supplying the service and should be agreed in advance with the school. It is a matter for appropriate bodies to determine their fee structure according to their costs and operating models. Some appropriate bodies may choose to adapt their fees to reflect reforms to induction, balancing factors such as a longer induction period, fewer formal assessment points, revised checking expectations and options around induction routes.

Appropriate bodies are expected to have a transparent fee model so that schools understand what is included in the service they are paying for. Appropriate bodies are encouraged not to charge for additional support where it is needed in exceptional circumstances, to ensure schools are not discouraged by cost from seeking out support where this is required.

Appropriate bodies and delegating duties

Appropriate bodies have no power to delegate their regulatory duties and powers. They might choose to work in partnership or network arrangements and have partners who can support or facilitate the role, but regulations require that the designated appropriate body must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

For example, a teaching school hub (TSH) appropriate body might have a network of high performing schools supporting the delivery of their core activities. A school in this network could work with the TSH appropriate body to support their administrative or operational functions but the appropriate body retains responsibility for the duties and powers as set out in regulations. This means for example that it would not be sufficient for a TSH appropriate body to simply 'rubber stamp' administrative functions conducted by partner schools on its behalf but that it should make informed decisions in relation to its regulatory duties and powers including taking direct responsibility for decisions on assessment.

Managing conflicts of interest

The regulations set out circumstances where a TSH cannot act as an appropriate body for an ECT. This is to avoid a possible conflict of interest in passing the ECT's induction. It is important that TSHs who act as appropriate bodies note:

- A TSH that is an accredited ITT provider cannot be the appropriate body for an ECT for whom it recommended that the award of QTS should be made.
- A TSH cannot be the appropriate body for an ECT whom it employs, or who has served any part of their induction at that school.

A TSH requiring appropriate body services for their own ECTs in these scenarios should seek the services of an alternative appropriate body. It might be helpful to find a reciprocal arrangement with another TSH.

Alternatively, the TSH might reach an agreement with a local authority or another appropriate body that operates in their area.

4 ECF fidelity checking

From September 2021, appropriate bodies will be 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.

This chapter provides an overview of why, when and how appropriate bodies are expected to complete ECF fidelity checks.

4.1 An ECF-based induction

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge. Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice, and ultimately accelerate pupil outcomes.

Building on the ECF, an ECF-based induction is an approach to induction that supports an ECT to understand and apply the knowledge and skills set out in the ECF's evidence statements ('learn that...') and practice statements ('learn how to...'). ECF-based training should be embedded as a central aspect of induction; it is not an additional training programme nor is it an assessment framework. The training programme should also be accompanied by support and guidance from mentors and induction tutors.

The way induction is delivered may take different forms depending on the school's choices and circumstances. From September 2021, schools will be expected to opt for one of three approaches to delivery of an ECF-based induction:

- **Full Induction Programme:** a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials.
- **Core Induction Programme:** schools can draw on the content of the high quality professional development materials accredited by the DfE to deliver their own early career teacher and mentor support.
- **School-based programme:** school can design and deliver their own induction programme, based on the early career framework.

4.2 Level of ECF fidelity checking

The level of ECF fidelity checking expected of appropriate bodies will vary depending on the type of ECF-based induction being delivered. Appropriate bodies should inform their registered schools about the options and signpost them to the Full Induction Programme, or the Core Induction Programme materials. This way, appropriate bodies can support schools at the stage of planning induction to consider how they will ensure their induction complies with the expectation to offer full coverage of the ECF. More information is set out below under the four-step process.

In all inductions, the appropriate body should check that headteachers understand the expectation in the statutory guidance that they provide an ECF-based induction.

Where schools opt for the Full Induction Programme, which includes materials and funded training, the appropriate body does not need to carry out ECF fidelity checks. This is because the providers of Full Induction Programmes will already be subject to separate quality assurance through Ofsted⁸ and contract management to ensure their training provides fidelity to the ECF.

Where schools deliver induction through a Core Induction Programme or choose to design their own school-based induction programme using the Early Career Framework, additional quality assurance will be necessary in order to safeguard ECTs' entitlement to an ECF-based induction. Schools delivering their own induction programmes will require an appropriate body to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.

⁸ From September 2021 Ofsted will have a role in quality assuring the delivery of Full Induction Programme provider training for ECTs and mentors. Ofsted is the Office for Standards in Education, Children's Services and Skills. Further information is available at: <https://www.gov.uk/government/organisations/ofsted/about>

| Induction type | Induction checks required? | ECF fidelity checking required? |
|--------------------------|-----------------------------------|--|
| Full Induction Programme | Yes | No |
| Core Induction Programme | Yes | Yes |
| School based programme | Yes | Yes |

4.3 Responsibility for ECF fidelity checking

Appropriate bodies are expected to check that an induction’s design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.

Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.

4.4 How and when to conduct ECF fidelity checks

It is recommended that ECF fidelity checks formally take place at three points over the induction period. It is expected that the first check is used to verify that an appropriate plan to deliver a programme of support based on the ECF is in place before the start of induction, where possible.

Below is a suggestion of the timings for these checks, although appropriate bodies have flexibility to stagger checks according to their existing systems and processes.

- **At the planning stage:** before the start of induction where possible, an appropriate body is expected to check that an induction has been designed with fidelity to the ECF.
- **Review point 1:** before the end of term 3, an appropriate body should check implementation of the school’s plans.
- **Review point 2:** before the end of induction, an appropriate body should check actual delivery of the planned ECF-based induction.

It is recommended that appropriate bodies apply greater scrutiny where schools have opted to design their own school-based induction programme due to the greater risk that a school-based induction could diverge from the ECF when Core Induction Programme materials are not used as the basis for an induction programme.

ECF fidelity checking templates (appendix A and B) have been designed for appropriate bodies to use or adapt, which set out the level and types of information needed to enable appropriate bodies to make sufficient checks. These have been co-designed with the sector to assist schools in checking that they are offering an ECF-based induction programme, and the appropriate body in verifying that. These template forms are recommended and designed to help the appropriate body know what to look for when checking that an ECT is receiving an ECF-based induction.

Fidelity checking forms are only one part of the quality assurance process and, as with other entitlement checks set out in Chapter 3, there are ways that appropriate bodies might also conduct additional ECF fidelity checks. Some appropriate bodies may want to incorporate supplementary ECF fidelity checking into observations and quality assurance visits which they already have planned as part of their normal processes. This could be most helpful where a school is designing their own induction; it is expected that the purpose of the visit is clearly communicated to the school.

The four-step process for ECF fidelity checking

Below is a more detailed set of steps to formalise these checks.

Step 1: Determine the type of induction schools plan to offer

Prior to the start of induction, appropriate bodies should inform the school of the different induction types and level of checking expected, and determine which induction type the ECT(s) will access.

To ensure ECTs benefit from the highest quality support and ease the burden and cost for both schools and appropriate bodies, it is recommended that schools choose a Full Induction Programme if it is available to them. If a provider-led programme is not available, it is recommended that schools plan their induction programme using Core Induction Programme materials, as these have been designed to deliver full coverage of the ECF over a two-year induction.

The appropriate body is expected to check that schools are aware of all three induction routes and have made an informed choice, aware of the benefits and checking requirements of their chosen route.

If the school has opted for a Full Induction Programme: ensure they understand that no ECF fidelity checks are required.

If the school has opted for Core Induction Programme / school-based induction programme: ensure they understand that this requires additional appropriate body checks to ensure that the induction has fidelity to the ECF. Greater scrutiny is expected to be applied where a school has chosen the school-based option to safeguard the ECTs' entitlement to an ECF-based induction.

When offering guidance to schools on the ECF fidelity checks, appropriate bodies should consider:

- Ensuring schools are clear that ECF fidelity checking will be required before the start of induction.
- Ensuring that schools are clear that they are expected to supply a level of detail on planning and delivery in ECF fidelity checking, based on their chosen ECF-based programme.

Once a school has confirmed its chosen induction route, appropriate bodies are expected to clearly communicate to schools what information they must provide before and during induction, and how any ECF fidelity checking will be carried out, according to the appropriate body's own processes. This might include timings of checks and what paperwork/evidence will be required. If the appropriate body is using the optional templates (appendix A and B) provided with this guidance or their own alternative, these should be sent to the school with clear guidance on how the appropriate body expects the school to complete it.

Appropriate bodies should communicate ECF fidelity checking requirements at the earliest opportunity to allow schools to factor in time to plan an ECF-based induction programme and submit their plans to appropriate bodies prior to the start of induction.

Appropriate bodies may also consider sending schools a clarification of roles and responsibilities. Suggested responsibilities are outlined below. In different settings these may look different e.g. in some schools, there is a separate induction lead working in addition to an induction tutor whereas in other schools all aspects of induction will be planned and overseen by the same person.

- **Appropriate body:** check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- **Headteacher:** ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- **Induction tutor:** support the headteacher in planning an ECF-based induction as required. Ensure that mentor and ECT are aware of the plans for an ECF-based induction.
- **Mentor:** work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

Appropriate bodies are expected to give headteachers and other relevant staff the opportunity to clarify any parts of the process that are unclear to them.

