



Welcome to our Appropriate Body Service

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The Region's Teaching School Hub...



Welcome to Northern Lights Teaching School Hub (South Tyne & Wear)

Northern Lights Learning Trust has been designated your region's Teaching School Hub. The hub serves Gateshead, South Tyneside and Sunderland schools (as well as lots of schools across Teesside and Wearside) to provide high-quality professional development to teachers at all stages of their careers.



Our Mission

Our mission is to support teachers and leaders to be the best educators through professional development opportunities, statutory framework delivery and quality assurance services to improve outcomes for every child and young person in our region.

The best professional development opportunities to provide the best possible outcomes for children and young people.



Agenda

- Introduction to NLTSH
- Brief introduction to the Golden Thread
- Overview of ECT Induction
- NLTSH Appropriate Body Service offer
- Q&A

DfE GOLDEN THREAD



ITT

Initial Teacher Training



ECF

Early Career Framework



NPQs

Specialist & Advanced NPQs

Leadership

Leadership NPQs



Every school employing an ECT must...

Induction
Assessment of
ECT's
performance

Appoint an Appropriate Body

ECF Training
Professional
Development

Provide ITTECF based Training

2-year entitlement to every early career teacher

ECF Training and Support Options (from September 2025)



A DfE-funded provider-led programme

Northern Lights – Education Development Trust (EDT)

Schools can choose to work with providers accredited by the DfE who will design and deliver a programme of face-to-face and online training to ECTs and new mentors (e.g., EDT). This programme is funded and quality assured by the DfE and EEF, so does not require fidelity checking.

Schools deliver their own training programme (with the option to use freely available school-led materials and resources or create their own based on the ITTECF)

Schools can choose to develop their own programme of training and support based on the ITTECF. The content of the framework must be covered in full. This will come with additional fidelity checks and costs to the school. The school will deliver training and ensure that the ECTs are accessing the self-study materials.

Induction Type

Induction Checks Required?

ITTECF Fidelity Checks Required?

Schools using the provider-led programme (e.g., EDT)

Yes

No

Schools delivering their own training

Yes

Yes – additional cost for this.



The Appropriate Body Service



Important Induction Guidance



Induction for early career teachers (England)

Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies

April 2025



ECT Induction Handbook

Revised for September 2025

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

Main Updates for 2025/26

Reduced Induction Process (Page 7 and Appendix 2)



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

The Appropriate Body

Support	Assessment
Checking that ECTs receive statutory entitlements	Reporting progress to the Teaching Regulation Agency (TRA)
Provide ECF fidelity checks	Making the final decision as to whether an ECT has met the Teachers' Standards, based on Headteachers' recommendations.
Acting as a mediator and offering confidential support where intervention is required	
Provide additional support and guidance when an ECT is at Risk of failing induction and not meeting the Teachers' Standards.	

Roles in school...

- Induction Tutor – assesses progress of ECT against Teachers' Standards.
- ECT Mentor - supports weekly (ECT1) / fortnightly (ECT2)
- ECT – develops knowledge using the ITTECF and demonstrates progress against Teachers' Standards.

Induction guidance...

The Head Teacher should ensure that:

- The ECT has a **10% timetable reduction in Year 1** and **5% reductions in Year 2** and receives the planned **ECF** training
- The ECT meets with their mentor weekly (Year 1) and fortnightly (Year 2)
- The ECT's teaching is **observed regularly** by the **Induction Tutor** (at least once per term)
- The ECT's **progress is assessed** throughout the year against the Teachers' Standards
- The Induction Tutor completes **Progress reviews** and **formal assessments** are completed within the timeframe set and show both progress and areas of development of ECTs.

Progress Reviews and Assessments



Northern Lights
TEACHING SCHOOL HUB

Help & Support

Northern Lights Teaching School Hub's online ECT support and induction management system

Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.

[Click here](#) if you don't know your login details or can't access your account

Login

If you don't know or can't remember your username/password [click here to reset it](#).

Appropriate Body:
Northern Lights Teaching School Hub

If this is not your appropriate body, please [click here](#) to select the correct one.

Username:

Register Your School with Northern Lights Teaching School Hub

If you are from a school and your school is new to Northern Lights Teaching School Hub, your school's induction lead will need to register their details. Once registered, they will then need to be authorised by Northern Lights Teaching School Hub.

Register your school

Dashboard Primary School

Upcoming Assessments
See assessment status and due dates for **one year ECTs**.

Upcoming Reports
See report status and due dates for **two year ECTs**.

Register ECT
Add a new ECT, or transfer an existing one to your school.

Update My Login Details
Change your login, email address and your password.

Update My Personal Details
Change your name, email address and phone numbers.

Helpdesk
Add a helpdesk ticket if you are having problems using the site.

User Manuals
Manuals to help guide you through the ECT process.

Progress reviews

- Terms 1, 2, 4 and 5 over the two years.
- Allows the Induction Tutor to make a best-fit judgement against all of the Teachers' Standards.
- Set a maximum of 3 targets for the ECT with evidence of support to meet them.
- Shared with ECT – ECT given the opportunity to comment.
- Signed by ECT and Induction Tutor.
- Part time ECTs still have a progress review each term.
- Due 7 days before the end of term. Check ECT Manager for dates.

