

# APPROPRIATE BODY HANDBOOK 2024 - 2025

Guidance for schools on their role in the Statutory Induction of ECTs and  
Quality Assurance processes from the Appropriate Body

## Welcome and overview

Welcome to Northamptonshire Teaching School Hub's Appropriate Body handbook. The aim of the handbook is to clarify roles and responsibilities for both your role in the induction process for your Early Career Teachers (ECTs) and our role as your Appropriate Body. The information is taken from the DfE's guidance for 'Induction for Early Career Teachers'<sup>1</sup>. All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specific exemptions.

The purpose of the induction period is to bridge the gap between initial teacher training and a career in teaching, acknowledging the complex and steep learning curve that ECTs go through and supporting them with high quality, regular training to ensure that they can demonstrate satisfactory performance against the Teachers' Standards at the end of the induction period. Induction should provide a foundation for ECTs and equip them with the skills to be an effective and successful teacher.

Early Career Framework training (ECF) is expected to be embedded as a central aspect of induction and forms the weekly reading, activities and mentor meetings of the ECT. The ECF training is a professional development offer and is not the tool by which ECTs will be formally assessed. The Induction Tutor will informally assess the ECT against the Teachers' Standards through progress reviews in term 1, 2, 4 and 5 with formal assessments in term 3 and 6 of the two-year induction period. The mentor role is distinct from the Induction Tutor and does not involve summative assessments but, instead, takes on the remit of weekly coaching and formative lesson drop ins for feedback to improve the ECT's skillset over the course of induction.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

- **A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- **Schools deliver their own training using DfE accredited materials and resources** - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF.**

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<sup>1</sup> [Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies](#)

**Overview of roles and responsibilities for ECT Induction**

Role	Key responsibilities
ECT	<p>The ECT is expected to provide evidence that they have QTS and are eligible to start induction. On commencing induction, they need to meet with their Induction Tutor to discuss and agree priorities for their induction programme. It is also the ECT's responsibility to:</p> <ul style="list-style-type: none"> <li>- Engage with weekly reading, activities and mentoring in accordance with the ECF training materials.</li> <li>- Participate fully in the agreed monitoring and development programme.</li> <li>- Raise any concerns with their Induction Tutor or, in the case of concerns about the Induction Tutor/School, raise concerns with the Appropriate Body.</li> <li>- Act on formative feedback from their mentor and participate in scheduled classroom observations, progress reviews and formal assessment meetings.</li> <li>- Retain all copies of assessment reports.</li> </ul>
Mentor	<p>Mentors are expected to be appointed by the Headteacher because they have the necessary skills and knowledge to support the ECT in their development. They need to be given sufficient time to:</p> <ul style="list-style-type: none"> <li>- Engage in regular training for the role of the mentor from the ECF training materials.</li> <li>- Meet regularly (weekly in Year 1, biweekly in Year 2) with their ECT, following the guidance set out in the ECF materials.</li> <li>- Informally observe teaching regularly to give formative feedback to their ECT.</li> </ul>
Induction Tutor / Lead Induction Tutor	<p>It is the Induction Tutor's role to coordinate assessment and provide regular monitoring and support. The role is therefore expected to have sufficient time given to carry these tasks out and make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards by:</p> <ul style="list-style-type: none"> <li>- Conducting a ½ termly meeting with the ECT to check their progress</li> <li>- Conducting a termly progress review in terms 1, 2, 4 and 5. They will also complete the formal assessment of the ECT in terms 3 and 6, along with the Headteacher.</li> </ul> <p>Some schools may choose to have multiple Induction Tutors overseeing the progress of separate groups of ECTs, with a Lead Induction Tutor who oversees the quality assurance of the work of the Induction Tutors.</p>
Headteacher	<p>The Headteacher/Principal 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. A suitable post for induction is expected to follow the guidance on page 15 of the statutory document<sup>2</sup>.</p> <p>The Headteacher should also observe their ECTs teaching once a year.</p> <p>Headteachers make the final recommendation that they ECT is performing satisfactorily against the Teachers' Standards at the end of the induction period.</p>
Appropriate Body	<p>Appropriate Bodies ensure that schools provide adequate support to teachers at the start of their teaching career through two key roles:</p>

<sup>2</sup> [Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies](#)

