

Appropriate Body Induction Handbook



September 2024

Handbook and guidance for ECTs, mentors,
induction tutors and headteachers

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Welcome to Xavier Appropriate Body

We are delighted that your school has chosen Xavier Teaching School Hub as the Appropriate Body to support your early career teacher (ECT) through their induction period. We look forward to witnessing your ECT's growth and development at this crucial stage of their career.

The induction period consists of two key elements:

1. Training: Delivered through the Teach First Programme, following the Early Career Framework (ECF)

2. Assessment and Support: Managed by the Xavier Appropriate Body

At Xavier, we deeply value the commitment and dedication required to become a successful teacher. We feel privileged to be part of this journey. Great teachers have a lasting impact on the lives of young people within their schools. Whether you're an ECT, mentor, or induction tutor, your involvement in teacher development is immensely valuable, and we're excited to work alongside you.

For ECTs, the induction period can be both exhilarating and challenging. The ECF programme offers excellent professional development opportunities for ECTs, mentors, and induction tutors alike. Our collective goal is to provide the best possible support, enabling ECTs to consistently and effectively meet all the Teachers' Standards by the end of their induction period.

Key Information

Appropriate Body: Xavier Teaching School Hub (St John the Baptist School, Woking)

Website: <https://tshub.xaviercet.org.uk>

Secure Members Area: <https://tshub.xaviercet.org.uk/page/?title=ECF+Portal&pid=132>
(Login details will be provided upon registration)

Xavier TSH Administrator: Kate Du Toit (k.dutoit@xaviercet.org.uk)

Appropriate Body Lead: Sophie Hunter (s.hunter@xaviercet.org.uk)

Telephone: 01932 578687

ECT Manager Website: <https://xaviertsh@ectmanager.com>

Meet the team



Amy Harper

Director of Xavier TSH
a.harper@xavercet.org.uk



Charlotte Carr

Deputy Director of Xavier TSH and ECF Lead
c.carr@xavercet.org.uk



Sophie Hunter

Appropriate Body Lead
s.hunter@xavercet.org.uk



Kate DuToit

Appropriate Body
Administrator
k.dutoit@xavercet.org.uk

The role of the Appropriate Body

Xavier Teaching School Hub Appropriate Body is the accrediting body for induction.

Requirements of Xavier Appropriate Body:

1. To ensure the school setting is suitable for the purpose of induction.
2. To verify that schools uphold the expectations outlined in the Department for Education's Statutory Guidance for induction and entitlements.
3. To provide support and guidance for ECTs and schools as needed throughout the 2-year induction period.
4. To maintain relevant contact, monitor, and quality assure ECTs' induction provision.
5. To ensure progress reviews and assessments are conducted at appropriate intervals throughout the two years of induction, with sufficient evidence against the Teachers' Standards.
6. To monitor ECTs' engagement with the Teach First ECF provision and ensure they receive a programme and support based on the ECF curriculum. This includes providing ECF fidelity checks where needed to ensure schools are supported in delivering an ECF-based induction.
7. To register ECTs for induction with the Teaching Regulation Agency (TRA) and accredit ECTs as having passed induction at the end of the 2-year period. Xavier appropriate body will make the final decision on whether an ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.
8. To liaise with ECTs and induction tutors if there are concerns over an ECT's progress or risk of not meeting the Teachers' Standards. In such cases, Xavier will ensure appropriate support is put in place and monitored through our Cause for Concern procedure.

Please find below the DfE's guidance for Appropriate Bodies:

[Appropriate bodies guidance: induction and the early career framework - GOV.UK](https://www.gov.uk/guidance/appropriate-bodies-guidance-induction-and-the-early-career-framework)
(www.gov.uk)

The two key elements of induction

Statutory induction is the bridge between initial teacher training (ITT) and a career in teaching.

It has two distinct elements—**training and assessment**.

Training: All ECTs have a statutory entitlement to a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework.

The programme is designed to provide ECTs with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the induction period. The training element of induction is delivered by the Xavier Teaching School Hub, in partnership with Teach First and Xavier's ECF lead school.

Assessment: All ECTs must be registered with an Appropriate Body, whose role it is to ensure that ECTs receive their statutory entitlements and that they are fairly and consistently assessed. The Appropriate Body also ensures that due regard is given to all statutory guidance and that ECTs are receiving a programme of support and training based on the ECF.

INDUCTION	
TRAINING	ASSESSMENT
The training element of induction: Full Induction Programme delivered by the Xavier Teaching School Hub, in partnership with: ECF Lead Schools	The support and assessment element of induction: Support from the Xavier Teaching School Hub central team Assessment via ECT Manager https://xaviertsh.ectmanager.com

How to register your school

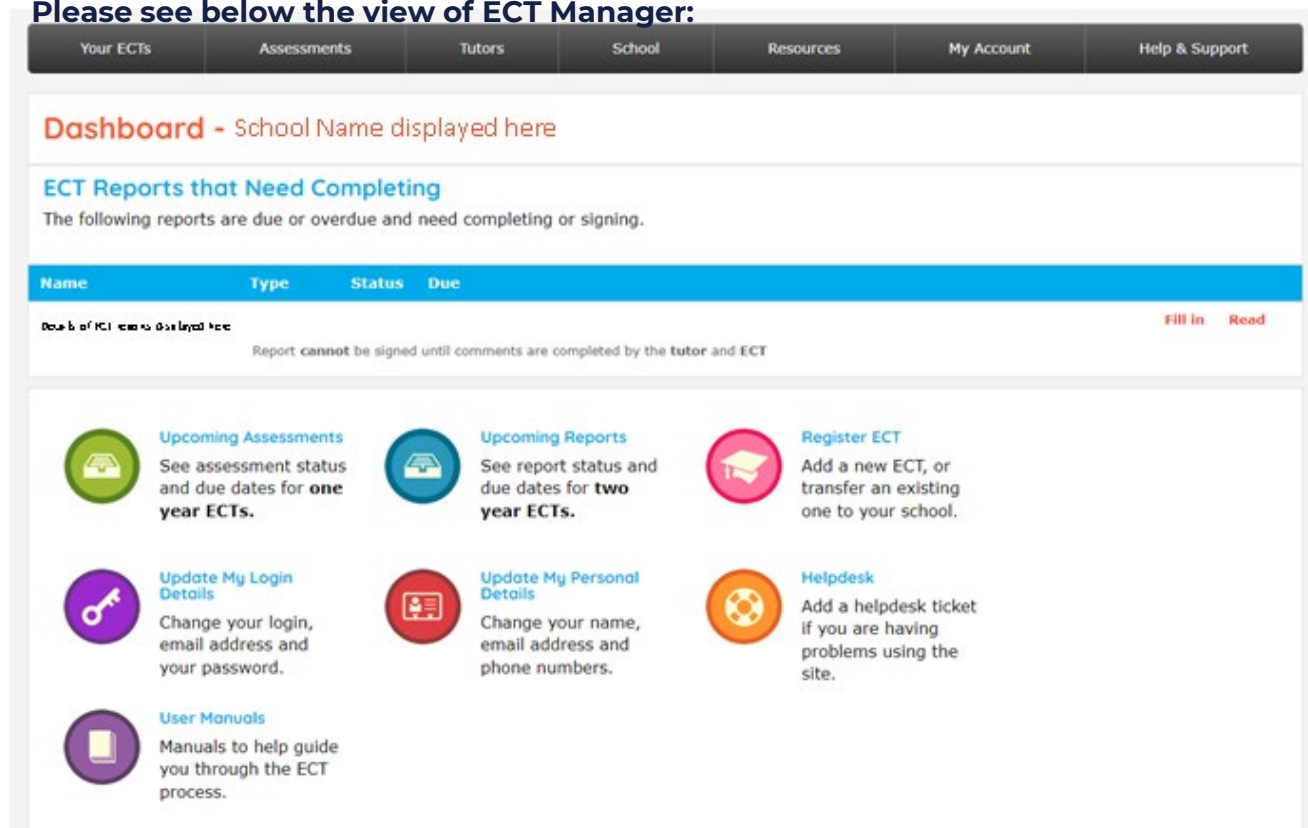
All schools must register their Early Career Teachers (ECTs) with an appropriate body.

