



Appropriate Body

HANDBOOK

PROVIDER-LED PROGRAMME



Welcome

Welcome to the South West Institute for Teaching's Appropriate Body service. We are delighted to be supporting you and your ECTs through their two-year ECT induction. As a previous teacher and school leader, I am only too aware of the challenges that new teachers face coming into the profession and how integral key staff such as yourselves are in the experience that our ECTs have. I hope that we can work together to ensure that the next generation of ECTs are well supported and have the best start to their future teaching careers.

I am fortunate to work with an experienced team of leaders and administrators who will do all they can to support you on every step of this journey. Please do get in touch at any point with queries, concerns or feedback.

We very much look forward to working with you.



Jen Knowles
Director of Teaching School Hubs



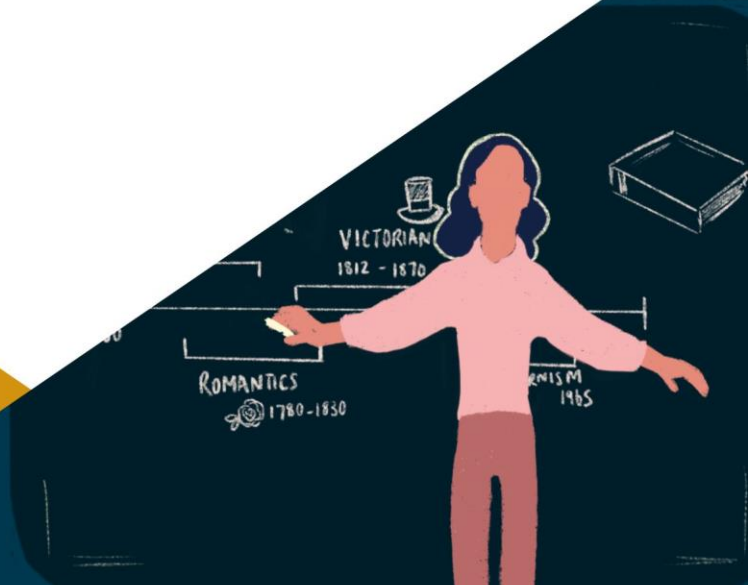


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Introduction to the SWIFT Appropriate Body Service

Statutory induction

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions. This includes all maintained schools and whilst it does not include academies, free schools or independent schools, induction may also be served in these settings.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

The programme should support the Early Career Teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF programme is not and should not be used as an assessment tool.

Appropriate Bodies play a key role in teacher induction through ensuring that ECTs receive their statutory entitlements in addition to checking that regard is had to the [amended DfE statutory guidance](#). They ensure that ECTs are fairly and consistently assessed and also check that ECTs are receiving a programme of support and training based on the ECF.

