



ECT Induction

Information to support those accessing the Early Career Teacher Induction programme supported by the Northern Lights Teaching School Hub Appropriate Body Service.

For further support, please contact:

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Introduction

It is a pleasure to welcome you to the Northern Lights Teaching School Hub. We have been established to follow the Department of Education (DfE) strategy which is dedicated to supporting teachers throughout their teaching career and as part of our remit, will help and support those engaged in Early Career Framework (ECF) across our region of Sunderland, Gateshead and South Tyneside and beyond.

The national roll out for the new, statutory framework for Early Career Teachers and the Statutory Induction Guidance officially launched in September 2021. The two-year statutory induction programme is seen as the bridge between initial teacher training and a career in teaching, supporting the Early Career Teacher with appropriate training and a structured programme of development and professional dialogue, all underpinned by the Early Career Framework. An ECT's progress and performance is then monitored against the Teachers' Standards in which will be satisfactory by the end of their induction period, giving them the tools for a successful career in teaching.

The role of the Northern Lights Teaching School Hub is to oversee and take an active role in ensuring that the quality and delivery of the ECF meets the Department for Education expectations and all ECTs receive their full ECF and Induction entitlements. Northern Lights Teaching School Hub will also provide further more formal support as an Appropriate Body.

The Early Career Framework

The Early Career Framework (ECF) is the evidence base which underpins the new two-year induction entitlement for early career teachers and their professional development. The framework sets out what all early career teachers should learn about and how they will do it, in the first two years of their career. The two-year package of high-quality professional development will be a funded entitlement for all state schools and schools have the choice in which delivery approach they choose for their ECTs in order to meet the new requirements. Schools can find our more information about using the DfE funded training providers, using DfE accredited materials to deliver their own programme or to design and deliver their own ECF-based programme, on the DfE website as well as information on the approved funded providers for the fully funded programmes and the accredited materials to deliver themselves.

The role of the Head Teacher

Headteachers have the responsibility to:

- Have a good understanding of the Early Career Framework and the Induction Framework.
- Ensure an appropriate ECF based induction is made available to an ECT.
- Supervise the training and development of their ECTs.
- Ensure Induction Tutors and Mentors are in place and understand their role during induction and are appropriately trained.
- Implement quality assurance procedures in school.
- Ensure ECTs are part of the school's appraisal cycle and judged against the Teachers' Standards (not the Early Career Framework).
- Provide progress reviews and interim assessments to the Northern Lights Teaching School Hub Appropriate Body prior to deadlines.
- Provide recommendation to the Northern Lights Teaching School Hub Appropriate Body on the ECT's satisfactory completion of induction.
- Inform the Governing Body of an ECT's progress.
- Inform the Appropriate Body (NLTSH) of whether an ECT joins or leaves the school during induction and fill in the relevant forms.
- Provide suitable targets to the ECT.

The Early Career Teacher

From September 2021, the Early Career Teacher (ECT) took over from the term Newly Qualified Teacher (NQT) after completing Qualified Teacher Status – the first step in becoming a teacher. To complete their induction and ECF, ECTs will follow a number of steps.

If an ECT works Whole Time Equivalent (WTE) they will complete a 2 year (6 terms) induction period. If an ECT is employed Part Time (PTE), their induction could last up to 4 years e.g. up to 12 terms for a 0.5 PTE.

As the requirement for an ECT to complete an induction is now statutory, this status comes with a number of compulsory entitlements. **These entitlements are:**

- An individualised programme of mentoring, support and assessment, directly linked to the ECF (through one of the available routes – full induction, core induction or school based induction).
- Time to complete the ECF and induction priorities: in the first year, the ECT will have a reduced teaching timetable of 10% plus PPA time. In year 2, their teaching timetable will be reduced by 5% plus PPA.
- A designated school-based Induction Tutor who will be assigned to ECTs by school.
- A designated school-based Mentor (a different person to the Induction Tutor, where possible) who will be assigned to an ECT by school.
- Termly observations will take place of the ECT teaching by the school with follow up discussion and feedback.
- Opportunities for the ECT to observe experienced teachers delivering in their school and other schools.
- Reviews of the ECTs progress in terms 1,2,4 and 5.
- A formal assessment of progress in terms 3 and 6.
- Further targeted professional development activities and self-study opportunities using the resources for the ECF.