This can be done through **ECT Manager** using the following link:

<https://xaviertsh.ectmanager.com>.

During registration, you will be prompted to select your Appropriate Body on the DfE portal. Please note that this selection does not automatically register the ECTs. The Xavier Teaching School Hub Appropriate Body utilizes ECT Manager to register ECTs with the Teaching Regulation Agency (TRA) and to manage the completion and submission of all ECT assessments throughout the induction period. This includes progress reviews, formal assessments, and interim assessments. The system will also remind schools of the deadlines for completing progress reviews and formal assessments during the induction period.

Please see below the view of ECT Manager:



The screenshot shows the ECT Manager dashboard interface. At the top, there are navigation tabs: 'Your ECTs', 'Assessments', 'Tutors', 'School', 'Resources', 'My Account', and 'Help & Support'. Below the tabs, the dashboard header reads 'Dashboard - School Name displayed here'. A section titled 'ECT Reports that Need Completing' states: 'The following reports are due or overdue and need completing or signing.' Below this is a table with columns: Name, Type, Status, and Due. The table contains one row with a report that is 'Due' and has a status of 'Report cannot be signed until comments are completed by the tutor and ECT'. To the right of the table are links for 'Fill in' and 'Read'. Below the table, there is a grid of quick links with icons and descriptions:

- 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.

ECT Manager

- Progress reviews and assessments are auto generated by ECT Manager 10 days before their due date.
- Only headteachers, induction tutors/ tutors and ECTs have login access to ECT Manager. Mentors do not have or need access.
- Registering ECTs, updating school records and changes are the induction tutor's responsibility.
- Support plans must be uploaded to ECT Manager by the induction tutor (into the Documents folder). Support plans must also be uploaded every time they are reviewed.
- Any issues encountered whilst using ECT Manager can be resolved by contacting Kate Du Toit (k.dutoit@xaviercet.org.uk)



ECT Manager is an online system that makes it easy for Appropriate Bodies and schools to manage every part of the ECT induction process in one place.

Options for induction

The Early Career Framework

The headteacher is responsible for ensuring that Early Career Teachers (ECTs) receive a training programme that enables them to understand and apply the knowledge and skills outlined in the Early Career Framework (ECF) statements. ECF-based training should be embedded as a central aspect of induction, rather than being an additional training programme.

Schools have **three options** for delivering ECF-based induction, allowing headteachers to choose the approach that best suits the needs of their ECTs and mentors:

1. Full Induction Programme with Teach First (Recommended):

This option involves using a training provider to deliver ECF-based training through a funded, provider-led programme. Teach First offers high-quality training for ECTs and their mentors, along with professional development materials.

2. Core Induction Programme:

Schools can use Department for Education (DfE)-accredited materials to deliver ECF-based training. This allows schools to draw on high-quality professional development materials accredited by the DfE to support their ECTs and mentors.

3. School-Based Induction Programme:

Schools can design and deliver their own induction programme based on the ECF. This approach requires schools to agree to and undertake a level of ECF fidelity checking to ensure compliance with the framework.

Xavier Teaching School Hub highly recommends the **Teach First** Full Induction Package. This package provides ECTs with online materials and support, as well as local seminars delivered by expert practitioners, ensuring maximum development during their induction period.

Appropriate Body Services	School using a training provider to deliver ECF-based training (Full Induction Programme)	School using the DfE-accredited materials to deliver ECF-based training online (Core Induction Programme)	School using the DfE-accredited materials to deliver ECF-based training face to face (Core Induction Programme)	School designing and delivering their own training programme based on the ECF (School based Induction Programme)	Fast track reduced induction for ECTs with exceptional experience
ECF fidelity check	No fidelity check required	fidelity check required	fidelity check required	fidelity check required	No fidelity check required unless schools are using the DfE accredited materials
What the schools will need to do:		Headteacher to complete a Fidelity check form, ECT and mentor to track termly engagement on the Xavier tracking and monitoring document School to outline how the ECT and mentor will engage with the training sessions and the sequenced self-directed study	Headteacher to complete a Fidelity check form, ECT and mentor to track termly engagement on the Xavier tracking and monitoring document School to outline how the ECT and mentor will engage with the training sessions and the sequenced self-directed study	Headteacher to complete a Fidelity check form, and Xavier monitoring and tracking document. School to demonstrate a clear breakdown of how the ECT will receive training and mentoring to support every ECF statement in sufficient depth and breadth, with robust evidenced based rationales for how the framework has been translated into an ECF-based training programme. Set out a two-year programme with sequenced and scheduled curriculum	Headteachers and ECTs will complete the fast-track application form and sponsorship documents to request approval for an ECT to complete their induction on a reduced timeframe because of significant prior teaching responsibilities.
How the Appropriate Body will check the school's fidelity to the ECF.		Pre-induction check 1 – Induction for the ECT and mentor, document completion to monitor the fidelity to the ECF Review point 1 – Check school implementation of plans at the end of year 1 Review point 2 – Check school's delivery and record any divergence from the planned delivery of the course	Pre-induction check 1 – Induction for the ECT and mentor, document completion to monitor the fidelity to the ECF Review point 1 – Check school implementation of plans at the end of year 1 Review point 2 – Check school's delivery and record any divergence from the planned delivery of the course	Pre-induction check 1 – check the school has designed an induction for the ECT and mentor with fidelity to the ECF. Review point 2 – check the school's implementation of plans at the end of year 1. Review point 2 – check the school's delivery of planned induction prior to the final assessment, record any divergence from the planned delivery of the course	ECTs are required to complete a minimum of 1 term on the ECF programme. The AB will check the ECTs eligibility and understanding of funding and the ECTs statutory entitlements.
AB price per ECT per year		£195 including enhanced termly CPD	£195 including enhanced termly CPD	£195 including enhanced termly CPD	£195 including enhanced termly CPD
Additional charges per year	No additional charge	£300 per ECT. To include online seminars for ECTs, fidelity checks from Xavier to complete an initial curriculum check, Review point 1 at the end of year 1. Review point 2 at the end of year 2.	£605 per ECT. To include face to face seminars for ECTs, fidelity checks from Xavier to complete an initial curriculum check, Review point 1 at the end of year 1. Review point 2 at the end of year 2.	£1050 per ECT. Two days curriculum, sequencing and evidence checking. initial curriculum check, end of year 1 and end of year 2 programme check	£175 per fast track ECT to cover the costs of a member of the Xavier ECF team visiting to quality assure the reduced induction.