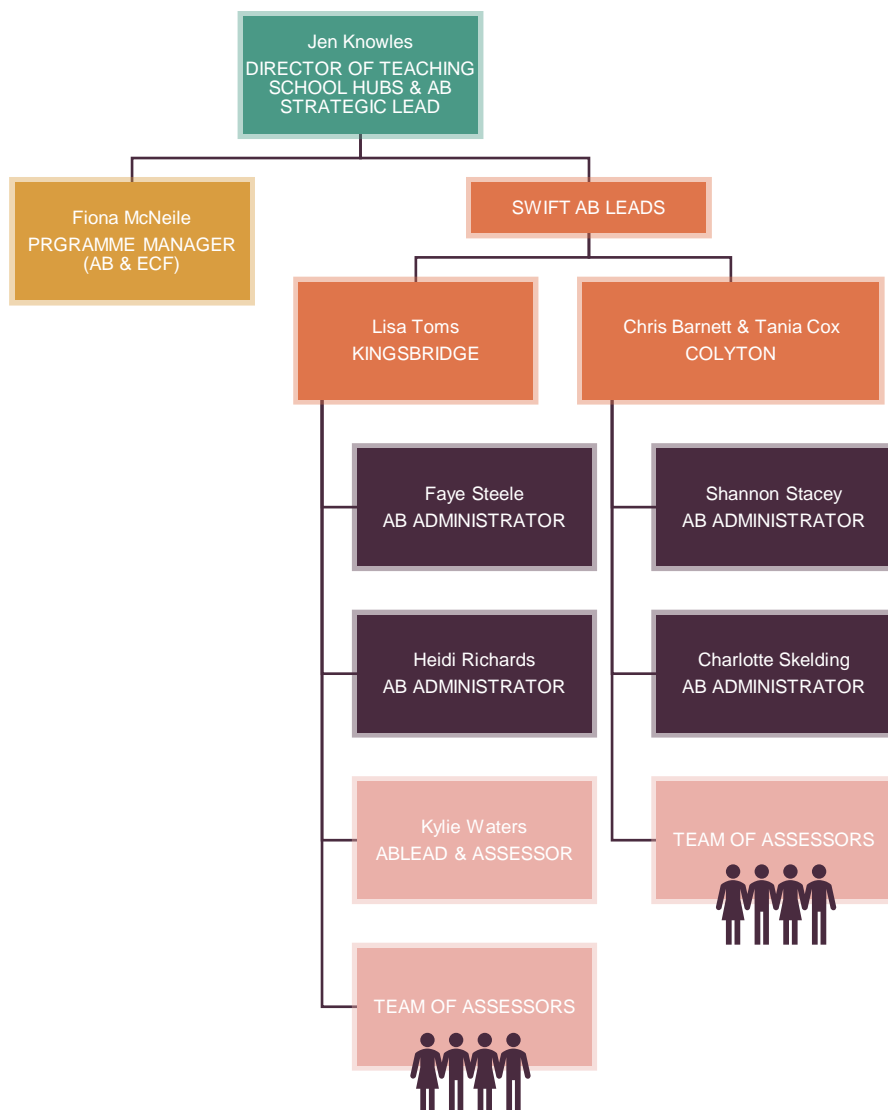
The SWIFT AB Service

The SWIFT Appropriate Body service (SWIFT AB) consists of two AB providers (SWIFT Colyton and SWIFT Kingsbridge) working together to support ECTs across Devon, Plymouth, Torbay and beyond. Schools are assigned to an AB based on their geographical location and/or MAT.

The SWIFT AB service includes:

- Centralised registration of ECTs across the region, with the Teaching Regulation Agency
- Centralised point of contact for all schools and ECTs
- Administration through ECT Manager online platform
- Direct support through the AB administration team
- Induction Tutor training and ECT welcome meetings, delivered through live webinars
- Fully comprehensive monitoring and reporting processes
- Termly ECT briefing
- Expert advice and knowledge regarding a school's statutory obligations for ECTs, including formal complaints or challenges
- An Induction Handbook with key information to support the induction process for Induction Tutors, Headteachers, Governors and ECTs
- Quality Assurance and expert review of assessment forms against the Teachers' Standards
- Monitoring visits and feedback should an ECT or school raise concern