Assessments

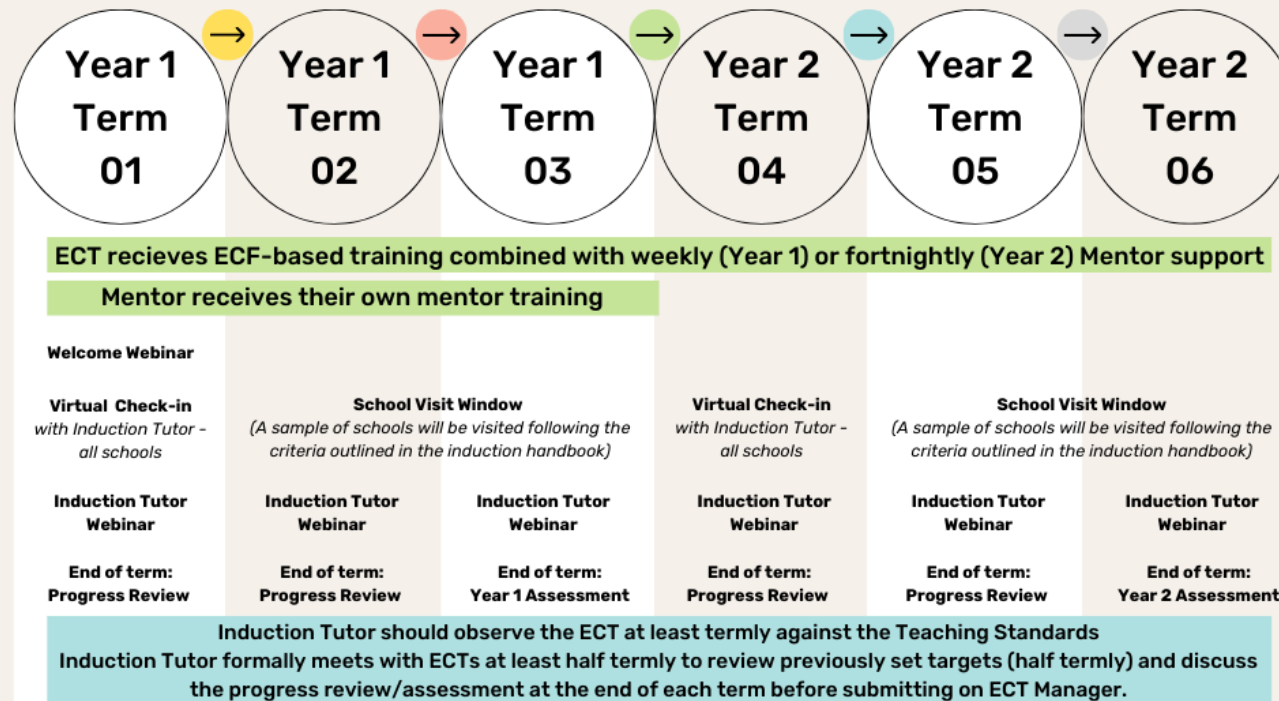
- Terms 3 and 6.
- Part time ECTs – in line with their equivalent FTE of 1 year.
- If an ECT leaves before an assessment can be completed – Interim Report.
- Evidence towards each standard – examples in guidance doc.
- Targets set and shared.
- Shared with ECT – ECT given the opportunity to comment – there should be no surprises for the ECT.
- Signed by ECT, Induction Tutor and Head Teacher.
- Due 14 days before the end of term.

NLTSH AB Processes

ECT Induction Schedule 2-year induction



PRIOR TO STARTING: Sign up your ECT with the DfE, ECT Manager and a training provider. We are partnered with EDT. Follow the steps on our ECT induction 'How to sign up' sheet.



Fidelity Checking - this is only for schools not on a DfE funded ECF Induction Programme. This will include an initial check prior to your ECT starting induction, a fidelity report in Year 1 and Year 2 and a fidelity visit in Year 1 and Year 2.

Autumn Activity	Who is Responsible?
Survey sent by AB	Mentors and ECTs to complete
Virtual Meeting	Induction Tutor to meet with a member of the Northern Lights AB team
Observation	Induction Tutor to observe ECT at least once
Progress Review / Assessment	Induction Tutor to complete
<i>Mentors and ECTs should be meeting either weekly (Y1) or fortnightly (Y2). Mentors who require training should access their online study and attend relevant training. ECTs should complete online study and attend relevant training.</i>	

Reduced Induction

- Schools must inform the AB **at the start of Induction** if they have an ECT who is eligible for a reduced induction and wish to request it.
- Strict criteria set by the DfE – please see Northern Lights ECT Induction Handbook to support with this and follow the steps.

ECT at Risk Reporting

- If you have an ECT who is not meeting the Teachers' Standards and you have concerns, **you must inform the AB as soon as concerns arise.**
- They will support you to create a plan and ensure that the correct support is in place to get the ECT back on track.

Induction Tutor Support Package



Autumn term	• Virtual Meeting with AB Lead • Progress Reviews • ECT at Risk Procedure
Spring term	• Potential School Visit from AB Lead • Target Setting • Support Plans
Summer term	• Potential School Visit from AB Lead • End of Year Assessments • Updates for Next Academic Year

Finance Information

- Invoices will be issued throughout the year.
- Please ensure that you inform your school's finance team in advance so that they are aware of any charges that your school will receive.
- If your school requires a purchase order to be included on the invoice then it is your responsibility to ensure this is completed on signing up your ECT.
- If we do not receive a purchase order we will issue the invoice accordingly. If you have any questions around costs please see the Induction booklet available on ECT Manager.

Keep in touch...

- appropriatebody@nlht.co.uk
- Booking link to be sent out
- 0191 9336771
- @NLTSHub

Questions ?