ECF Fidelity checks

Core Induction Programme (CIP) or School-Based Induction Programme (SBIP)

Schools that choose a Core Induction Programme (CIP) or design their own Early Career Framework (ECF)-based induction program will be subject to fidelity checks by the appropriate body. Where this is the case, all fidelity checking documentation will be sent directly to the ECTs and induction tutors.

Documents will be shared and stored on a CIP SharePoint, [accessible here](#). Once registered, CIP ECTs, mentors, and induction tutors will be given access. We will provide a week-by-week checklist for ECTs and mentors to ensure they follow the programme strands and make record-keeping and tracking easy throughout the year.

<https://salesianrcschool.sharepoint.com/sites/XavierCET/tshcip/>

The six -step process for ECF fidelity checking

Step 1:

Xavier Appropriate Body determines the type of induction schools plan to offer prior to the start of induction, and determines which induction type the ECT(s) will access. To ensure ECTs benefit from the highest quality support and to ease the burden and cost for both schools and appropriate bodies, it is recommended that schools choose a provider-led programme (FIP) if it is available to them. If a provider-led programme is not available, it is recommended that schools plan their induction programme using the DfE- accredited materials (CIP), as these have been designed to deliver full coverage of the ECF over a two-year induction.

Greater scrutiny is expected to be applied where a school has chosen the option to design their own training programme so as to safeguard the ECTs' entitlement to an ECF-based induction.

- Ensuring schools are clear that ECF fidelity checking will be required before the start of induction.
- Ensuring that schools are clear that they are expected to supply a level of detail on planning and delivery in ECF fidelity checking, based on their chosen ECF-based programme.
- Xavier will check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- Headteacher will ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- The induction tutor will support the headteacher in planning an ECF-based induction as required. They will ensure that mentor and ECT are aware of the plans for an ECF-based induction.

ECF Fidelity checks

- Mentors will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme. Appropriate bodies are expected to give headteachers and other relevant staff the opportunity to clarify any parts of the process that are unclear to them.

Step 2:

The Xavier appropriate body reviews the school's plan prior to the start of induction and notify the Teaching Regulation Agency (TRA) of the induction type the school has chosen and ensure appropriate provision is in place for the ECT from the start. Any relevant paperwork or planning documents should be completed with sufficient detail so that Xavier can establish whether the planned induction programme is sufficiently based on the ECF materials. If using the DfE's accredited materials the school must decide which provider they are using, Xavier recommend the Teach First programme.

• For schools designing their own training programme based on the ECF schools are expected to provide a greater level of detail to explain how full coverage of the ECF is provided by their induction programme, including coverage of the ECF statements, and the sequencing/scheduling of content. It is not necessary for schools to have planned in detail the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction.

Step 3: Fidelity Check 1 – Pre-programme check

This is completed as near to the start date of the ECT's induction as possible.

A member of the Xavier ECF team will meet with the induction tutor either in person or online to discuss the programme options and explain the fidelity checking process for the school. The member of staff responsible for planning the 2 year ECF induction should complete the Fidelity Check 1 form.

This form should be signed off by the headteacher ahead of induction.

NB– This form should not be used to describe every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the Core Induction Programme materials will be used, including sequencing of lessons.

ECF Fidelity checks

The ECT and induction tutor meet with a Xavier representative to explain the strands and sequencing documentation, how to deliver training and mentor sessions, seminar attendance, access to the weekly bulletins and access to the secure CIP members area of our website:

[Xavier Teaching School Hub - Secure Area \(xaviercet.org.uk\)](https://xaviercet.org.uk)



Step 4: Fidelity Check 2 – Implementation Check

This will take place at the end of year 1, schools should complete the Fidelity Check two form and submit this along with any relevant evidence to the CIP Sharepoint. Upon receipt, Xavier will review the form, complete the relevant checks through a school visit or review any evidence provided and review the ECT and Mentor engagement. A member of the Xavier ECF team will complete a professional discussion with ECT and induction tutor to quality assure and check the schools fidelity to the ECF programme.

Step 5: Fidelity Check 3 – Delivery Check

This will take place at the end of year 2, schools should complete the Fidelity Check three form and submit this along with any relevant evidence to the CIP SharePoint. Upon receipt, Xavier will review the form, complete the relevant checks through a school visit or review any evidence provided and review the ECT and Mentor engagement. A member of the Xavier ECF team will complete a professional discussion with ECT and induction tutor to quality assure and check the school's fidelity to the ECF programme.

Statutory entitlements

Requirements of Induction

All teachers who have obtained Qualified Teacher Status after May 1999, (unless they are exempt from induction) must complete an induction period if they are to work in maintained schools or in non maintained special schools in England.

From September 2021, statutory induction for teachers changed as part of the Early Career Teacher reforms. All early career teachers (ECTs) in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ITT/ECF framework.

Statutory Guidance sets out the responsibilities of school leaders, induction leads and mentors to support early career teachers undertaking induction.

The end of an early career teacher's induction period is marked by a decision as to whether the teachers' performance against the Teachers' Standards is satisfactory. Following a programme based on the Early Career Framework should support teachers to demonstrate that they have met these standards in full.

An ECT cannot start their statutory induction until they have been registered with an appropriate body.

The Appropriate Body has two key roles:

Monitoring of support

- * To check that ECTs are receiving their statutory entitlements, and that due regard is given to the statutory guidance.
- * To provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.
- * To ensure that ECTs are engaging fully in the ECF induction programme.