Key contacts



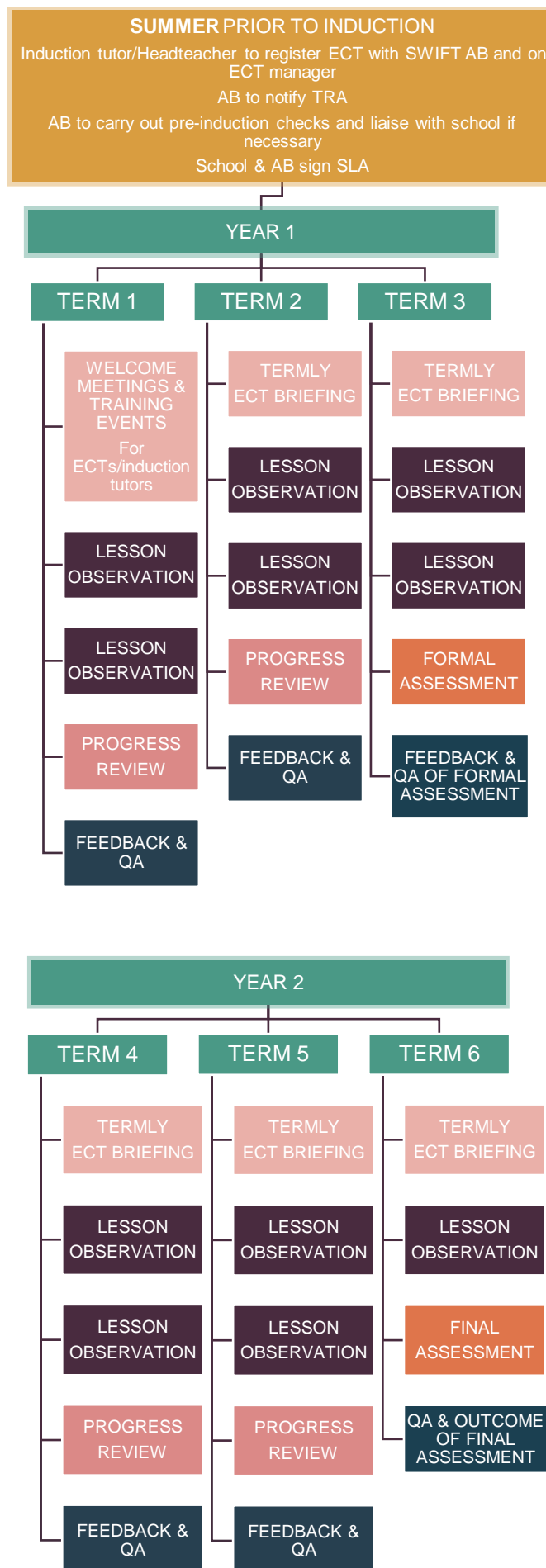
Contact details

SWIFT Kingsbridge AB email	kingsbridgeab@sw-ift.org.uk
SWIFT Colyton AB email	colytonab@sw-ift.org.uk
Website	www.sw-ift.org.uk/appropriate-body

Queries or concerns

Any queries can be raised via the Support Helpdesk page of the Help & Support menu once you are logged in to ECT Manager. You can 'submit a new support ticket' and know that your query will be answered promptly and efficiently. Alternatively, you can contact the Kingsbridge & Colyton AB Admin Leads via the email addresses above.

Key dates



Roles and responsibilities

Role	Responsibility
<p>Headteacher</p>	<ul style="list-style-type: none"> • Check that the ECT has been awarded QTS; • Clarify whether the teacher needs to serve an induction period or is exempt; • Ensure that the requirements for a suitable post for induction are met; (see page 11); • Appoint an induction tutor and ensure that the induction tutor has the ability and sufficient time to carry out their role effectively; • Appoint a mentor and ensure that the mentor has the ability and sufficient time to carry out their role effectively; • Ensure that an ECF-based induction programme is in place; • Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching; • Ensure that assessments are carried out and reports completed and submitted on ECT manager by deadlines given; • Maintain and retain accurate records of employment e.g. days of absence that will count towards the ECT induction period; • Make the Governing Body aware of the arrangements that have been put in place to support the ECTs serving induction; • Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension; • Participate appropriately in SWIFT AB's Quality Assurance procedures; • Ensure that an ECT Policy is in place and is regularly reviewed; • Alert the AB team in cases where an ECT may be at risk of not completing induction satisfactorily
<p>Induction Tutor</p>	<ul style="list-style-type: none"> • Register the ECT with SWIFT AB before they commence working at the school; • Attend the SWIFT Welcome Meeting in the Autumn term; • Provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary); • Carry out regular Progress Reviews throughout the induction period – refer to ECT Manager for submission dates; • Undertake two Formal Assessment meetings during the total induction period, coordinating input from other colleagues as appropriate; • Inform the ECT following Progress Review meetings of the determination of their progress against the Teachers' Standards and share the Progress Review records with the ECT, Headteacher and Appropriate Body; • Inform the ECT of the judgements to be recorded in the Formal Assessment record and invite the ECT to add their comments;