	<ul style="list-style-type: none"> <li>- <b>Monitoring of support:</b> <ul style="list-style-type: none"> <li>• Check that ECTs are receiving their statutory entitlements, and that regard is had to the statutory guidance through QA visits.</li> <li>• Provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECT-based induction.</li> </ul> </li> <li>- <b>Monitoring of assessment:</b> <ul style="list-style-type: none"> <li>• Appropriate Bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.</li> <li>• Appropriate Bodies will conduct monitoring visits to schools where an ECT is not yet meeting the Teachers' standards, as identified through progress reviews or assessment points.</li> </ul> </li> </ul>
<p>The Governing Body</p>	<p>The Governing Body should:</p> <ul style="list-style-type: none"> <li>- Be satisfied that the institution has the capacity to support the ECT.</li> <li>- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction.</li> <li>- Investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.</li> <li>- Seek guidance, where needed, from the appropriate body on the quality of the institution's induction arrangements.</li> <li>- Request general reports on the progress of an ECT, if required.</li> </ul>

## QA Processes

There will be 2 types of QA visits carried out by the Appropriate Body:

QA Visits a random sampling of around 10% per year of the Appropriate Body's registered schools where ECTs are on track to meet the standards

Monitoring Visits for those schools where they have signalled that an ECT is not yet meeting the standards



## QA visit at...

ECT:	Induction Tutor:	Head Teacher:	Mentor:
Date of visit:	NTSH staff:		
<p>Purpose of visit:</p> <p>To meet DfE statutory requirements of an AB to ensure that:</p> <ul style="list-style-type: none"> <li>- ECTs receive their statutory entitlements (10% reduction in timetable, regular mentoring)</li> <li>- regard is had to the amended statutory guidance</li> <li>- ECTs are fairly and consistently assessed</li> </ul> <p>Appropriate bodies will also be expected to check that ECTs are receiving a programme of support and training based on the ECF.<sup>3</sup></p> <p>It is suggested that schools should aim to meet all of these ten standards in order to host induction:-</p> <ol style="list-style-type: none"> <li>1. A clear, up-to-date policy for ECT induction</li> <li>2. Effective leadership of the ECT induction process</li> <li>3. A clear assessment procedure to make a judgement about progress</li> <li>4. The ECT's participation in appropriate professional development, including providing a suitable mentor to support the delivery of the Early Career Framework</li> <li>5. A programme of instructional coaching led by the Mentor</li> <li>6. Provide focussed and developmental lesson observations and feedback</li> <li>7. Support for ECT recruitment</li> </ol>			

<sup>3</sup> Department for Education, 'Induction for early career teachers (England)', statutory guidance for appropriate bodies, headteachers, school staff and governing bodies, Section 4.2, pg. 32

8. Governors' involvement in the process of ECT induction
9. Secure documentary records
10. Preparation in place for the second year of induction

**Quality assurance visits will include:-**

- Discussions with the Head teacher/ Induction Lead, Induction Tutor(s), Mentor(s) and ECT(s)
- Scrutiny of written evidence against the Teachers' Standards (e.g. target setting mechanisms, records of professional review meetings, lesson observation records, records of summative meetings, ECF based induction materials).

Following the visit, a judgement will be made about the school's induction arrangements and, if necessary, advice and support offered to enhance these arrangements. The school will be provided with immediate verbal feedback and subsequent written feedback within 10 working days.

Visit schedule:

Lesson observation notes:

Meeting notes:

Agreed outcomes:

Whilst the questions asked during the QA visit will vary depending on the individual context, here are some examples of areas that may be covered:

**Head/Induction Tutor/Induction Lead**

- What is your role in ECT induction?
- How do you ensure consistency of judgement across those involved in assessing ECTs?
- How does the school monitor the progress of the ECT in relation to the Teachers' Standards?
- Tell me about the provision and use of non-contact time for ECTs (and induction tutor).
- What are the arrangements for observing the ECT and providing feedback?
- How do you ensure that each ECT accesses an induction programme based around the Early Career Framework?
- How have you ensured that the mentor and Induction Tutor have time to complete their roles?
- What professional development opportunities are provided for the ECT to make progress, including accessing the ECF materials and mentor support?
- Is the level of responsibility placed upon the ECT(s) appropriate?
- How do you set and agree targets for your ECT?
- How confident are you in assessing against the Teachers' Standards?
- What is the frequency of, and arrangements for, support mentor meetings with the ECT?
- What are the arrangements for observing the ECT and providing feedback?
- What support is provided for you (induction tutor)?