Monitoring of assessment

- * To ensure that termly progress reviews and/or assessments are conducted at appropriate times throughout the school year.
- * To make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on their headteacher's recommendation.

What we offer you

At Xavier we are passionate about supporting induction and pride ourselves on the excellent relationships we have with our schools. We provide a high level of support, adapted to the school's context and circumstances.

Statutory entitlements

- Named contacts, who will support you throughout induction—in person, via email, on the telephone and via Teams.
- Support with the required registration process (registering on the DfE portal, on ECT Manager—Xavier’s online assessment system—and with Xavier)
- Training for induction tutors, mentors and ECTs, including induction training at the start of each year and regular training throughout.
- Weekly bulletins, clearly setting out guidance and expectations.
- Termly checklists for mentors and induction tutors.
- Efficient communication with the Teaching Regulation Agency (TRA)
- A full bank of supportive resources on the secure Members Area of our website.
- Clear guidance as to how best support ECTs who are struggling to meet the Teachers’ Standards.

The Teachers' Standards

The Teachers' Standards will be used to assess an ECT's performance during and at the end of their induction period. These standards apply to **all** teachers regardless of their career stage and define a **minimum level** of practice expected from the point of QTS.

The Teachers' Standards can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>

The Teachers' Standards are presented in three parts:

- Preamble—this summarises the values and behaviours that all teachers must demonstrate throughout their careers
- Part 1—This comprises the Standards for Teaching
- Part 2—This comprises the Standards for Professional and Personal Conduct.

Satisfactory completion of the induction period:

An ECT must complete induction satisfactorily in order to remain eligible to teach in maintained schools and most academies beyond the induction period. The decision about whether an ECT has met the Teachers' Standards to a satisfactory level by the end of the induction period will be made on the basis of:

- What should be reasonably be expected of an ECT working in the relevant setting and circumstances within the framework set out by the standards.
- An expectation that the ECTs have effectively consolidated their training and are demonstrating their ability to meet the Standards consistently and over a sustained period of their practice.
- Demonstrate that their practice is consistent with the definition set out in the preamble, and they have met both Part 1 and Part 2 of the Teachers' Standards.

ECTs are not expected to meet the Teachers' Standards' until the end of their induction period.

The Teachers' Standards



Department
for Education

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 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.

A suitable post: induction

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 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 an induction tutor, who is expected to hold QTS.
- Include the appointment of a designated mentor who is expected to hold QTS, this should be distinctively different to the mentor.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme in line with their entitlements.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside 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; and 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.

Roles and responsibilities

Early Career Teachers (ECTs) are expected to:

1. Engage Fully in the Induction Programme:

- Actively participate in all aspects of the induction programme.
- Collaborate proactively with their school for support and assessment.

2. Provide Required Documentation:

- Submit evidence of Qualified Teacher Status (QTS) and eligibility to start induction.

3. Set and Review Priorities:

- Meet with their induction lead to discuss and agree on priorities for the induction programme.
- Regularly review and update these priorities.

4. Utilise Reduced Timetable Allowance:

- Agree with their induction lead on the best use of the reduced timetable allowance.
- Ensure engagement with the Early Career Framework (ECF)-based induction programme.

5. Demonstrate Progress:

- Provide evidence of progress against the Teachers' Standards.

6. Participate in Monitoring and Development:

- Fully engage in the agreed monitoring and development programme.

7. Address Concerns Promptly:

- Raise any concerns with their induction lead as soon as possible.

8. Seek Support When Needed:

- Consult their appropriate body named contact directly or log an ECT manager helpdesk ticket if issues arise with their tutor or within the institution.

9. Track and Participate in Assessments:

- Keep track of and effectively participate in scheduled classroom observations, progress reviews, and formal assessment meetings.

• Manage Induction Periods:

- Agree with their induction lead on the start and end dates of the induction period/part periods.
- Record any absences from work during these periods.

• Retain Assessment Reports:

- Keep copies of all assessment reports.

Roles and responsibilities

Utilise timetable reductions for development:

- Use the 10% timetable reduction in Year 1 and 5% in Year 2 to support professional development.

Take Responsibility for Professional Development:

- Take increasing responsibility for their own professional development.
- Act on advice and feedback, and be open to coaching and mentoring.

Review and Sign Documentation:

- Read, sign, and comment on progress reviews and assessment reports.

Roles and responsibilities of the Mentor

The headteacher should identify a person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to provide regular mentoring.

It is important that mentors are given adequate time to carry out their role effectively and to meet the needs of the ECT. ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable.

The mentor is expected to :

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues to help ensure the ECT receives high-quality ECF based training programme.
- Provide effective support and take prompt action if the ECT appears to be having difficulties.

Roles and responsibilities of the induction lead/tutor:

The headteacher should identify a person, who act as induction tutor for the ECTs serving induction. An induction tutor is expected to hold QTS and have the necessary skills and knowledge to be able to assess the ECT's progress against the Teachers' Standards.

It is very important that the induction tutor is given sufficient time to carry out their role effectively. The headteacher is responsible for ensuring that the person identified to do the induction tutor role have sufficient time to undertake the necessary duties of the role effectively.

Roles and responsibilities

The induction lead/tutor is expected to:

- Provide, or coordinate, guidance for the ECT's professional development.
- Attend induction tutor training and be fully abreast of how to do their role effectively.
- Have a clear overview of the ECTs progress against the Teachers' Standards throughout the induction period.
- Undertake two formal assessments during the total induction period, coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- Carry out progress reviews in terms where a formal assessment does not occur on ECT Manager (terms 1, 2, 4 & 5)
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, 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.

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.

Roles and responsibilities of the headteacher/Principal

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction by registering on ECT manager.
- Ensure that the requirements for a suitable post for induction are met.
- Ensure the induction lead 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.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly and effectively, including through observations of and feedback on their teaching.

Determining the length of your induction

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six school terms, divided into two periods each consisting of three school terms).

The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector. In some exceptional circumstances the length of an induction period may be reduced.

Minimum period of continuous employment that can count towards induction

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Part-time ECTs

Reduced Induction

- The default expectation is that ECT's on a part-time contract should serve a full induction equivalent to two years pro-rata in order to benefit from time off timetable for study and mentoring and to have time to apply what they learned to their teaching practice and develop their skills without the pressures of a full timetable.
- However, appropriate bodies have the ability to use their discretion in deciding whether it is appropriate to reduce the induction period for ECTs who are completing induction on a part time basis. Except for part-time ECTs that have 15 already qualified for a reduced induction based on extensive prior experience the appropriate body should only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.
- For example, an ECT starting induction in September 2021 and working 0.5 FTE would ordinarily be expected to complete a four-year induction finishing in summer 2025, but once sufficient evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory they can be considered for a reduction from summer term 2023. A prerequisite for considering reduction from the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, the appropriate body should consult the headteacher and must always gain the agreement of the teacher concerned.