Role	Responsibility
	<ul style="list-style-type: none"> • Ensure that the ECT's teaching is observed half termly 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; • Inform the SWIFT AB of leavers, changes to contract, reasonable adjustments that are required for an ECT / Induction Tutor to access the service; • Notify the AB as soon as absence totals 30 days or more
ECT	<ul style="list-style-type: none"> • Provide evidence that they have QTS and are eligible to start induction; • Meet with the induction tutor pre-induction to discuss and agree priorities for their induction and how best to use their reduced timetable allowance to engage with the ECF programme; • Log in and familiarise with ECT Manager platform; • Attend SWIFT ECT AB welcome meeting; • Upload supporting evidence, two lessons observations per term to ECT Manager; • Raise any concerns with their induction tutor as soon as reasonably possible; • Email their named AB contact at an early stage if they have any concerns with their induction or any other difficulties in resolving issues with their induction tutor/institution
AB	<ul style="list-style-type: none"> • Check the school's plans for delivering a two-year ECF-based induction and verify that this has been received by the ECT; • Ensure that headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction; • Check that an ECT has a designated induction tutor and mentor and a reduced timetable in place; • Ensure that the monitoring, support, assessment and guidance procedures in place are fair and appropriate; • Ensure that where an ECT is experiencing difficulties, action is taken to address areas of performance that require further development and support; • Moderate assessments, provide QA and make the final pass/fail judgement, following recommendation from the Headteacher; • Ensure that where an institution is not fulfilling its responsibilities, contact is made to raise concerns; • Ensure that ECT records and assessment reports are maintained; • Provide the TRA with details of ECTs who have started, completed, require extensions or have left school partway through an induction period together with details of the type of induction an ECT is accessing.

Role	Responsibility
<p>Governing Body</p>	<ul style="list-style-type: none"> • Ensure compliance with the requirement to have regard to this guidance; • Ensure that the institution has the capacity to support the ECT; • Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction; • Investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures; • Seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; • Can request general reports on the progress of an ECT; • Work with the Headteacher to ensure that an ECT Policy is in place and regularly reviewed.

Pre-induction

A Suitable Post for 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. 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;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- 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.

Ensuring a reduced timetable

The Headteacher must ensure that an ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay scale and in the second year (terms 4-6) of induction must not teach more than 95%. This ensures that ECTs have time to access the activities in the ECF induction programme. This time off timetable is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

Determining the length of 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.

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 part-time and full-time ECTs) is a continuous employment equivalent to one term. This reflects the need for an ECT to work in a stable environment and receive a supported and pre-planned induction programme.

Length of the induction period for an ECT who works part-time

ECTs completing induction on a part-time basis will need to serve the full-time equivalent (FTE) of two full school years. Therefore, An ECT working part-time as a 0.5 FTE teacher will serve induction for four school years.

Registering ECTs for their induction

ECTs can be registered with the SWIFT Appropriate Body Service at any time throughout the academic year; but it is important that the following is completed as far in advance as possible:

1. Induction Tutor registers ECT on the DfE portal.
2. Induction Tutor contacts SWIFT to register ECT for a place on AB and ECF Programmes.
3. Induction Tutor registers ECT on ECT manager system. NB – If the school is new to SWIFT AB, logins for the ECT Manager system will be generated once step 2 is completed

Please note that Appropriate Bodies are unable to backdate induction start dates, so ECTs need to be registered promptly in order for the time to count towards induction.

Information sessions

Every September, SWIFT AB hosts a welcome meeting for ECTs and their induction tutors. This is mandatory for all new ECTs and their induction tutors. The AB team send out booking links for these meetings in early September.

In addition to the welcome meeting, SWIFT run ECT induction briefings to provide termly updates to induction tutors.

Lesson Observations

Lesson observations

An ECT's teaching is expected to be observed at least once every half term throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor or another suitable person who holds QTS from inside or outside the institution.

The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

The resources section of ECT manager contains two different lesson observation templates. Schools can use their own in-house template if preferred. Please ensure that any documentation is signed by hand by all parties and uploaded to ECT manager. **It is the responsibility of the ECT to ensure that all lesson observations are uploaded to the 'Documents' section of ECT Manager, within five days of the observation taking place.**

Uploading lesson observations to ECT Manager

Follow these steps to upload any documentation (lesson observations, review meeting notes, Personal Support Plans).

1. Navigate to the ECT's Overview page and locate the tab 'Documents' from the left-hand side menu.
2. Click on the Documents folder and then click to add a new file. You will need to create a folder and name it before adding the document.
3. Once created, you can add other files to that folder, and you can also create other folders to store documents such as meeting minutes or action plans.

Monitoring and assessing an ECT's progress

Expectations when Assessing Against the Teachers' Standards

All ECTs must have QTS when starting their two-year ECF-based induction period, therefore all ECTs will have successfully met the Teachers' Standards on completion of their PGCE or Teacher Training route. During their two-year induction, ECTs will be assessed against the same eight Teachers' Standards and therefore unless there is a cause for concern, the Appropriate Body would expect all ECTs to be marked as 'meeting' the eight Teachers' Standards by the end of Year 1. We appreciate that ECTs will be taking on a more substantive role in the classroom which may not have been experienced during their training period and so there may initially be certain Teachers' Standards that are marked as 'working towards' during the first and second progress review.