## **ECT**

- What is your understanding of the induction process/assessment/ECF?
- Do you understand what is expected of you in relation to the Teachers' Standards and your areas for improvement?
- How regularly do you meet with your mentor and for how long? What do you cover in the sessions?
- What are the opportunities for professional development to support you to meet the standards? (Consider both school-based support, mentor support, ECF materials and any external courses).
- What is the frequency of opportunity for you to observe colleagues?
- How effective has your observation feedback been in improving your practice?
- Tell me about your ECF training sessions and self study element – what impact is it having on your practice so far?
- Have you had good support? Could anything make it better? How do you feel about your work-life balance and your health generally?
- Do you network with other ECTs? How often do you attend ECT-based training meetings? Have they been useful?
- What are your current targets?
- Do you understand the mechanisms by which professional concerns may be raised within the school and with the appropriate body where concerns cannot be satisfactorily resolved at school level?

## **Mentor**

- How regularly do you meet with your ECT? What do you cover in your sessions?
- Have you attended the ECF training for mentors?
- How is your ECT developing? What are their areas for development and how do you help them with these?

## Monitoring Visit

If it becomes clear after the first progress review that the ECT is not making satisfactory progress against the teacher standards, the Induction Tutor should state this clearly within the progress review and notify us as the Appropriate Body through completion of the progress review or assessment point forms on ECT manager. The Induction Tutor is also responsible for clearly outlining and attaching the support plan they have put in place.

The purpose of a monitoring visit is to ensure that the school have provided the ECT with clarity concerning the specific teaching standards that need addressing, along with appropriately matched targets and action plan to support the ECT's development. The monitoring visit will also quality assure the school's assessment of the ECT, ensuring that the correct teaching standards have been identified for further support and that the ECT is aware of where they need to improve their practice.

The following form will be used to gather information during the visit:



## Monitoring Visit at...

ECT:	Induction Tutor:	Head Teacher:	Mentor:
Date of visit:	NTSH staff:		
Purpose of visit:			
<p>To meet DfE statutory requirements of an AB to put in place additional monitoring for an ECT not making satisfactory progress and, along with the Head Teacher, be satisfied that:</p> <ul style="list-style-type: none"> <li>- Areas of improvement have been correctly identified;</li> <li>- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards;</li> <li>- An effective support programme is in place to help the ECT improve their performance. <sup>4</sup></li> </ul>			
Visit schedule:			
Lesson observation notes:			
Meeting notes:			
Agreed outcomes:			

<sup>4</sup> Department for Education, 'Induction for early career teachers (England)', statutory guidance for appropriate bodies, headteachers, school staff and governing bodies, Section 4.2, pg. 32



Whilst the questions asked during the monitoring visit will vary depending on the individual context, here are some examples of areas that may be covered:

### **Head/Induction Tutor/Induction Lead**

- How does the school monitor the progress of the ECT in relation to the Teachers' Standards?
- What are the arrangements for observing the ECT and providing feedback?
- How do you set and agree targets for your ECT?
- What are the particular targets for this ECT?
- What is the action plan in place to meet their specific targets? How engaged is the ECT?
- If attendance has been reported as an issue, have there been improvements?
- What professional development opportunities are provided for the ECT to make progress, including accessing the ECF materials and mentor support?

### **ECT**

- What is your understanding of the induction process/assessment/ECF?
- Do you understand what is expected of you in relation to the Teachers' Standards and your areas for improvement?
- Do you understand the targets on the action plan and can you articulate your next steps towards achieving them?
- What are the opportunities for professional development to support you to meet the standards? (Consider both school-based support, mentor support, ECF materials and any external courses).
- What is the frequency of opportunity for you to observe colleagues?
- How effective has your observation feedback been in improving your practice?

*N.B. The mentor will not be asked specific questions as part of this process as their role is separate from any assessment procedures and centres on the development of the ECT through the ECF professional development offer. However, the role of the mentor is very likely to be referenced in any action plan for a lever of support to helping the ECT improve.*