Fast Track—Reduced Induction

- In exceptional individual cases the Headteacher or ECT might request a reduced induction period on the basis the ECT has significant experience of teaching whole classes to the Teachers Standards'.
- The length by which induction is to be reduced is to be agreed ahead of the ECT commencing their induction. Appropriate Bodies can reduce the length of induction to a minimum of one term at their discretion in consultation with the Headteacher and the ECT.
- Xavier Teaching School Hub have a FastTrack application policy which can be found in the Appendix and there is a charge of £175 to cover the cost of this process.

ECTs leaving mid induction/ absence / maternity

Interim Assessments

When an ECT leaves a post after a minimum of 1 terms induction, an interim assessment should be completed. This should happen before the ECT leaves their post to ensure that the ECTs progress and performance for the first term or since the last formal assessment are captured. This is especially important where concerns have been raised regarding an ECTs progress.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher are still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

The interim assessment in this case should be completed to the date the ECT officially leaves their post and should include:

- any progress towards the standards that the ECT made up to the point of their absence, and:
- the number of days in ad hoc absence the ECT has incurred within the relevant year of induction up to the point the ECT officially leaves their post

Xavier TSH will review and comment on all assessments to quality assure written feedback meets the required standards.

Absence

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave (see para 3.7). In these circumstances the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

ECTs leaving mid induction/ absence / maternity

Maternity

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Supporting your ECT with their wellbeing/workload

Here at Xavier we have many years of experience of supporting new Teachers. wellbeing has never been more important to us. We have worked closely with our schools and ECF provider to ensure wellbeing is being considered in everything we do.

Feedback

Giving programme members a say in decisions that effect them and giving them the chance to contribute to how the programme operates. Our surveys gives programme members the voice to share experiences and enables us to check on how programme members are feeling and respond to any changes in well being. As well as checking in with programme members to ensure that they are recieing their Statutory entitlements.

Bulletins

Our weekly bulletins aim to give programme members all the information they need for their week in an easy to access and simple form to minimise communication. These bulletins are written with Well being taken into consideration and support offered by direct advise. Ideas and opinions are welcomed from programme members.

Focus groups

Xavier conducts focus groups throughout the year to gain feedback from programme members, so that we can shape and mould our support to best suit all stakeholders. Extra CPD sessions have been designed throughout the year to meet the recognised needs of the programme members and help plug the gaps recognised the ECF programme.

Supportive visits

Members of the Xavier ECF team are here to help. We are always available on the phone or email to help colleagues throughout the induction period. We will visit schools to quality assure the induction programme and statutory entitlements., supporting Induction tutors and mentors to enable them to fulfil their roles and responsibilities.

Communication

Weekly bulletins

We will communicate with induction tutors, mentors and ECTs with a weekly bulletin. The bulletin will outline every thing that all stakeholders need to do for the week , including training, online ECF learning content, seminar reminders as well as guidance for progress review and assessments. This is designed to minimise emails and communicate any messages from Teach first or the Xavier team.

ECT Manager

Induction tutors and ECTs will have registered on ECT Manager, they will receive notifications from ECT Manager regarding upcoming progress reviews and assessment, ECT Manager sends automated email reminders at appropriate times to chase overdue progress reports and assessments.

Induction tutor training

Induction tutors will have termly online training, this will be live and recorded. All training recordings are available to view on our shared members website. We also offer termly induction tutor drop in clinics.

Social media

Xavier Teaching School Hub have an active social media presence in Instagram, LinkedIn and X. Follow us on our socials: @xaviertshub

Monitoring of assessment

ECTs progress will be monitored by the mentor and Induction tutor throughout induction. Induction is a 6 term process. All ECTs will make progress at different rates with the aim of meeting the Teachers' Standards consistently at the end of the 2 year process. Judgements are made against the Teachers' Standards at progress review and assessment points.

- All progress reviews and assessments are read and reviewed by the ECF team at Xavier.
- The Xavier strategic panel quality assure this process 3 times per academic year.

Timeframe	Assessment	Recommended Standards Evidenced
Year one of induction		
End of term 1	Progress Review	1,3,4,7 (Choose 3)
End of term 2	Progress Review	2,5,6,8 (Choose 3)
End of term 3	Formal Assessment	All Teachers' Standards
Year two induction		
End of term 4	Progress Review	3 Teachers' Standards of choice
End of term 5	Progress Review	3 Teachers' Standards of choice
End of term 6	Formal Assessment	All Teachers' Standards

Monitoring of assessment

Following each progress review and formal assessment meeting, a report will need to be completed on ECT manager. ECT manager automatically sends reminders to induction tutors of any upcoming reports. The reports open two weeks before the end of term and are completed on the ECT manager portal.

There are different report templates available to prepare for progress reviews and assessments. These are available on the induction tutor section of our shared members area linked here, titled Progress Reviews and Assessments.

[Xavier Teaching School Hub - Progress Reviews and Assessments \(xavercet.org.uk\)](https://xavercet.org.uk)

There is also a full comprehensive 'Progress Review and Formal Assessment guide' to this process available here

[PowerPoint Presentation \(xavercet.org.uk\)](https://xavercet.org.uk)

Progress Reviews

The induction tutor is expected to conduct a progress review with an ECT at the end of each term where a formal assessment is not scheduled. For ECTs serving induction on a part-time basis this means progress reviews are also expected to take place each term (based on an institution that operates three terms in a school year), regardless of their working patterns.

- Progress reviews are expected to be informed by existing evidence of the ECTs teaching and to be conducted in sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. ECTs are not expected to create evidence specifically to inform a progress review but are expected to engage with the process.
- Progress reviews will be recorded by the Induction Tutor using the template on ECT Manager. The Induction Tutor will be expected to record whether the ECT is on track to successfully complete induction in terms of making satisfactory progress against the Teachers' Standards, briefly summarising evidence collected and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments if they wish) and will have access to the review for their own records. It is recommended that copies are supplied to the Mentor and where an ECT is not on track to the headteacher also.
- Where the Induction Tutor believes the ECT is not making satisfactory progress, they should indicate this clearly on the progress review template, listing any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern. For any ECT not on track to successfully complete induction it is expected that a support plan is put in place to assist the ECT in getting back on track, using the 'Support Plan' template document available on the Xavier Teaching School hub website, secure area. This will automatically attach to the progress review on ECT Manager.
- Xavier TSH will review and comment on all progress reviews to quality assure written feedback meets the required standards.