Progress Reviews

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled (the end of terms 1, 2, 4 and 5 for full time ECTs).

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the Induction Tutor 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.

Where the Induction Tutor believes the ECT is not making satisfactory progress, they should immediately contact the Appropriate Body and it is expected they outline the plan they have put in place to assist the ECT in getting back on track. Please refer to page 19.

Checklist for Completing Progress Reviews on ECT Manager

Please check that all actions on the checklist are completed before submitting a Progress Review to ECT Manager.

	✓ when completed
The Induction Tutor has completed all sections of the Progress Review	
<p>If the ECT is 'not on track', the Induction Tutor has:</p> <ul style="list-style-type: none"> a) Informed the ECT & the Appropriate Body. b) Completed a signed and dated PSP (Personal Support Plan) with the ECT and uploaded the PSP to ECT Manager (into the folder labelled 'Documents') <p>Please refer to page 19</p>	
The ECT has uploaded two lesson observations (one per half term) into the 'Documents' folder on ECT manager	
The ECT has observed two members of staff (one per half term) and this has been noted on the Progress Review.	
The ECT has added their comments to the Progress Review.	
The ECT & Induction Tutor have signed and dated the Progress Review	
If all of the above has been completed, the Induction Tutor is now ready to submit the Progress Review	

Formal Assessments

ECTs should have formal assessments carried out by either the Headteacher or the Induction Tutor.

ECTs should receive a formal assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6) if full-time. If the ECT is part-time, these will be completed pro-rata. Please refer to ECT manager for dates.

Formal assessments require the induction tutor to comments on the ECT's progress against each individual teacher standard and will be informed by the ECT observations and evidence from other staff members working with the ECT at the time of the assessment. To ensure evidence gathering is not burdensome for the ECT, formal assessments should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment.

Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF. ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the Induction Tutor, Headteacher and the ECT. These will be submitted electronically.

Final assessment

The final assessment meeting is at the end of the induction period and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory.

Within twenty 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 consider 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, a panel meeting will be held by the Appropriate Body in order to reach their decision.

Within five working days of receiving the Headteacher's recommendation, the Appropriate Body will write to the Headteacher and the ECT to notify them of the date and time of the panel meeting and invite them to submit any additional written evidence that they may wish to be considered by the panel. Any additional written evidence submitted by the school and by the ECT must be received by the Appropriate Body no later than one full working day in advance of the panel meeting.

The Headteacher and the ECT will be offered the opportunity to attend the panel meeting in order to present their respective cases. The Headteacher may be accompanied by a colleague (possibly the Induction Tutor) and the ECT may be accompanied and/or represented by their union representative. Attendance is optional but must be confirmed in advance no later than one full working day before the panel meeting.

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 within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the Appropriate Body decides to extend the period of induction or if 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 twenty working days, after which the right of appeal expires except in exceptional circumstances.

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.

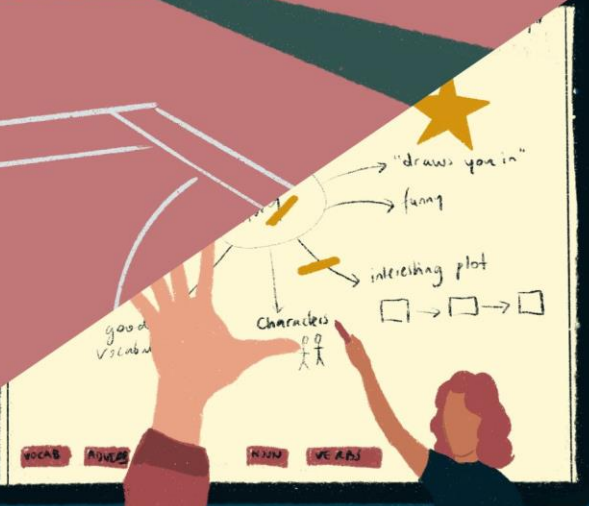
The TRA must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Interim Assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the Induction Tutor or Headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

Meeting Deadlines

Progress Reviews and Formal Assessments are available to complete from the first day of each term and the deadlines are clearly displayed on ECT Manager. We ask that you meet your deadlines by submitting the paperwork no later than the specified deadlines to allow the AB to fulfil their role in supporting you and your ECTs. If your ECT is on track, you are very welcome to work on the documents and submit them one week prior to the ECT Manager deadline.



