



EARLY CAREER TEACHER HANDBOOK

Derby City Council will still be operating as an Appropriate Body from September 2021. A handbook has been put together to outline: the AB role and responsibilities and what is expected from schools as part of the new September 2021 Early Career Framework statutory induction process.

Please note, copies of completed documents must be retained by the ECT and their induction tutor. The Appropriate Body may request copies of the documents over the two-year induction process as part of the Quality Assurance (QA) responsibility held by Appropriate Body.

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SECTION 1

INTRODUCTION AND KEY INFORMATION

Transforming support for early career teachers (ECTs) is at the heart of the DfE Teacher Recruitment and Retention Strategy (2019) 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.

In September 2021, the DfE launched the national roll-out of the Early Career Framework. 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 is extended to two years. Underpinned by the ECF, it provides them with a structured programme of development, support and professional dialogue. These reforms sit at the heart of the DfE 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. This is to give 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, Appropriate Bodies 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.

Welcome to ECT Induction with Derby City Council operating as an Appropriate Body for ECTs. All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions. Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards.

From September 2021, all Early Career Teacher (ECT) induction programmes must be underpinned by the Early Career Framework. The programme should support the ECT in demonstrating that their performance against the Teachers' Standards is satisfactory by the end of the induction period and prepare them with the tools to be an effective and successful teacher. The decision about whether an ECT's performance against the Teachers' Standards is satisfactory upon completion of induction should consider the ECT's work context and must be made based on what can reasonably be expected of an ECT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

Derby Local Authority has extensive experience operating as an Appropriate Body and will be available to support schools who are utilising this service. The reforms for new teachers are to ensure the best possible start to the careers of our next generation of teachers.

KEY INFORMATION

Key Information Appropriate Body: Derby City Council

Email: ECT.Administration@derby.gov.uk

Telephone: 01332 640364

Appropriate Body Responsible Officer: Shaheen Parekh,

Shaheen.parekh@derby.gov.uk

ECT Website: <https://schoolportal.derby.gov.uk/pace/nqt-information/>

ECT Manager <https://derby.ectmanager.com>





SECTION 2

THE ROLE OF THE SCHOOL SUPPORTING ECT(S)

EARLY CAREER TEACHER	HEADTEACHER
Engage with the Early Career Framework	Observe ECTs teaching (once a year)
Continue to meet the Teachers' Standards	Sign off assessments

MENTOR	INDUCTION TUTOR
Participate in ECF mentor training	Participate in induction tutor training
Weekly mentor meetings with ECT ensuring ECF training materials are being followed	Observe ECT teaching (formal)
Observe ECT teaching (informal)	Complete progress reviews and assessments
	Meet with ECT every half term

A SUITABLE POST FOR INDUCTION

As outlined in section 2.17 of *The Statutory Induction materials*¹: In order for the ECT to serve induction the headteacher or equivalent (from now on referred to simply as headteacher) and appropriate body must first agree that the post is suitable for this purpose. The headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

A suitable post is expected to:

- have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;

¹ Statutory Induction for early career teachers [Statutory Induction Guidance 2018](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674212/statutory-induction-guidance-2018.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk))

- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (see paras 2.19 -2.20 on induction materials);
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.38 of Induction document)



APPOINTMENT OF INDUCTION TUTOR

The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. They should be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

Please note – the Induction tutor will be the person to complete assessment and progress documentation.

APPOINTMENT OF A MENTOR

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

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

OBSERVATION OF THE ECT'S TEACHING PRACTICE

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

It is also expected that:

- the observer holds QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and
- any written record will indicate where any development needs have been identified.

PROFESSIONAL PROGRESS REVIEWS

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting. The record should clearly state whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes

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

It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

FORMAL ASSESSMENTS

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 are 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. Please note that Derby LA will be utilising ECT Manager. Formal assessments and progress reviews will be available and uploaded via this platform. ECT Manager may provide examples of these documentations. To view a DfE suggestion for assessment, please see Appendix 4 of the AB guidance.



SECTION 3

THE ROLE OF THE APPROPRIATE BODY

WHO CAN BE AN APPROPRIATE BODY?

From September 2021, regulations state 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

Derby Local Authority continue to operate as an Appropriate Body.

ROLES AND RESPONSIBILITIES

Appropriate bodies support the schools and teachers they work with in a variety of ways. 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:

- 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
- Monitoring of assessment – appropriate bodies will:
 - make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

MONITORING OF SUPPORT

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 to provide a suitable ECF-based induction period will vary depending on their context and circumstances.