Step 2: Review the school's plan prior to the start of induction (and notify the Teaching Regulation Agency⁹ of the induction type the school has chosen)

It is recommended that appropriate bodies review the school's plan for delivering an ECF-based induction before the start of induction to ensure appropriate provision is in place for the ECT from the start. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ECF.

Appropriate bodies will need to inform the Teaching Regulation Agency (TRA) of the induction type the school has chosen for each ECT at the point they commence induction. Appropriate bodies will also need to update this information when they confirm to the TRA the outcome of an ECT's induction period. The TRA provide specific guidance on returning data, including relevant data return deadlines, directly to appropriate bodies.

As exemplified in the template forms provided, for Core Induction Programmes, appropriate bodies should look for plans to include a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction. If a school is delivering a Core Induction Programme, it should be clear to the appropriate body which provider's Core Induction Programme materials a school is using¹⁰. For school-based programmes schools are expected to provide a greater level of detail to

⁹ Appropriate bodies are expected to submit data to the Teaching Regulation Agency through the Appropriate Bodies' Digital Service. This includes confirming the type of induction being accessed by an ECT.

¹⁰ More information on the different Core Induction Programmes is available at: <https://www.early-career-framework.education.gov.uk>

explain how full coverage of the ECF is provided by their induction programme, including coverage of the ECF statements, and the sequencing/scheduling of content.

It is not necessary for schools to have planned in detail the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction.

In assessing the plans, appropriate bodies should consider the following:

Type of induction: Core induction programme

What to look for when verifying?

- Each provider's Core Induction Programme is structured differently. It should be clear that the school's plan is in line with the relevant Core Induction Programme sequence.

What might raise a cause for concern?

- If it is unclear how the school will use the Core Induction Programme to deliver training.
- If the school's plan has diverged from the sequence as laid out in the Core Induction Programme without a clear explanation or rationale.

Type of induction: School-based induction

Coverage:

What to look for when verifying?

- It is expected that greater coverage will be planned for year 1 as ECTs have additional time in the first year of induction.

What might raise a cause for concern?

- Disproportionate focus on one area of the ECF without rationale.
- Training programme has greater focus on the school's own processes rather than the ECF.

Content:What to look for when verifying?

- It is expected that all ECF statements are covered in sufficient depth and breadth.

What might raise a cause for concern?

- It appears insufficient time in the programme has been given to focus on one or more ECF statements.
- Training practices/methods which are at odds with the practices advocated by ECF.
- Sufficient time has not been allocated – ECTs' reduced timetable should be used to undertake activities in their induction programme.
- Mentor session topics are not deliberately aligned with the ECT training or independent study.
- No reference to resources or evidence used.

Sequencing:What to look for when verifying?

- There should be a robust rationale for sequencing the curriculum in the way they have chosen i.e. it should be based on evidence from widely accepted educational research.
- For example, appropriate bodies should expect to see training sessions focusing on the most essential support for ECTs in their first weeks, e.g. on behaviour near the start of the induction, and opportunities for consolidation of learning later in the induction.

What might raise a cause for concern?

- Plan is not appropriately sequenced or has no clear curriculum-based rationale for its sequencing. For example, if the rationale is based on previous cohort satisfaction with existing induction or if the order of topics simply replicates the order in the ECF document without good reason.

If the appropriate body is reviewing plans for a Core Induction Programme induction, they should check that the school's plan aligns with the sequence and materials set out within that specific Core Induction Programme. It is particularly helpful for appropriate bodies to be familiar with the expected sequence of each of the four Core Induction Programmes available.

Schools may need time to fully adjust to the changes to induction from September 2021 and may, due to resource or capacity, plan to deliver the Core Induction Programme in a way that differs from the handbook¹¹. Each Core Induction Programme handbook explains how flexibility can be applied to the programme and appropriate bodies should refer to this guidance when reviewing plans and considering where a school has made suitable alternative provision and the rationale for its choices.

In all instances, appropriate bodies should adopt a supportive approach to ECF fidelity checking as schools adapt to new requirements but maintaining the expectation on schools that whichever induction type they are delivering, it is expected that ECTs receive full coverage of the ECF.

Cause for concern when checking ECF fidelity

If an appropriate body has cause for concern at any point when reviewing the fidelity checking paperwork, they should follow the cause for concern advice outlined in Chapter 3.

While schools adapt to the changes to statutory induction, and given the challenges and pressures created by coronavirus (COVID-19) through 2020, and now into 2021, appropriate bodies are encouraged to take a supportive approach to ECF fidelity checking for cohorts starting statutory induction in the 2021-22 academic year.