Unsatisfactory Progress against the Teachers' Standards

If you are concerned that your ECT is at risk of not meeting the Teachers' Standards, please refer to figure 1

Figure 1: Procedure for Induction Tutors who have an ECT at risk of not meeting the Teachers' Standards

Alert the AB within 5 working days of the ECT being identified 'at risk of not meeting the teacher standards'

Colytonab@sw-ift.org.uk

Kingsbridgeab@sw-ift.org.uk

Or via the ECT Manager helpdesk

Meet with the ECT to explain he/she is 'not on track' to meet the Teacher Standards.

Complete a 6 week PSP (Personal Support Plan) with the ECT – ***A blank PSP form and PSP guidance can be found under the 'Resources' menu on ECT Manager.***

The ECT and Induction tutor must both hand sign the PSP to show that it is a document agreed by both parties.

Upload the PSP to the documents section on ECT Manager.

The PSP should be reviewed regularly during the 6-week period and should form the basis of lesson observations and weekly meetings. It can be added to throughout this period to make alterations/show progress made.

The Induction tutor should meet with the ECT at the end of the PSP to review progress made. If the ECT has made sufficient progress, they can move off the PSP. If insufficient progress has been made, a second PSP may need to be put into place. The reviewed PSP should be uploaded to ECT manager and the AB informed of the outcome.

The Appropriate Body will liaise with the school to arrange a Quality Assurance visit to provide support for all involved in the process.

For full guidance on completing the SWIFT PSP, please refer to the guidance document in the 'resources' section of ECT Manager. You must refer to this document before completing and uploading the PSP to ECT Manager.

Quality Assurance

The AB's role in quality assurance

As part of SWIFT's role as an Appropriate Body for ECT induction, we are required to quality assure the process of statutory induction and ensure that the assessment of ECTs is fair and consistent across all schools.

This role includes assuring our self that:

Headteachers/ Principals (and Governing Bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment;

an ECT receives a personalised induction programme, designated tutor support and a reduced timetable;

the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

SWIFT AB quality assure the ECT Induction process through a variety of ways, which will include:

Maintaining records of attendance by ECTs and Induction Tutors at mandatory Induction Training

Scrutiny of a percentage of progress reviews every term, including reports from all ECTs where a concern has been raised or when an ECT is at risk of not meeting the teacher standards

Scrutiny of completed formal ECT Assessment Forms from every ECT at both assessment points

Responding to requests for support from anyone involved in the process

Support / Quality Assurance visits to schools and provision of subsequent summary reports.

The use of questionnaires

Procedure for QA Visits following Formal Assessments and Progress Reviews

1. At each assessment point the moderation team will identify which ECTs require a visit from the AB Strategic Leads
2. SWIFT Administrator to contact schools to organise visits (Appendix 1a).
3. Strategic Leads to meet the ECT, Induction Tutor and Coordinator/ Head separately, then a brief meeting together at the end to summarise and agree/recommend actions.

Throughout the induction period, the Appropriate Body will also complete a range of randomly selected QA visits as part of a rolling programme of visits to schools with which SWIFT is working. The AB will visit 10% of these ECTs during their induction. Schools will be notified in advance if they have been randomly selected.

Procedure for QA Visits following a 'Cause for Concern' Alert

1. Administrator for ECT Manager to alert Strategic Leads that a concern has been raised.
2. Strategic Leads to review documentation on ECT Manager.
3. SWIFT Administrator to contact schools to organise visits (Appendix 1b).
4. Strategic Leads to meet the ECT, Induction Tutor and Coordinator/ Head separately, then a brief meeting together at the end to summarise and agree/recommend actions which will form the basis for a 'Personal Support Plan' for the ECT.

