



ECT Induction

Revised for September 2023

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

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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 out 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.

Key information

Appropriate Body: Northern Lights Teaching School Hub (<https://northernlightstsh.co.uk/>)

Email: tshinfo@nllt.co.uk

Telephone: 0191 9336771

Appropriate Body Lead: Zoe Thompson tshleader@nllt.co.uk

Appropriate Body Named Contact: Carole Bradley carole.bradley@nllt.co.uk

ECT Manager website:

<https://northernlights.ectmanager.com/login.aspx?ReturnUrl=%2fManagement%2fDefault.aspx>

The role of the Head Teacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction and is expected to:

- Ensure that the ECT has QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the ECT starting the induction programme, which body will act as Appropriate Body.
- Ensure that the requirements for a suitable post for induction are met.
- Ensure that the induction tutor has the ability and sufficient time to carry out their role effectively.
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- 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 and is in place for the ECT beginning their contract.
- Supervise the training and development of their ECTs.
- 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

- Provide evidence that you have QTS and are eligible to start induction.
- 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, keeping evidence where appropriate.
- 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 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.

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 a possible further school visit (Face-to-Face).

A sample of schools are selected each year using the following criteria:

- The school is new to the NLTSH Appropriate Body Service
- A change in induction tutor
- An ECT is identified as being 'At Risk'
- A school has not been visited within a 3-year period
- Schools who require fidelity checking (those who are using DfE accredited materials to deliver their own programme or to design and deliver their own ECF-based programme)

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 Support 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 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](#).

ECT at Risk

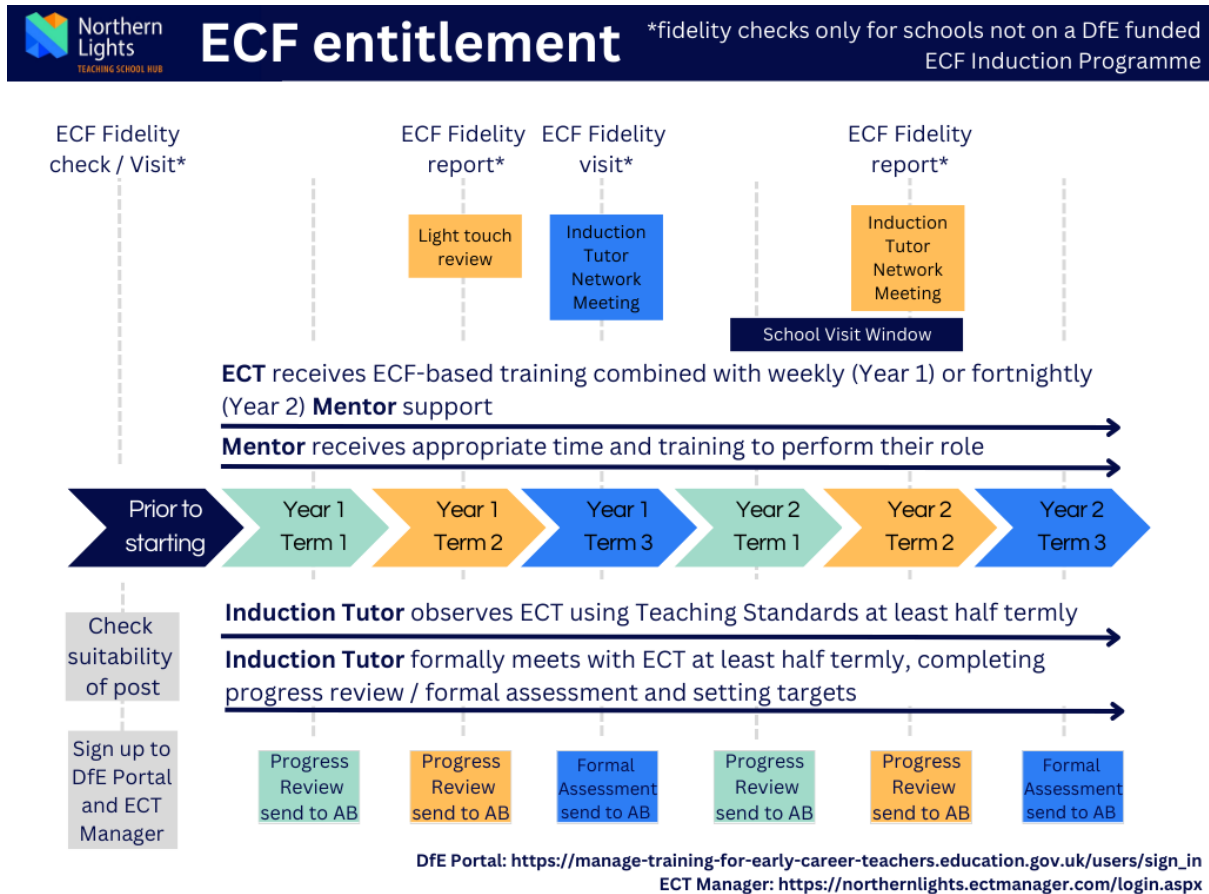
During the induction period, a school may identify that an ECT requires additional support. Without the additional support in place, the ECT may be at risk of failing their induction. A support plan will identify key targets for the ECT and additional support will be given by the school to support the ECT further.

If an ECT is at Risk, it is the responsibility of the Induction Tutor or headteacher to inform the Appropriate Body ([see appendix 1](#)).