For example, if a school has struggled to adequately plan a school-based induction programme starting in September 2021 due to their reduced capacity as a result of coronavirus, appropriate bodies could signpost to the Core Induction Programme materials available for free online to support the school in planning an ECF-based induction.

Step 3: Check delivery of the ECF-based induction at agreed review points

Appropriate bodies are expected to request evidence that the school has delivered its programme of induction in line with its plan, with explanations for any instances where this has changed. Reasonable explanations for a school diverging from the planned sequence might include unforeseen staff absence or school closures. In these instances, schools would be expected to

¹¹ Core Induction Programme materials are available at: <https://www.early-career-framework.education.gov.uk>

clearly explain their mitigations for any missed training.

The intention is not to penalise schools who are struggling due to reduced capacity or resource. In these cases, appropriate bodies are encouraged to take a supportive approach and work with the school to get the induction back on track. Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT(s) receives an induction programme that is faithful to the ECF.

For example, if a school is managing the unexpected short-term absence of an ECT's mentor they might agree that the ECT will use their reduced timetable for self-directed study while the mentor is unavailable, and work through any questions or problems that arise with the mentor on their return.

Appropriate bodies are advised to use their discretion in these instances to check the induction being delivered is ECF-based and meeting the needs of the ECTs on the programme. Wherever possible schools should be encouraged to follow the sequence set out by the Core Induction Programme or their own plan (if school-based) and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive full coverage of the ECF.

Step 4: At the final review point verify whether an ECT has received a full ECF-based induction

This step should mirror step 3, but the induction plans should be submitted in full and represent the induction process to that point. The appropriate body is expected to verify that ECTs have received an ECF-based induction and inform the school of the outcome of their final ECF fidelity check.

It is recommended that any feedback to the school be constructive and supportive. If schools have struggled to deliver aspects of their plan, appropriate bodies are expected to work with them and support them to address this for future inductions. This might include signposting them to available resources or other alternative induction routes where appropriate. The Department recognises that appropriate bodies will need to adopt a supportive approach to cohorts starting in the academic year 2021-22, which will be the first year of delivering an ECF-based induction, and schools will be adapting to the changes.

Appropriate bodies should note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards (see Chapter 5 for details).

4.5 Appropriate bodies delivering ECF training

If an appropriate body also chooses to deliver its own ECF-based training to ECTs, for example to schools who are unable to access a Full Induction Programme, it is possible that in their capacity as an appropriate body they might be required to check the ECF fidelity of their own training programme¹².

Appropriate bodies in this scenario are expected to have rigorous quality assurance processes to ensure they can demonstrate that the ECF underpins the training that they offer and are encouraged to use the Core Induction Programme materials as the basis for any ECF-based training as these have been independently verified as offering full coverage of the ECF.

¹² Note that this does not apply to appropriate bodies acting as delivery partners of the Full Induction Programme as this training is independently quality assured.

5 Assessment and progress reviews

An ECT's performance will continue to be assessed against the Teachers' Standards. The ECF is not and should not be used as an assessment tool.

From September 2021 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 a formal assessment does not.

The role of the appropriate body in relation to assessment is to take steps to ensure that a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and that the relevant parties are notified.

5.1 Monitoring of assessment

Appropriate bodies are expected to consider the timing of formal assessments and progress reviews when planning their communication with schools.

It is important that appropriate bodies 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.

Some appropriate bodies have practices and processes in place for monitoring assessment, and in some cases appropriate bodies have created their own templates to support their processes. Feedback from the sector requested that we create an optional standardised template for assessment (appendix C) to reduce unnecessary workload for induction tutors and ECTs and to improve consistency where a single school may end up working with multiple appropriate bodies. Appropriate bodies may use or adapt these forms if they find them helpful.

As part of the assessment processes, appropriate bodies may consider:

- Offering a clinic targeting induction tutors who are new to the role and need additional support in understanding the assessment process.
- Observing how the school conducts an ECT's lesson observation to quality assure that the assessment process is fair and consistent.
- Providing feedback on poor quality reports and praising outstanding examples.
- Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the assessment forms.
- Taking into account the whole induction period including intelligence gathered during site visits, lesson observations and advice from school improvement advisers.
- Setting up independent moderation arrangements to verify the consistency of the appropriate body's approach to assessment reviews.

5.2 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.

There are key differences between formal assessments and progress reviews. Appropriate bodies can help ensure that induction tutors hold these distinctions in mind and do not follow unnecessarily burdensome processes for progress reviews. For example, if an ECT has already evidenced how they met a particular Teachers' Standard as part of their wider professional development, it is not necessary to have them repeat this in full when they add their comments to an assessment form. It is more than sufficient to refer to this existing evidence.