Following the QA Visit

1. Strategic Lead writes up the Record of Visit form within 48 hours of the visit. (Appendix 2)
2. A copy of the Record of Visit Form to be sent to SWIFT for internal QA. Responses, if required, need to be submitted to the strategic Lead within 48 hours.
3. Following feedback from SWIFT, any necessary changes are made before a copy of the Record of Visit form is sent to the SWIFT Administrator.
4. SWIFT Administrator sends copy of Record of Visit form to the school for agreeing and signing
5. SWIFT Administrator uploads Record of Visit to ECT Manager. Documents are visible to the School.

Special circumstances

Reduction of the Induction Period

Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, Appropriate Bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience. ***Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route. When considering a request for a reduction in induction, the Appropriate Body will carry out a QA visit and joint school/AB lesson observation with feedback.***

Extension of the Induction Period

The Appropriate Body has the option, when making its decision at the end of the induction period, to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The Appropriate Body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- issues around the support during induction; or
- where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.

Changes in contract

Schools may decide to change an ECT's contract from a fixed term contract to a permanent contract, or from part-time to full-time and vice-versa. At the point of such changes, the Induction Tutor must update ECT Manager with the contract changes and email the Appropriate Body with the name of the ECT, the contractual changes and the date of the contract change.

Changes in Induction tutor/headteacher

Induction tutors are able to add new tutors to the ECT Manager system by selecting 'add a new tutor'. ECTs can then be allocated as required. Please email the AB team if you need further support with this.

ECTs on cover contracts

An ECT on a long-term cover contract can partake in induction if they are planning for, teaching and assessing regular classes for a minimum of a full term. This can be on a full-time or a part-time basis. Please contact your AB team if you have any questions regarding calculation of the ECT's FTE.

ECT leaving the school prior to the end of induction

If an ECT leaves the school prior the end of the induction period, an interim report must be completed. If the ECT's end date falls at the end of a normal assessment period (progress review or formal assessment), the interim can be triggered through completion of the form.

If the ECT leaves the school mid-way through an assessment period, please contact the AB by email or through the helpdesk and the AB team will put in place an interim assessment for the school to complete

Please refer to page 17 for further guidance.

Procedure for ECTs concerned with induction

If an ECT is concerned about support or any part of the induction process, they should raise their concerns through the correct channels to ensure the issue is dealt with sensitively and resolved as quickly as possible. In the first instance the ECT should raise the concern with their Mentor who may be able to quickly resolve the matter. The Mentor must keep the Induction Tutor and ECT informed at all stages. The Mentor/Induction Tutor must follow up after the event to ensure the ECT is satisfied with the outcome.

For more serious issues, the Mentor may need to hand over directly to the Induction Tutor who will address the matter. A Senior Leader or Headteacher will only become involved should the matter not be resolved after all other steps have been taken. Headteachers should be kept informed of events/outcomes if necessary.

If the ECT has a concern regarding their Mentor, they must speak to their Induction Tutor and share their concerns as soon as possible.

If an ECT is not satisfied that the matter has been resolved internally and they feel they are not receiving the support they require to effectively complete their two-year induction period, they may approach the SWIFT AB for support. ECTs should email the relevant Hub Team, either Colyton or Kingsbridge TSH. The email is received by the relevant Appropriate Body Administrator and forwarded to the Appropriate Body Strategic Lead. All correspondence will be dealt with in a sensitive manner.

Escalation Procedures

In exceptional circumstances where the Appropriate Body has a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved within the school, this matter will be referred onto the governing body. If still unresolved, the AB will notify the Department for Education who will consider appropriate action on an individual basis. Please note that escalation to the Department for Education will only be taken when collaborative steps to ensure regard is had to statutory guidance has been exhausted.

Complaints Procedure

Should a school/college wish to make a complaint about the provision of the service, they should contact Fiona McNeile Fiona.McNeile@sw-ift.org.uk who will direct the complaint to the Director of Teaching School Hubs.



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.

Key Terms and Phrases

The most important Key Terms and Phrases that you might encounter with the Early Career Framework and Appropriate Body are outlined below.

ECF | Early Career Framework

A framework published by the Department for Education (DfE) listing what new teachers should know and know how to do.

ECT | Early Career Teacher

A teacher in their first two years after qualifying to teach. This term replaces the term NQT (Newly Qualified Teacher).

ECF Providers / Suppliers

Six national organisations have been commissioned by the DfE to provide funded training to support delivery of the ECF. SWIFT is working with Teach First.

