



The Appropriate Body Service



The Appropriate Body



- Support a school to choose the right ECF route for them.
- Monitoring of support – check that early career teachers are registered and receiving their statutory entitlements, providing support to all those involved in the induction process and the carrying out of ECF fidelity checks. Further support if needed.
- Monitoring of assessment – the Appropriate Body makes the final decision as to whether an ECT has satisfactorily met the Teachers' Standards.

Before induction begins ...

The Appropriate Body must:

- Ensure that the ECT has a **suitable post** for induction
- Carry out an **ECF fidelity check** where the school has chosen the core or school-based training route. This ensures that the school's overall plan and the detail of the course written so far conform to the principles and detail of the ECF
- Give the ECF the contact details of the '**named person**' at the Appropriate Body who will act as an independent assistant/arbitrator where the relationship with the school or those involved in assessment at the Appropriate Body becomes difficult during induction.

Roles in school...

- Induction tutor/ Lead – usually SLT – assesses progress of ECT against Teachers' Standards.
- ECT Mentor - supports weekly (ECT1) / fortnightly (ECT2)
- ECT - formally NQT – develops knowledge using the ECF and demonstrates progress against Teachers' Standards.

Schools must...

As we approach the next academic year, which will be the first time two cohorts of first and second year ECTs will be in the system together, the Department for Education has asked appropriate bodies to remind schools about the importance of ensuring that timetabling for next academic year includes sufficient time off timetable as per the [Statutory Induction Guidance](#).

This includes ensuring that:

- ECTs have 10% in year 1 and 5% in year 2; and that
- Mentors have sufficient time to carry out their role effectively – both to:
 - undertake mentor training (for those on funded training programmes); and
 - plan and hold mentor sessions with their ECT(s)
- Mentoring sessions would normally be expected to be during normal teaching hours

Induction guidance...

The school:

- The ECT has a **10% timetable reduction in Year 1** and **5% in Year 2** and receives the planned **ECF** training
- The ECT's teaching is **observed regularly** by the **Induction Tutor** or another suitable person who may come into the school for that purpose
- The ECT's progress in meeting the **Teachers' Standards** is assessed throughout the year
- **Progress reviews** are carried out in Terms 1, 2, 4, 5 based on all evidence available. Development targets are set and reviewed. A record is made. The Appropriate Body is informed whether the ECT is making satisfactory progress.
- A **formal assessment** of progress in meeting the Teachers' Standards is carried out in Term 3 and a **final formal assessment** in Term 6. Reports is sent to the Appropriate Body.

Useful documents

Statutory induction guidance

[Induction for early career teachers \(England\)](#)

Early Career Framework

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

What will you receive with our AB Service at NLTSH?



- Centralised registration of ECTs across the region, with the Teaching Regulation Agency.
- Centralised point of contact for all schools and ECTs.
- Access to our online assessment and monitoring system 'ECT Manager'.
- Regular updates on statutory changes to the new ECT Induction and guidance on the new Early Career Framework.
- Induction Tutor/Mentor annual update webinars for the changing statutory entitlements, delivered across the region.
- Expert advice and knowledge regarding a school's statutory obligations for ECTs including formal complaints or challenges.
- Quality assurance of, and expert review of progress reviews and assessment forms against the Teachers' Standards.
- Light touch and In-depth check ins across the year.
- Support for ECTs not on track to pass Induction.
- Monitoring visits and feedback should an ECT or school raise concerns.
- Guidance documents including draft support plans and assessment reports and example review appendices.
- Bulletins and regular further CPD opportunities.