Depending on how far into 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 the 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 derail progress.

Appropriate bodies may provide induction tutors with a template form to use during progress reviews. An optional standardised template (appendix D) is provided which appropriate bodies may use or adapt if helpful. In addition to the statutory elements of a progress review record, as set out in the statutory guidance (determination if the ECT is on track to successfully complete induction; a brief summary of evidence collected and considered by the induction tutor; and the agreed development targets), the appropriate body could also include checks that the ECT is receiving their correct entitlements, and that regard is had to the statutory guidance.

Appropriate bodies are expected to be sent any progress review record where an ECT is deemed not to be on track. Additionally, they can request copies of progress review reports for ECTs that are on track to successfully complete induction. For example, reviewing a sample of progress review records could help an appropriate body in determining that schools continue to provide an appropriate system of monitoring and support.

Completing induction and deciding to extend induction

Following a final assessment point, if an appropriate body decides that an ECT's performance has satisfactorily met the relevant standards, then they have satisfactorily completed their induction period. If an appropriate body decides that an ECT's performance has not satisfactorily met the relevant standards then the appropriate body must decide either to fail or extend the ECT's induction.

An appropriate body can expect the ECT's final formal assessment to detail which of the relevant standards the ECT's performance is considered to have been met or not met, and what evidence supports the headteacher's recommendation. Each of the Teachers' Standards has underlying bullet points which may help frame the assessment for the school, as well as prevent evidence that is too detailed or not relevant to the standards.

Appropriate bodies can help ensure that evidence gathering for assessment is not too burdensome for the ECT and school. Nevertheless, an appropriate body might find it difficult to make an informed decision where a school has

not provided sufficient detail or sufficient evidence, or where the appropriate body has not been assured that the school has a fair and appropriate approach to assessment. In such cases it may be useful for the appropriate body to request to see additional detail or evidence that supports the headteacher's recommendation.

The decision of the appropriate body must take into account the headteacher's recommendation and any written representations from the ECT. Each case must be decided on its own merits, but situations where extending an induction is reasonable could include:

- the ECT's induction period has been disrupted due to personal crises, illness, or disability
- the ECT has not received the necessary support during induction
- there is insufficient evidence for an informed decision to be made about whether the ECT's performance against the Teachers' Standards is satisfactory

Failure to successfully complete an induction period will prevent the ECT being employed as a teacher in any school where statutory induction is mandatory and nor are they able to repeat induction. It is worth an appropriate body bearing these facts in mind before making a decision not to extend the induction and instead to fail the induction.

Except in cases of significant absence which lead to an induction being extended automatically, there is no prescribed length for extensions. The appropriate body can consider what length of extension is reasonable in order for the ECT to meet the relevant standards, again by taking into account all the available evidence, including the headteacher's recommendation and any written representations from the ECT (these last two must be taken into account). A single term may be considered a sufficient extension for early career teachers who are deemed very close to satisfying the Teachers' Standards.

Appropriate bodies should check that ECTs serving an extended induction continue to receive the relevant timetable reduction.

6 The appropriate body market: self-regulation and next steps

6.1 The appropriate body market

The appropriate body market is diverse with different types of organisations offering varying levels of support to teachers across the country in a variety of ways.

Many from the sector have signaled that they would like to see greater consistency in the service provisions and support that appropriate bodies provide so that all ECTs experience the same level of high quality induction wherever they work. Through active engagement with the market, including consultation and research with a range of appropriate bodies during 2020, appropriate bodies indicated that they wanted greater clarity on the expectations placed on them as they adapt to meet the demands created by the introduction of an ECF-based induction.

September 2021 also marks a significant change to the appropriate body market with the introduction of teaching school hubs (TSH) which will be expected to deliver appropriate body services to fill the gap left when teaching schools end and no longer fulfil this role.

In this time of bold and significant reform, appropriate bodies will continue to play a key role in statutory teacher induction, and it is essential that they deliver high quality checks and support to schools as they adapt to the new requirements of the induction reforms. Appropriate bodies were keen to share examples of good practice with others in the sector and to encourage greater consistency across the market. This guidance has been built on this, capturing suggested ways of working that appropriate bodies might choose to use or adapt as they see fit.

6.2 Self-regulation

This guidance is the first step in setting out common expectations around how the appropriate body role is expected to support the reforms to statutory induction and this chapter provides suggestions on self-evaluation and support arrangements with a view to supporting continuous improvement.