Formal assessments

Formal Assessments

ECTs should receive a formal assessment in the final term of their first year (term 3) and in the final term of induction of the second year. (term 6) The formal assessment is completed by the induction tutor/ tutor not the mentor.

- Assessments will be recorded by the Induction Tutor using the template on ECT Manager. The induction tutor will be expected to record evidence against all of the Teachers' Standards and for term 3, whether the ECT is on track to successfully complete induction, briefly summarising evidence collected and stating the agreed development targets.
- Both the induction tutor , ECT and headteacher/Principal will be expected to sign off the Assessment (with the ECT being able to add comments if they wish) and will have access to the assessment for their own records. It is recommended that copies are supplied to the mentor.
- Where the induction tutor believes the ECT is not making satisfactory progress, they should indicate this clearly on the assessment, listing any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern. For any ECT not on track to successfully complete induction it is expected that a support plan is put in place to assist the ECT to make progress, using the 'Support Plan' template document available on the Xavier Teaching School hub website, secure area. This will automatically attach to the assessment on ECT Manager.
- ECTs should be kept up to date on their progress over the term and there should be nothing unexpected at the formal assessment point.
- Xavier TSH will review and comment on all progress reviews to quality assure written feedback meets the required standards.

Evidence

Collecting evidence

- ECTs are asked to refer to two pieces of evidence for formal assessments. This will consist of existing documents and working documents , **ECTs are not expected to create or collate specific evidence for this process.**
- Evidence for assessments must be drawn from the ECT's work as a teacher during their induction.
- To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. There is no need for the ECT to create anything new for the formal assessment.
- Evidence should be communicated in a holistic manner in the form of a professional discussion between mentor, induction tutor and ECT drawing on their self reflection form.
- Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- Formal assessment reports should be completed using the template on ECT Manager against all of the Teachers' Standards including Part 2.
- The induction tutor makes the judgement in the formal assessment as to if the ECT is on track to meet the teachers standards at the end of induction, informing the head teacher of all decisions.
- Full guidance for progress formal assessments is available in the Xavier ECT Progress Review and Assessment Guide flip book in the induction tutor area on the website:
<https://www.tshub.xaviercet.org.uk/page/?title=Induction+Tutor+Area&pid=160>

Monitoring and support

A suitable monitoring and support programme must be in place for all ECTs that is structured to meet their professional development needs, (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- Regular one to one mentoring sessions, (weekly in year 1, fortnightly in year 2) from a designated mentor who has QTS and has the time and ability to carry out the role effectively.
- Support and guidance from an Induction tutor, who has the experience and time to carry out the role effectively.
- Observations of the ECTs teaching with written feedback provided.
- Professional reviews of progress conducted by the induction tutor/tutor against the Teachers' Standards.
- ECTs observation of experienced teachers, where effective practice has been identified.
- A programme of training that supports the Early Careers Framework
- Access to one of the three Early Career Framework training options.

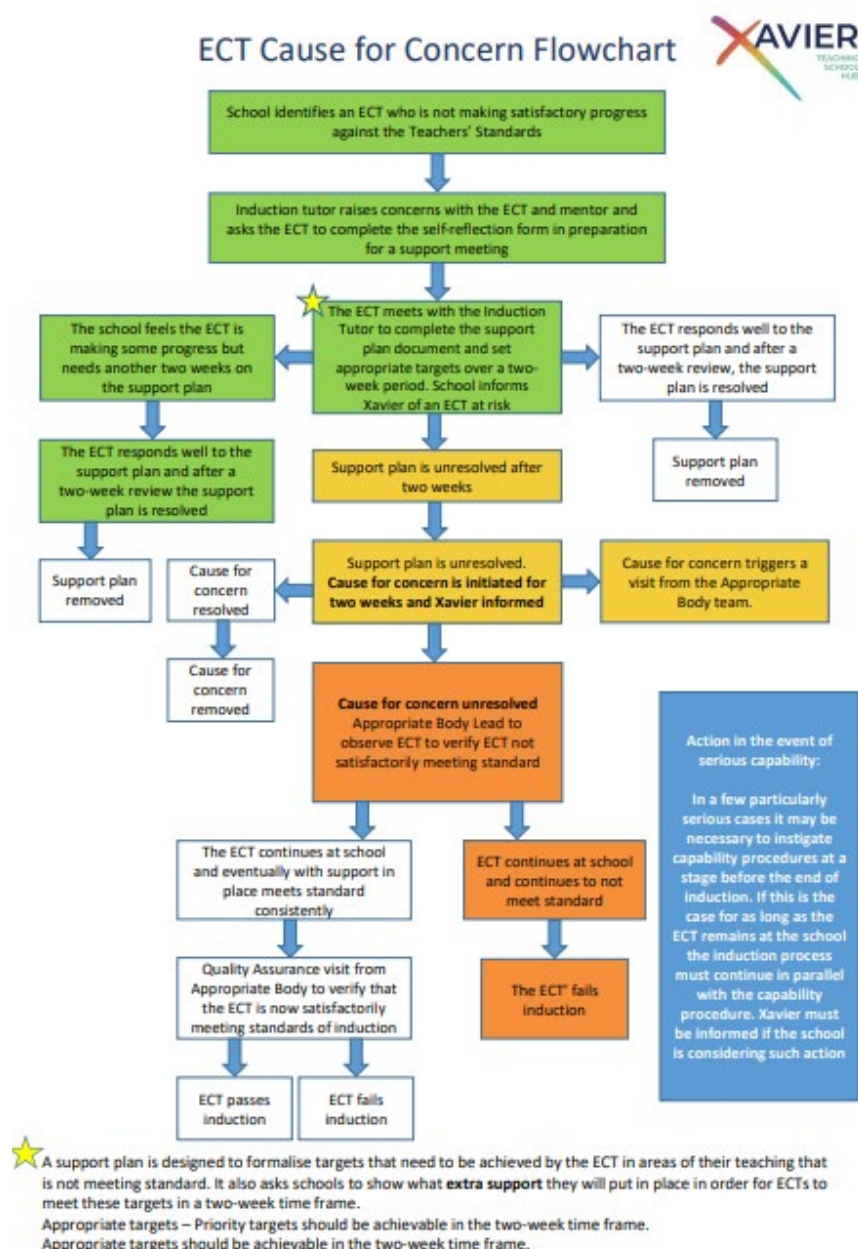
Putting in place additional monitoring and support

At Xavier, we are very proud of the exceptional support we offer our schools, through early intervention and transparent procedures, ECTs make excellent progress and where areas of development are identified.

- We aim to respond quickly and positively to enable ECTs to make good progress.
- Supporting schools and ECTs through our support plan and cause for concern procedure is a key role of Xavier Appropriate Body, our team endeavour to reply to emails within 24 hours, are always available on the phone or email and are able to make regular supportive and QA visits to schools.