There are three approaches schools can choose from to enable the delivery of an ECF-based induction:

Provider-Led Programme

A funded provider-led programme to implement the ECF. Schools register with one of the six Providers (see above) and the Provider delivers high-quality training for Early Career Teachers and their Mentors *

School using the DfE-accredited materials to deliver ECF-based training

Schools can draw on the professional development materials, available through the Gov.uk portal to deliver their own Early Career Teacher and Mentor training *

Schools designing and delivering their own training programme based on the ECF

Schools can elect to design and deliver their own ECF-based induction programme for Early Career Teachers *

*Please note the term "school using a training provider to deliver ECF-based training" or "provider-led programme" replaces the term "Full Induction Programme (FIP)"; the term "school using the DfE accredited materials to deliver ECF-based training" replaces the term "Core Induction Programme (CIP)"; and the term "school designing and delivering their own training programme based on the ECF" replaces the term "school based induction".

AB | Appropriate Body

The appointment of an Appropriate Body (AB) is a statutory requirement for the induction period for all ECTs. It is the Appropriate Body that makes the final decision as to whether an ECT has met the Teachers' Standards on the recommendation of the Headteacher/Principal in the school where they work.

Length of Induction

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.

Formal Assessments

There will be two formal assessment points, one midway through induction (end of year 1), and one at the end of the induction period. The expectations for the formal assessments will come directly from your Appropriate Body and will consist of the Induction Lead evaluating the ECT's progress against the Teaching Standards. The formal assessment completed at the end of Year 2 will state whether the ECT has passed, failed or requires an extension.

Interim Assessments

Where an ECT is leaving partway through an assessment period (and they've completed more than one term at a school) they will need to complete an interim assessment. This gives the ECT a more detailed report to take away with them and the new school more information about the ECT. The AB should be informed as far ahead in advance of the leaving date so that adjustments can be made to the ECT's record on ECT Manager and an interim assessment can be generated for completion before the ECT leaves.

Progress Reviews

There will also be regular progress reviews, to take place in each term where a formal assessment is not scheduled. It will not be a full review, but rather will state that the ECT is on track or that there are concerns.

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). Reduced periods can be agreed under exceptional circumstances as agree with the Appropriate Body.

Following the final assessment point in Year 2, if an Appropriate Body decides that an ECT's performance has satisfactorily met the relevant standards, then they have satisfactorily completed their induction period. If an Appropriate Body decides that an ECT's performance has not satisfactorily met the relevant standards, then the Appropriate Body must decide either to fail or extend the ECT's induction.

Appendices

The following appendices/documentation can be found in the Resources section of ECT Manager upon login. Logins are issued to Headteachers, Induction Tutors and ECTs.

Appendix 1a:	Letter to school to organise QA Visit following termly moderation
Appendix 1b:	Letter to school to organise QA Visit following 'Cause for Concern' alert
Appendix 2:	QA Visit AB Form (For AB only)
Appendix 3:	Record of Visit (will be shared with the school)
Appendix 3b:	Record of Visit exemplar
Appendix 4a:	Termly progress review template - example of online form - DO NOT COMPLETE
Appendix 4b:	Formal assessment template - example of online form - DO NOT COMPLETE
Appendix 4c:	Example blank lesson observation template
Appendix 4d:	Alternative blank lesson observation template
Appendix 5:	SWIFT AB Meeting minutes and action plan template
Appendix 6a:	Progress Review EXEMPLAR
Appendix 6b:	Formal Assessment EXEMPLAR
Appendix 7a:	Request for a Reduction in Induction

Other Documentation

- ❖ Guidance for supporting ECTs at risk of not meeting the Teachers' Standards
- ❖ Guidance for completing the Personal Support Plan (PSP)
- ❖ SWIFT AB Personal Support Plan (PSP) template
- ❖ Personal Support Plan (PSP) EXEMPLAR
- ❖ Statutory Guidance for ECTs commencing induction on or after 1 September 2021
- ❖ Statutory Guidance for NQTs who commenced induction PRIOR to 1 September 2021
- ❖ SWIFT ECF Fidelity checking form - Core Induction Programme (CIP)
- ❖ SWIFT ECF Fidelity checking form - School Based Programme (SBP)



Appropriate Body

www.sw-ift.org.uk/appropriate-body