Since there is not currently a system of independent checks made on the services provided by appropriate bodies, it is important that appropriate bodies are supported to take an active role in meeting the new requirements and self-evaluating to identify where they need to develop their expertise or knowledge further to deliver their new role.

With some induction types requiring a more detailed level of checking alongside a greater understanding of the ECF, it is vital that appropriate bodies take steps to ensure they become familiar with the expectations set out in this guidance and are able to articulate this to schools. They may also need to build their awareness of the funded training offer for schools, and ensure they have a working knowledge of the ECF and Core Induction Programme materials to be able to make informed judgements about the coverage of induction plans submitted by schools for ECF fidelity checks.

6.3 Delivering a high quality service

To ensure consistent high standards, appropriate bodies are encouraged to consider how they might use self-evaluation to identify where they can strengthen their knowledge base or quality of service. Any self-evaluation should be tailored to suit the individual approach of the appropriate body but, as a minimum, it is recommended that appropriate bodies consider what measures they can use to regularly review or compare the effectiveness and quality of their:

- Communication strategy with schools
- Support and/or training provided
- Governance structures
- Assessment review processes

Examples of questions appropriate bodies may consider when designing a self-evaluation model:

- How does the appropriate body moderate ECT assessment forms?
- Does the appropriate body moderate every ECT assessment or a sample?
- Does the appropriate body have a complaints policy for schools and ECTs to use?
- What proportion of schools does the appropriate body routinely visit in an academic year?
- What support material is provided for ECTs/ induction tutors/mentors?
- Does the appropriate body have a phone and/or email helpline

6.4 Appropriate body networks

Some appropriate bodies have described the value of belonging to networks or partnerships, usually with other appropriate bodies who operate in a nearby area. Being part of a network or partnership arrangement, means

appropriate bodies can more easily draw upon support as part of their quality assurance processes. These networks/partnerships often have regular meetings where members can pool knowledge, share good practice or seek advice/support when needed. Some share resources or co-design systems to reduce burdens. They can also create more opportunities for independent moderation or verification of processes or assessments.

Appropriate bodies who are not part of a network or partnership may consider the benefit of joining or establishing one.

6.5 Future direction of the appropriate body market

To ensure ECTs are well supported in all induction settings, the Department will explore additional ways to move towards greater consistency in standards of service offered by appropriate bodies and will work with the sector on practical ways to build this consistency, whether through accreditation or other means of agreeing common standards where these can benefit the experience of the ECT and help those supporting them.

Over time, we want to ensure that all appropriate bodies meet the same high standards and to do this we will carefully review options around quality assurance of appropriate bodies through accreditation. We will consult on the possible criteria and options for accreditation through engagement with the sector during 2021 with the potential for accreditation to be considered from September 2022. We will work closely with appropriate bodies to test options and rationales before introducing any changes.

The Department will continue to actively engage with the sector on the implementation of induction reforms and the expanded appropriate body role, including use of this guidance, and will look carefully at the impact of the reforms as we consider the best approaches to create greater consistency across the market.

7 Further information

[Early Career Framework](#)

[Statutory induction guidance](#)



Appendix A - ECF Fidelity Checking Template: Core Induction Programme

Below is a form which Appropriate Bodies (AB) can issue to schools offering an ECF induction based on a Core Induction Programme (CIP). This form can be used by schools to evidence to their AB how they have used a Core Induction Programme to deliver training and mentor sessions. Guidance on using this form can be found in chapter 4 of the Appropriate Bodies Guidance: Induction and the Early Career Framework.

Form handling advice

- The member of staff responsible for planning the 2 year ECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body for verification

Part 1 – Early Career Teacher(s):

| | |
|-------------------------|--|
| Appropriate Body | |
| School | |
| URN | |
| Headteacher | |

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate.

| | |
|---|--|
| Full name of ECT | |
| TRN | |
| Induction start date | |
| Mentor (name and role/position) | |
| Induction tutor (name and role/position) | |

Part 2 – Core Induction Programme

Note: this form should not be used to describe every session delivered over the entire induction period but should give the appropriate body a clear understanding of how a Core Induction Programme materials will be used, including the sequencing of sessions.

Staff planning induction are expected to have good knowledge and understanding of the CIP materials available from their chosen CIP provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider's handbooks for further details on how their CIP programme is designed to be delivered.

1. Which provider's Core Induction Programme is being delivered?

Information on the four options can be found online at: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://www.education.gov.uk/early-career-framework-core-induction-programme)

- Ambition Institute
- Education Development Trust
- Teach First
- UCL Early Career Consortium

2A. With reference to the provider's Core Induction Programme material, outline how the ECT training sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

2B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of ECT training sessions has diverged from the planned sequence. Explain what mitigations are in place.