Cause for concern

- Full details of the Xavier Cause for Concern and Support Plan procedures can be found in the following flow chart. All documentation and paperwork can be found on the Xavier Teaching School Hub secure members website, linked here.



- [Xavier Teaching School Hub - ECT support process \(xaviercet.org.uk\)](http://xaviercet.org.uk)
- [PowerPoint Presentation \(xaviercet.org.uk\)](http://xaviercet.org.uk)

Monitoring and support

Where the induction tutor determines at any point that the ECT is not making satisfactory progress against the Teachers' Standards, they should start the support plan process immediately, and share the support plan for the appropriate body to review. The induction tutor should also upload the support plan onto the ECT's profile on ECT Manager.

The induction tutor should ensure that additional monitoring and support measures are put in place immediately.

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. The headteacher and the appropriate body should be satisfied that:

- Induction tutors is familiar with the 'Early intervention flow diagram'
- Areas in which improvement is needed have been correctly identified and shared with the ECT in a transparent way.
- Appropriate targets have been set to guide the ECT towards satisfactory performance against the Teachers' Standards
- An effective support programme is in place to help the ECT improve their performance

If the ECT's progress is still unsatisfactory after a two week support plan, the Induction Tutor should inform Xavier who will support them to action next steps of support.

The induction tutor should record in the cause for concern documentation:

- The identified weaknesses
- The agreed targets previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- Details of additional monitoring and support put in place;
- The evidence used to inform the judgement

At review points, the progress review or assessment should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding Support plan.

Early intervention support



Info-gathering

- When a concern is raised the most important first step is to gather information that may help resolve the issues and understand the context. It may be worth considering:
- What do you know about the ECT's ITT training experience?
- If they are a ECT who has previous terms completed in a different school, have you read their previous reports
- Ensure reasonable adjustments are in place at the start of induction for any ECTS with health, mental health issues or neuro diversities.
- Has anyone discussed with them their prior experiences and the impact of these?
- What targets have they previously worked on? Did you receive a transition document from ITT training or looked at their previous AB reports (on ECT Manager) if they have joined you from another school?



Concerns

- What do you know about them? Homelife? Commitments out of school? What motivates them in their role?
- When you look at the list of concerns raised, can you objectively identify a main area of concern to focus on?
- With the information you have, does the concern appear to be valid? How can you avoid any assumptions?
- If so, is this a consistent issue or one which is a one off?
- What is the context of the concern? Challenges in class? Level of support from mentor?
- Who do you need to speak to first? Next? What information do you need?



Current

- Have informal hints and tips been ignored, does the ECT perceive themselves differently from others?
- Are the ECT and mentor both receiving their full entitlement as outlined for induction? How do you know?
- Is the ECT receiving the right support from the most appropriate member of staff? How do you know? How is the relationship between ECT and Mentor
- Do they have someone of the staff body they can talk to both personally and professionally?
- Is the ECT aware of the situation? If not why not?
- Are there any outside contributing factors which are inadvertently impacting the situation? Ofsted?
- Consider are there any quick wins? What can be changed? What can be tweaked? Where are the solutions?



Discussions

- Speak to the ECT/mentor in the order you consider most appropriate for the situation. This first conversation is key- How this conversation is approached is really influential on the effectiveness of the ECTs progress.
- Sometimes it is worth asking them to do a 'brain dump' of all the things that are on their mind beforehand and then using time in the first meeting to discuss and prioritise these together.
- Often it is your role here to bring clarity, if they could have help in only one area what would it be any why?
- What can they change, what can they influence and what do they need to accept?
- Which areas is it acceptable to just be 'good enough' in and which need more time and attention?
- Are you the right person to support the situation or do you need any outside support in areas you may need expert advice in?

Early intervention support



Support

- Ensure ECTs are not overwhelmed by the support and actually understand what is expected of them.
- What would make them feel supported and give them the confidence to move forward?
- Is there anyone in the wider school community who has the expertise and different perspective to help?
- How is the ECT helping themselves?
- How will you agree and informally note down the support discussed?
- Is there a shared belief by all that with support in place, the ECT has the ability to make progress?



Follow up

- When is it appropriate to follow up? Little and often? Leave for longer to allow the support to be embedded?
- What information will you need to acquire in preparation for this follow up meeting?
Facts/opinions?
- Who will be there and why?
- Facilitate an open discussion which encourages reflection and accountability on all parts
- Celebrate the progress made and thank everyone involved for their time commitment to this support.
- Outline any next steps if required



Next steps

- Is further support or monitoring required? If so, will this be informal or does it need formalising?
- Who will be involved? Who has had the most impact so far? Does the current support need reviewing?
- Is a support plan required? If so please contact s.hunter@xaviercet.org.uk to inform us and we will provide support through the next steps.
- Induction tutor to log onto the secure member area of the website and download the self-reflection document for the ECT to complete with their mentor. Induction tutor to look at the flow diagram and support plan details to support them with the next steps.

Supportive visits and QA

- Visiting ECTs and developing relationships with school is an important part of our role in supporting ECTs, mentors and Induction tutors. These visits are quality assurance to the school and the appropriate body to ensure:
- Schools are offering sufficient support to their ECTs and mentors where it has been identified that an ECT is not making sufficient progress and not on track to meet the Teachers' Standards.
- The support is appropriate for an early career teacher
- The support is recorded and measured correctly using measurable targets against the Teachers' Standards.

When we visit

- As part of the cause for concern procedure schools can request a supportive visit, where they have an ECT who has been on a support plan and they are concerned that adequate progress has not been made towards meeting the Teachers' Standards satisfactorily.
- We will select 10% of schools over the year to visit for quality assurance purposes.
- We aim to visit or meet induction tutors online who are new to role in year to support them with their understanding of their roles and responsibilities.
- Focus groups are organised over the year at different schools to engage stakeholders in quality and effect feedback

On the visit

- For an ECT supportive visit a joint observation will be completed against the Teachers' Standards by a qualified and experienced member of the Xavier team, to support the school.
- Please ensure that the ECT prepares a lesson plan before the lesson,
- The induction tutor or mentor is available to complete the joint observation and time is allowed for feedback and professional discussion after the lesson.
- After the visit
- You will receive a follow up email with a copy of the lesson observation and a feedback form to complete.
- Ongoing communication and support to ensure the consistent support for the school and the ECT.

Completing induction/ unsatisfactory progress

Completing the induction period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body and headteacher) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body and headteacher)
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body.