As an Appropriate body, we endeavour to support 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 line for induction tutors
- Regular ECT newsletters with key updates and information

If a headteacher would like further information on ECF, induction, Full Induction or Core induction materials these can be found on the DfE website¹.

¹ <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

¹ <https://www.early-career-framework.education.gov.uk/>



SUPPORT PRIOR TO THE START OF INDUCTION

Once we have received notification from a Headteacher that an ECT will be undertaking induction, we will begin checks of the support in place as the appropriate body. These checks should start as soon as possible to ensure necessary staff and arrangements are established before induction begins².

Most of these initial checks can be done through correspondence with the headteacher and/or the induction tutor. We may ask schools to supply information or evidence that due diligence checks have been fulfilled.

² Table replicated from Appropriate Body Guidance March 2021: [Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf](#)

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

Source: DfE Appropriate Body Guidance March 2021

REDUCED TIMETABLE

The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Suggested uses of ECT time:

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

REDUCTIONS TO INDUCTION

It takes time to develop the skills needed for a successful career in teaching. This is why all ECTs are entitled to a two-year induction programme. As set out in the Induction statutory guidance³, in exceptional individual cases, a headteacher or ECT might request a reduced induction period on the basis that the ECT meets the Teachers' Standards. This will need to be evidenced, and as the appropriate body we will consider whether the ECT has significant experience teaching whole classes to the relevant standards.

As an appropriate body we can reduce the length of the induction period to a minimum of one term at our discretion. In making this decision, we will consult the headteacher as to whether the ECT is meeting the Teachers' Standards. We must always gain the agreement of the ECT.

Please note: reductions to the length of induction will only be granted in exceptional circumstances and are likely only to be appropriate for ECTs who have significant experience of teaching whole classes.

Careful consideration will be given to the request and the appropriate evidence will be reviewed that should demonstrate significant teaching experience. This could include:

- referrals from previous employers confirming the type and length of teaching experience

³ Further information on ECF: Induction for early career teachers (England) [www.gov.uk, Early Career Framework – Core Induction Programme \(education.gov.uk\)](http://www.gov.uk/Early-Career-Framework-Core-Induction-Programme), [Early career framework reforms: overview](#)

³ DfE Statutory guidance Induction for early career teachers <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

³ [Page 12 of DfE Appropriate Body Guidance Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf](#)

- 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. As an AB we are 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

As an AB we can reduce the induction period for ECTs who are completing induction on a part time basis. We can 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. However, the ECT can be considered for a reduced induction period 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, we would consult the headteacher and must always gain the agreement of the teacher concerned.

SUPPORT DURING INDUCTION

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

THIS COULD INCLUDE:
<ul style="list-style-type: none"> • Contacting some ECTs in between assessments via phone or email to check access to entitlements
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Conducting surveys of randomly selected ECTs to check access to entitlements

As an AB we will check access to entitlements at formal assessment checkpoints, as a minimum. We may also conduct additional visits/observations or gather information from schools outside of the formal assessment period.

ONGOING QUALITY ASSURANCE OF INDUCTION - APPROPRIATE BODY CHECKLIST:	
What to check	Why 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 eperiences 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 to high quality knowledge-based induction

Source: DfE Appropriate Body Guidance March 2021⁴

⁴ Table replicated from Appropriate Body Guidance March 2021: [Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf](#)

CAUSES FOR CONCERN

As an AB we have an important role in ensuring ECTs are receiving appropriate support throughout their whole induction. 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. Please do get in touch via: ECT.Administration@derby.gov.uk

SUPPORTING SCHOOLS EXPERIENCING DIFFICULTIES

If a school submits paperwork that causes concern, such as incorrect or incomplete information, in the first instance contact will be made with the headteacher. This will be to clarify the expectations and provide advice on the information that is required. If the headteacher and induction tutor cannot resolve the issue, we may seek to engage the governing body as appropriate. 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, as an AB we can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department will only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. Please note, where ongoing collaboration between the AB and schools is normally the most constructive route to resolving issues, escalation is unlikely to be a proportionate response. It will be only considered where collaborative work is proving unsuccessful.

SUPPORTING SCHOOLS WITH STRUGGLING ECTS

Where an ECT may be experiencing difficulties, some schools may require support. As an AB we want to work collaboratively with schools where there are issues around an ECT's performance and encourage schools to put in place appropriate action plans. Some of the ways support can be provided:

- 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.
- In some situations as an AB we can 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.



SECTION 4

FIDELITY CHECKING

From September 2021, as an appropriate body, we are expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF). This check is referred to here as 'ECF fidelity' checking.

The way induction is delivered may take different forms depending on the school's choices and circumstances. From September 2021, schools are 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 materials¹
- 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 support²
- School-based programme: school can design and deliver their own induction programme, based on the early career framework.