3A. With reference to the provider's Core Induction Programme material, outline how the mentor sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

3B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.

4A. With reference to the provider's Core Induction Programme material, outline how the self-directed study will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

4B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of self-directed study has diverged from the planned sequence. Explain what mitigations are in place.

Part 3 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

| | |
|------------------------------|--|
| Headteacher signature | |
| Date (DD/MM/YYYY) | |

GDPR statement on data collection: As documented in Statutory Guidance, ABs are responsible for the collection, retention and storage of data. ABs are responsible for submitting relevant data to the TRA via the DQT.

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Appendix B - ECF Fidelity Checking Template: School-based Induction Programme

Below is a form which Appropriate Bodies (AB) can issue to schools designing and delivering their own ECF-based induction programme. This form can be used by schools to evidence to their AB how they have used the Early Career Framework to design and deliver training and mentor sessions. Guidance on using this form can be found in chapter 4 of the Appropriate Bodies Guidance: Induction and the Early Career Framework.

Form handling advice

- The member of staff responsible for planning the 2 year ECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body for verification

Part 1 – Early Career Teacher(s):

| | |
|-------------------------|--|
| Appropriate Body | |
| School | |
| URN | |
| Headteacher | |

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate

| | |
|---|--|
| Full name of ECT | |
| TRN | |
| Induction start date | |
| Mentor (name and role/position) | |
| Induction tutor (name and role/position) | |

Part 2 – School-based Induction Programme

Note: this form should not be used to describe in detail every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme.

Staff planning induction are expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