All ECTs, once employed by a school, will receive a contract from their school and their Induction Tutor will notify the Appropriate Body of their appointment and start date for their induction.

Once a contract has been issued, the Head Teacher and Appropriate Body will:

- Appoint an Induction Tutor and Mentor. These two people will become a constant source of support and supervision for the ECT throughout the duration of their induction period.
- Induction will be registered with the Teacher Regulation Agency (TRA) by Northern Lights Teaching School Hub once details are uploaded to ECT Manager.

- The Appropriate Body will support the ECT throughout the induction period and will be a valuable service overseeing the induction programme.

The role of the Early Career Teacher

- To participate fully in the programme.
- To ensure log in details are correct and you have access to the online dashboard for your ECF programme (if you are following a DfE- funded provider route).
- To introduce yourself and know who your Mentor and Induction Tutor are.
- Ensure you are familiar with school time tables and recognise when your PPA time and ECF time (10% of your teaching commitment) is planned for each week.
- Engage in all planned development activities – if you are following a DfE- funded provider route, ensure you know when your facilitated sessions are and have booked on to these courses via the portal or booking system your delivery partner informs you of.
- Take part in the setting and revising of your personal targets.
- Review practice and progress towards the Teachers’ Standards.
- Take increasing responsibility for your own professional development.
- Raise any concerns about your Induction programme.
- Take part in an in-depth quality assurance session with the Appropriate Body contact.

The named person to contact in the Northern Lights Teaching School Hub Appropriate

Body is: Zoe Thompson (Director of Teaching School Hub)

The role of the Induction Tutor

All ECTs will be assigned an Induction Tutor by their school. This person is responsible for looking after the ECT's induction process, ensuring the school enables the ECT to access all of their entitlements.

The Induction Tutor is expected to:

- Ensure the ECT understands the roles of those who are involved in the induction process, including their entitlements and the responsibility to take an active role in their own development.
- Provide guidance for the ECT's professional development (with the additional support from the Appropriate Body where necessary).
- Ensure that ECTs are fully informed about the assessments during their two-year induction period.
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period coordinating the input from other colleagues where appropriate (usually in terms 3 and 6).
- Carry out progress reviews in terms where a formal assessment does not occur (usually in terms 1,2,4,5).
- During the assessment meeting, share with the ECT their progress and evidence being made towards the Teachers' standards and inform the ECT of the judgement to be recorded in the formal assessment record, inviting the ECT to add their comments via ECT manager.
- Ensure that the ECT's teaching is observed and feedback is provided.
- Ensure that ECTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties – informing the Appropriate Body as soon as this is apparent.
- Work with the Appropriate body to put in place a support plan if necessary.

- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- Ensure that both the mentor and the ECT are engaging with the ECF materials and if completing a DfE- funded provider route, they are attending training and meeting at the appropriate times (weekly in year 1 and fortnightly in year 2).

The role of the Mentor

ECTs will be assigned a Mentor and the mentor has a very important role to play in supporting the ECT. They are expected to:

- Meet regularly with the ECT for structured mentor sessions to provide effective targeted feedback (Year 1 = weekly and Year 2 = fortnightly).
- Follow the weekly mentor programme of delivery (with the ECT) from the lead provider.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school/trust to help ensure the ECT receives a high-quality ECF based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Support the professional discussion with the Induction Tutor during progress review meetings and formal assessment meetings.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Attend at least 1 in-depth quality assurance meeting with the Appropriate Body service each year.

The role of the Appropriate Body

An Appropriate Body supports schools and teachers 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.

An Appropriate Body has two key roles:

1. Monitoring of support by:
 - a. Checking that ECTs are receiving their statutory entitlements, and that regard is had to the statutory guidance.
 - b. Providing ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF based induction.