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

- Within 20 working days of receiving the headteacher's recommendation, the appropriate body must decide whether the ECT:
- Has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period
- Requires an extension of the induction period or
- Has failed to satisfactorily complete the induction period.
- In making this decision the appropriate body must take into account the headteacher's recommendation and all available evidence including any written representations from the ECT. If the headteacher recommends that an ECT has failed to satisfactorily complete the induction period, The Xavier Appropriate Body central team will review the evidence and communicate clearly with the school to work out the best possible outcome for the school and the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the TRA in the case of decisions to fail or extend the ECT's induction.

Completing induction/ unsatisfactory progress

- If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the TRA), and the deadline for appeals. The ECT must notify the TRA that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Raising Concerns (ECTs)

- An ECT or mentor should normally raise any concerns about their induction programme with their Induction Tutor or Headteacher in the first instance.
- If the matter is not resolved, the ECT may notify the named contact (Sophie Hunter) at the Appropriate Body who should, as soon as possible, investigate the issues raised.
- Further guidance, including details of the Xavier TSH Appropriate Body Complaints Policy, will be available on our secure members area (Appendix)

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

Completing induction/ unsatisfactory progress

- The TRA must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.
- The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Headteacher made in the formal assessment report and all available evidence. They will then notify the ECT and employing school of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:
- Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or requires an extension of the induction period; or has failed to satisfactorily complete the induction period. If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the Teaching Regulation Agency (TRA) within three working days.

Right of appeal to the Appeals Body

- If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working days of the decision to the Appeals Body, which is the TRA. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.

Failure to complete induction and dismissal. Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non- maintained special schools.. The employing school will normally dismiss an ECT who has failed induction:

Completing induction/ unsatisfactory progress

- Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or
- Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.
- Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.
- Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

Links to important docs

All documents can be found in the secure member area of our website, .

It is a requirement of registration with Xavier Teaching School Hub Appropriate Body that these documents are completed as a record of ECT induction. Please do not use documents from other Appropriate Bodies or documents developed in house.

ECTs are required to keep evidence of mentor meetings and lesson observations in order for them to be able to evidence the Teachers' Standards for their assessments. It is up to ECTs and induction tutors to decide how and where they would like to keep their records, this can be by keeping paper records or digital files. Please do not upload documents onto ECT Manager.

ECT Mentor meetings

It is important that interaction with mentors and ECTs is recorded and dated. We have created easy to use proforma which can be found within the secure members area on our website. [Xavier Teaching School Hub - Proformas \(xaviercet.org.uk\)](http://xaviercet.org.uk) here you will find;

- Observing other professionals
- Mentor observation form
- Mentor meeting record
- Discussion record form

Support plan and Cause for concern documentation

These documents should be used to support ECTs who have been identified as not making satisfactory against the Teachers' Standards. [Xavier Teaching School Hub - ECT support process \(xaviercet.org.uk\)](http://xaviercet.org.uk) here you will find;

- Self-reflection forms,

• Support plan documentation

- Cause for concern 1 and 2 documentation

Links to important docs

Progress reviews and assessments

All Progress reports and Assessments are autogenerated on ECT Manager, preparation proformas and full guide [Xavier Teaching School Hub - Progress Reviews and Assessments \(xaviercet.org.uk\)](https://xaviercet.org.uk/progress-reviews-and-assessments) here you will find;

- Progress review ECT self reflection
- Guidance for formal assessments

Fast track policy and documents [link](#)

Fast track reduced induction

In exceptional circumstances some ECTs who have considerable experience are able to reduce their induction. These ECTs need to make an application and they will be followed up by the Xavier ECF team individually.

[Xavier Teaching School Hub - Reduced Induction \(xaviercet.org.uk\)](https://xaviercet.org.uk/reduced-induction) here you will find.

- Sponsorship form
- Application form

Fidelity checking document

For ECTs who are using the DfE-accredited materials to deliver ECF-based training online (Core induction Programme or designing and delivering their own training programme based on the ECF (School Based induction Programme) All fidelity checking documentation will be send directly to the ECTs and Induction Tutors. Documents will be shared and stored on a CIP SharePoint linked here; Once registered CIP ECTS, Mentors and Induction tutors will be given access.

<https://salesianrcschool.sharepoint.com/sites/XavierCET/tshcip/>

Complaints

General Principles

As a general principle Xavier TSH Appropriate Body expects that complaints will be dealt with informally in the first instance. Many complaints can be dealt with quickly and effectively in this manner without the need to follow formal procedures. This complaints procedure has been designed with this in mind. The Xavier TSH Appropriate Body administration team can advise you on how to deal with your complaint and help to resolve it informally. If you do decide to make a complaint you should raise the matter constructively with your mentor and/or the Induction lead/tutor at your school in the first instance. If still dissatisfied you should seek to raise the matter in the manner detailed above.

Xavier TSH Appropriate Body is committed to providing a high quality service to its trainees and you are encouraged to let it know when there is cause for concern or a need for improvement. However, Xavier TSH Appropriate Body will not accept complaints which are frivolous (unfounded, trivial) or malicious (with vindictive motivation). Nor will Xavier TSH Appropriate Body accept complaints in relation to matters of policy and management that are under the active oversight of a properly-constituted Xavier TSH Appropriate Body governance body. The trainee complaints procedure is not an appropriate route for raising such issues.

You should be assured that no complainant will be disadvantaged by having raised a complaint. Privacy and confidentiality will be maintained in the handling of complaints except where disclosure is necessary to progress the complaint. It is Xavier TSH Appropriate Body expectation that the confidentiality of any documentation generated by a complaint will be respected by all parties.

Complaints

It is important to remember that complaints will not always produce the outcome preferred by the complainant. There may be a number of reasons for this, including lack of evidence to substantiate the complaint or the fact that circumstances beyond Xavier TSH Appropriate Body control may affect the level of service provided. However, whatever the decision, you will be informed of the result of your complaint in writing and will be provided with the reasons for the outcome.

A situation may arise where an initial complaint is made which requires further articulation before a reasonably focused investigation can be initiated. If the complainant does not supply a sufficiently detailed statement of complaint within a period of (normally) one month of Xavier TSH Appropriate Body request for clarification of the complaint, Xavier TSH Appropriate Body reserves the right to suspend further steps until/unless a statement of complaint is forthcoming which can serve as a basis for investigation.

Addressing concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Mentor, Lead or Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Xavier TSH Appropriate Body.

ECTs are also encouraged to contact their Professional Association for advice and support where any concerns about the support provided by the school.

Complaints

Your Name		
School Name		
Contact details		
Please give details of your complaint (adding extra pages if necessary):		
No.	Detail of issue	What action has been taken to resolve the matter and by whom?
1		
2		
3		
Etc		
What actions do you feel might resolve the problem at this stage? Are you attaching any paperwork? If so please give details		
Signature:		Date:
Date acknowledgement sent:		
By who:		
Complaint referred to:		
Action taken		
Date:		