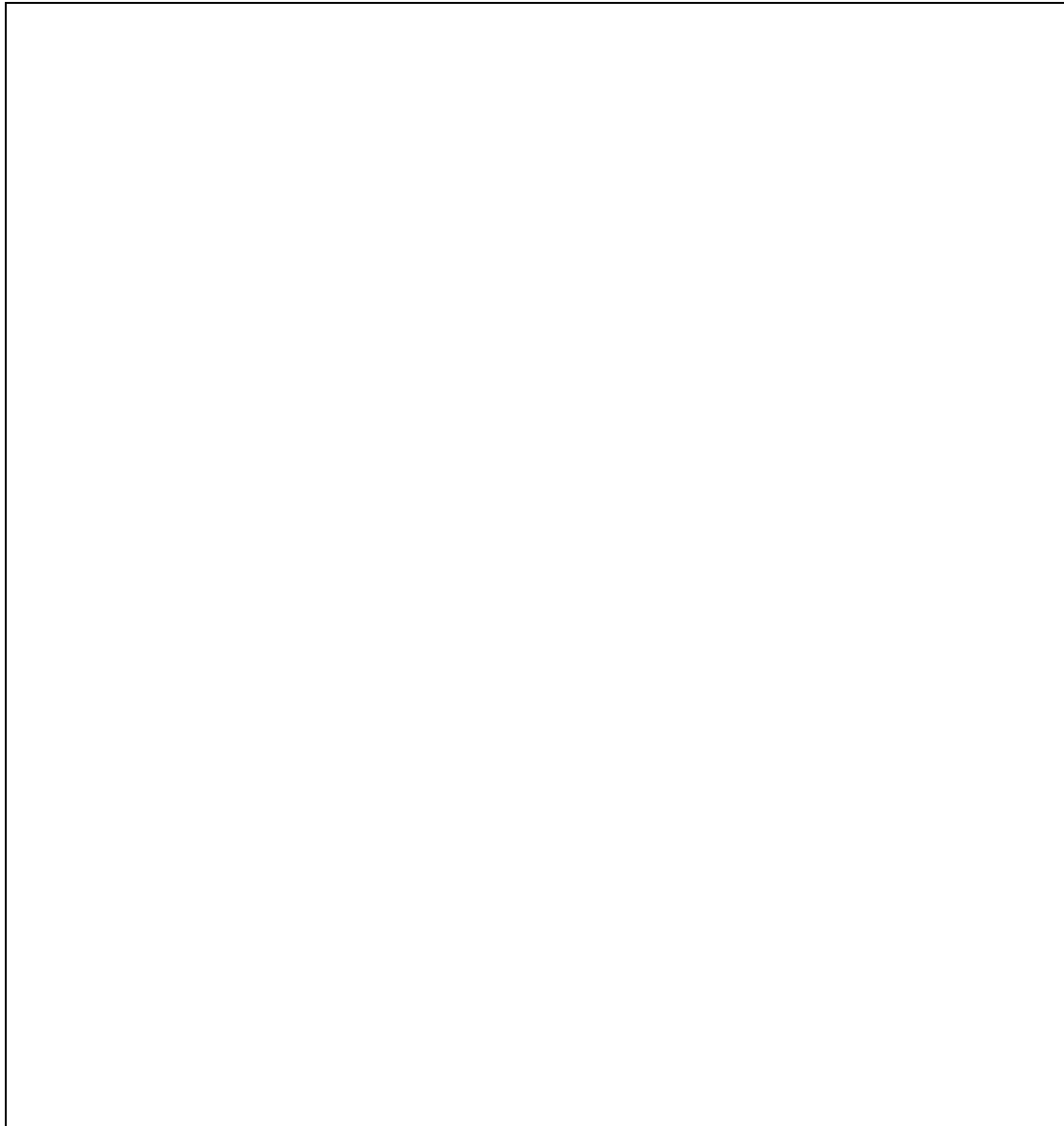
Overview: scheduling/sequencing

A. Give a termly overview of how the induction programme has been scheduled and sequenced across the full 2 year induction period.

This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.

[Suggested word count: 1000. Continue on separate sheet if necessary]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.



1. High Expectations (Standard 1 – Set high expectations)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

2. How Pupils Learn (Standard 2 – Promote good progress)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

4. Classroom Practice (Standard 4 – Plan and teach well structured lessons)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

5. Adaptive Teaching (Standard 5 – Adapt teaching)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

6. Assessment (Standard 6 – Make accurate and productive use of assessment)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

7. Managing Behaviour (Standard 7 – Manage behaviour effectively)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

8. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

Part 3 – Additional planning documents

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

| |
|--|
| |
|--|

Part 4 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

| | |
|------------------------------|--|
| Headteacher signature | |
| Date (DD/MM/YYYY) | |

GDPR statement on data collection: As documented in Statutory Guidance, ABs are responsible for the collection, retention and storage of data. ABs are responsible for submitting relevant data to the TRA via the DQT.

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for Education

Appendix C - Early Career Teacher: Formal Assessment Template

Below is a form which induction tutors can use to complete formal assessments of Early Career Teachers (ECTs) during or at the end of their statutory induction. Further guidance is available on GOV.UK.

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher
- A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final 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 | |
| Assessment period start date | |
| Assessment 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 assessment period | |
| Name of appropriate body receiving this report | |

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.

Use this box for the answer

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

Use this box for the answer

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** their 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

Use this box for the answer

TS2 Promote good progress and outcomes by pupils

Use this box for the answer

TS3 Demonstrate good subject and curriculum knowledge

Use this box for the answer

TS4 Plan and teach well structured lessons

Use this box for the answer

TS5 Adapt teaching to respond to the strengths and needs of all pupils

Use this box for the answer

TS6 Make accurate and productive use of assessment

Use this box for the answer

TS7 Manage behaviour effectively to ensure a good and safe learning environment

Use this box for the answer

TS8 Fulfil wider professional responsibilities

Use this box for the answer

Personal and professional conduct

Use this box for the answer

5. Briefly describe any areas for development. Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.

Use this box for the answer

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

Yes / Not yet / Not applicable

7. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?

Yes / Not yet / Not applicable

If yes, please include details of the length of extension being recommended

Use this box for the answer

8. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?

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.

Use this box for the answer

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

Use this box for the answer

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

Use this box for the answer

Section 3 – Signatures

Induction tutor. This progress review was completed by:

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

Headteacher.

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

Early Career Teacher.

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

This completed assessment form should be sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Guidance for early career teachers' induction is available on GOV.UK

GDPR statement on data collection

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data. Appropriate bodies are responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

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Appendix D - Early Career Teacher: Progress Review Template

Below is a form which induction tutors can use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further guidance is available on GOV.UK.

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete
- Only a summary of the evidence considered in reviewing the ECT's progress is required. **There is no need to reproduce all the evidence in detail**
- In all instances, send copies of this form to the ECT and their designated mentor
- If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body

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, list any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

Use this box for the answer

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 attach the support plan)*

Yes / Not yet

5. **Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their 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.

Use this box for the answer

Teacher comments

Use this section for the early career teacher to make any brief comments themselves.

Use this box for the answer

Section 3 – Signatures

Induction tutor. This progress review was completed by:

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

Early Career Teacher.

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

In all instances, copies of this progress review should be provided to the ECT and their designated mentor.

If the answer given to questions (1), (3), (5) or (6) is 'No', or if the appropriate body has requested a copy, copies should also be provided to the headteacher/principal and appropriate body. Additionally, appropriate bodies are able to request copies of any ECT's progress review forms.

GDPR statement on data collection

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data.

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