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. Your submission deadlines are on ECT Manager.



A suitable post for Induction and the Induction Period

In order for the ECT to serve induction, the 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. In particular, 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 a designated mentor who is expected to hold QTS.
- Include the appointment of a mentor who is expected to hold QTS.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme.
- Not make unreasonable demands of the ECT.
- Not normally demand teaching outside of 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.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

Appointing an Induction Tutor and Mentor

Appointment of an 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 and be able to assess the ECT's progress against the Teacher's 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 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 the Mentor.

Appointment of a Mentor

The Headteacher should identify a person to act as the ECT's Mentor, to provide regular mentoring. The mentor must 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. The 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.

Costings

APPROPRIATE BODY SERVICES	ANNUAL COST	WHAT'S INCLUDED
DfE funded ECF Induction Programme otherwise known as the Early Career Professional Development Programme (ECPDP)	£225	<ul style="list-style-type: none"> ✓ DfE fully funded provider-led programme with Full Appropriate Body Support Services, support, advice and guidance Refer to previous pages for detail.
Using DfE accredited materials to deliver ECF training (option 2) with AB services	£525 per school plus £225 per ECT.	<ul style="list-style-type: none"> ✓ Fidelity check before the start of the induction period by the AB ✓ AB registration ✓ Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period ✓ Additional observation(s)/quality assurance of ECF core induction programme throughout the two years ✓ Additional support for ECTs not meeting Teacher/Induction Standards.
School-based Programme Designed and delivered with fidelity to the ECF (option 3) with AB services	£1,050 per school plus £225 per ECT	<ul style="list-style-type: none"> ✓ AB registration ✓ Fidelity check before the start of the induction period by the AB <p>CHECKS TO ENSURE:</p> <ul style="list-style-type: none"> ✓ ECTs and Mentors receive a programme of support and training based on the ECF induction programme ✓ The induction's design covers the evidence-based statements in the ECF ✓ ECTs have received planned elements of the induction ✓ Checks to ensure the materials and sessions are in line with the statutory guidance for induction and meet the ECF standards ✓ Ensure ECTs fairly and regularly assessed through collection of monitoring reports and formal assessment points at the end of year 1 and 2 of induction and at interim points ✓ Additional observation(s)/quality assurance of ECF school-designed programme throughout the two years Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period year <p>NOTE: ABs will be expected to check in a greater level of detail where schools have opted to design their own school based programme due to the greater risk that a school based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme. 'DfE April 2021'</p>
NQTs who have already started their induction pre-September 2021	£125 per assessment point	<ul style="list-style-type: none"> ✓ AB services provided against the AB framework prior to September 2021. These NQTs will follow the statutory induction guidance for NQTs, last revised April 2018.

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.](#)

Appendix 1 – ECT at Risk Procedure

The following procedure outlines both the responsibility of the school and the Appropriate Body for an ECT who is at risk of not passing the 2-year induction.

Step 1 (School): School have identified that an ECT is at Risk. The ECT will require additional support. School must inform the Appropriate Body, at the earliest opportunity, via one of the following:

- Email / telephone call to the Appropriate Body
- Identified in Progress Review – ECT will be identified as “not on track”
- During Light Touch meeting with Appropriate Body (during term 1)
- During Induction tutor update webinar (Spring1 and Summer1)

Step 2 (School): Induction tutor to complete ‘ECT at Risk’ Form (available on ECT Manager) and a support plan* for the ECT. Both documents should be uploaded to the

documents section on ECT Manager. **You can request support when writing your support plan, if required. Template available on ECT Manager.*

1. Clearly identify the areas of weakness
2. SMART targets should be set and agreed; aligned to the areas for development
3. The targets have been set to guide the ECT towards satisfactory performance against the Teachers' Standards
4. Detail additional monitoring and support to be put in place
5. A support plan should typically last for a minimum of 4-6 weeks
6. Weekly meetings with the induction coordinator should take place to discuss progress against the targets set
7. A mid-term meeting and end of term meeting should formally review progress, using evidence to do so
8. All meetings should be recorded and a written record provided to both parties
9. The ECT may wish to bring their union rep to any meetings taking place, if necessary
10. Mentoring should continue, focusing on the areas for development

Step 3 (Appropriate Body): Review ECT at Risk form and support plan. Arrange an initial meeting with the Induction Tutor to discuss ECT progress so far and the support plan.

Step 4 (School): Induction Tutor shares support plan with ECT and uploads a signed copy to the documents section on ECT Manager. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

Step 5 (Appropriate Body): Once the Induction Tutor has shared the support plan with the ECT, the Appropriate Body will arrange a virtual check in with the ECT to discuss the role of the AB, the support plan and the process.

Step 6 (Appropriate Body): School Visit is planned with Induction Tutor (after first review of the support plan has taken place)

Step 7 (Appropriate Body): School Visit Review document shared with Induction Tutor and ECT via ECT Manager highlighting any actions / next steps as a result of the visit.

Step 8 (School): Induction tutor to contact AB if there are any significant concerns / further support required / if the ECT does not make progress against the support plan.

Step 9 (Appropriate Body): Contact the Induction tutor at regular intervals during the period of time a support plan is in place for updates on progress.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews on ECT Manager,

including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT.

Formal Capability

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If you require further support and guidance, please do not hesitate to contact zoe.thompson@nllt.co.uk