In order to fulfil this role, the Appropriate Body will conduct Quality Assurance checks over the year. This will comprise of **at least** 1 light touch check in (completed virtually) and 1 in-depth check in (face to face in the ECT's school unless not possible).

2. Monitoring of assessment by:
 - a. Making the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

In order to fulfil this role, the Appropriate Body will review all Progress Reviews and Assessment Reports and feedback to school by adding comments to each report.

The Appropriate Body will support ECTs by addressing issues when they arise and work with schools and school leaders to ensure all ECTs receive their full entitlements as per the Induction and ECF expectations.

Should additional support be agreed (i.e. if a Cause for Concern plan is created) between the ECT, the school and the Appropriate Body, the school may be required to purchase additional resources from either the Appropriate Body or another suitable agency.

The Appropriate Body will:

- Be confident that the schools for which it is the AB for understand, and can meet, their responsibilities for monitoring, supporting and guiding and for undertaking rigorous and equitable assessment of ECTs.
- Keep records of an ECTs name, D.O.B, DfE reference number and national insurance number for whom it is the AB.
- Keep a record of the stage of induction which each ECT has reached based on information from the Headteacher.
- Liaise with other Appropriate Bodies, where appropriate, about an ECT employed on a part-time basis in more than one school at the same time, or, where an ECT moves between schools/appropriate bodies during their induction period.
- Ensure that it is fully aware of the circumstances where any formal assessments have not been submitted.
- Ensure that every ECT is receiving their entitlements.

The Appropriate Body will also act as a mediator and offer confidential support to any ECT requiring intervention support. For this reason, the Appropriate Body will provide every ECT a Named Contact to liaise with.

Northern Lights Teaching School Hub is an Appropriate Body for Sunderland, South Tyneside and Gateshead or out of hub region where applicable. Our Website will contain useful information for all of our stakeholders to access.

Northern Lights Teaching School Hub website can be accessed [HERE](#).

Submission Dates and ECT Manager

Submission of the appropriate documentation at the correct time is required and will be done so through the online dashboard – ECT Manager. All schools using Northern Lights Teaching School Hub should have received a link to ECT Manager with instructions of how to log in and input further information. *Please see downloadable ‘User Guides’ on the ECT Manager website.* Templates for progress reviews and formal assessments will be found on ECT Manager. **The review/report will be accessible for the whole year but the window to submit will only be open for 7 days prior to the final due date.**

For example, ECTs beginning induction in September 2021:

Document for completion	Term	Final Due Date
Progress Review 1	1	09.12.21
Progress Review 2	2	01.04.22
Formal Assessment 1	3	15.07.22
Progress Review 3	4	13.12.22
Progress Review 4	5	24.3.23
Formal Assessment 2	6	13.7.23

For example, ECTs beginning their induction in September 2022:

Document for completion	Term	Final Due Date
Progress Review 1	1	13.12.22
Progress Review 2	2	24.3.23
Formal Assessment 1	3	13.7.23
Progress Review 3	4	TBC
Progress Review 4	5	TBC
Formal Assessment 2	6	TBC

These dates may be adjusted depending on individual ECT circumstance, such as part time working, late starting or breaks in working but we will make these arrangements with individual schools as appropriate.

Useful Documents and Information

Helpful and important documents can be easily found and accessed via web searches. The main documents, regularly updated, are located on the gov.uk website and a number of representative organisations have interpreted more detailed documents to be reader friendly. A number of these documents can be found by following the links below:

- [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Appropriate bodies guidance: induction and the early career framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- The National Association of School Based Teacher Trainers (NASBTT) have produced a number of informative documents unpicking the detail contained in the above Government guidance. You will need to be a member/logged in to read these: [The National Association of School-Based Teacher Trainers \(nasbtt.org.uk\)](https://nasbtt.org.uk)
- [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://education.gov.uk)
- [Guidance for schools: how to manage ECF-based training](#)
- [Guidance for Early Career Teachers : ECF-based training](#)
- [Guidance for mentors: how to support ECF-based training](#)
- [Funding and eligibility for ECF-based training](#)
- [How the early career framework \(ECF\) supports induction.](#)