The level of ECF fidelity checking expected of appropriate bodies will vary depending on the type of ECF-based induction being delivered by schools.

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 Ofsted and contract management to ensure their training provides fidelity to the ECF.

1 <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

2 <https://www.early-career-framework.education.gov.uk/>

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 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.

INDUCTION TYPE	INDUCTION CHECKS REQUIRED?	ECF FIDELITY CHECKING REQUIRED?
Full Induction Programme	Yes	No
Core Induction Programme	Yes	Yes
School based Programme	Yes	Yes

Source: Appropriate Body Guidance – page 19

RESPONSIBILITY FOR ECF FIDELITY CHECKING

As AB we will be checking the induction design, ensuring evidence-based statements in the ECF are covered during the induction process.

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

PROCESS OF ECF FIDELITY CHECKING

It is recommended by the DfE that three formal fidelity checking points take place during the two-year induction. These formal dates will also be accompanied by some more informal process.

STEP 1 - PLANNING STAGE

Before the start of induction for the Core Induction Programme or the School Based programme, the school will submit a Fidelity Checking document (Appendix) to provide an outline of the proposed programme. Once this documentation has been reviewed, the AB will confirm in writing whether this form has passed initial checking. If this checking stage raises concerns, the AB will contact the school with recommendations.

Autumn 1 – the school will provide a brief evaluation reviewing the initial stages of induction.

REVIEW POINT 1

This will be before the end of term 3, in the week beginning 6th June 2022 for ECTs who started induction on 1st September 2021. During this check, the AB will check the implementation of the school's proposed plans. The school will be required to submit an updated version of the Fidelity Checking form submitted originally.

REVIEW POINT 2

This review point will take place before the end of induction. This process will check the actual delivery of the two-year programme. It will be facilitated in the summer term of 2023, in the week beginning 5th June 2023 for ECTs who started induction on 1st September 2021. It will be before the submission of the final assessment.

The templates for Fidelity Checks have been provided by the DfE and adapted by Derby LA for the first two-year cycle of delivering the ECF.

Please note that fidelity checking forms are one part of the fidelity checking process. In addition to the forms, there may be supplementary ECF checks including:

- observations
- summary updates
- phone calls
- questionnaires
- quality assurance visits

These supplementary checks will generally be for schools who have undertaken a School Based Induction programme.





SECTION 5

ASSESSMENTS AND PROGRESS

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 are two formal assessment points: one midway through induction and one at the end. These are supported by regular reviews to monitor progress, to take place in each term where a formal assessment does not.

As an AB we will 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.

As an AB, it is important we are involved throughout the induction process and not just at formalised assessment points.

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.

Source: Appropriate Body Guidance, page 29

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 some suggestions below from the DfE guidance of what each progress review could focus on.

- 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.

ECT Manager has provided an example of a Progress Review Form that will be available on the platform. To further support Induction Tutors during this interim period, we have uploaded an example of a standardised Progress Review form provided by the DfE which can be located in the resource section of ECT Manager. (Appendix)

IMPORTANT NOTE

Progress Reviews will be uploaded on ECT Manager by schools but please ensure that Progress Reviews are flagged to the AB if it is deemed that the ECT is not on track so that the appropriate monitoring and support can be put in place.

COMPLETING INDUCTION AND DECIDING TO EXTEND INDUCTION

If an ECT's performance has satisfactorily met the Teachers' Standards, their induction period will be authorised. However, if the ECT's performance has not satisfactorily met the standards the AB must decide whether to fail the induction or extend the ECT's induction.

Evidence against each Teacher Standard must be provided and an explanation of whether these standards have been met or not along with reasons for the headteacher's recommendations. If there is not sufficient evidence for decision making as AB we can request additional information.

As AB we will 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.

ABSENCES

There is an exception to grounds for extension and that is based on significant absence which led to an induction being extended automatically. In this situation, there is no prescribed length for extensions. As AB we 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.



We can give you this information in any other way, style or language that will help you access it. Please contact us on **01332 630364** or **derby.gov.uk/signing-service**

Punjabi

ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਬੋਲੀ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਇੱਥੇ ਸੰਪਰਕ ਕਰੋ: **01332 630364** ਜਾਂ **derby.gov.uk/signing-service**

Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku. Prosimy o kontakt: **01332 630364** lub **derby.gov.uk/signing-service**

Slovak

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Prosím, kontaktujte nás na tel. č.: **01332 630364** alebo na stránke **derby.gov.uk/signing-service**

Urdu

یہ معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم پر ہم سے رابطہ کریں **01332 630364** یا **derby.gov.uk/signing-service**

