



Exceed Appropriate Body Handbook

A Guide For Induction Tutors and Headteachers

This handbook is designed to offer clear and concise information to assist you in implementing the Early Career Teachers (ECTs) entitlement during their 2-year induction period. We hope this resource helps you ensure that your ECTs have the best possible start.

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Welcome & Introductions

Dear Colleagues,

Welcome to the Exceed Teaching School Hub Appropriate Body Service.

We are delighted to work alongside schools, trusts, Induction Tutors and Early Career Teachers (ECTs) throughout the statutory induction process. As an Appropriate Body, we provide independent oversight and quality assurance, ensuring that every ECT receives their full statutory entitlement, including appropriate support, professional development, mentoring and protected time to meet the requirements of induction.

At Exceed Teaching School Hub, we are committed to supporting schools and trusts to develop and retain a highly skilled teaching workforce. Through high-quality, evidence-informed professional development and robust induction processes, we work in partnership with schools to ensure ECTs are well supported to develop their practice, build confidence and make successful progress towards completing induction.

This handbook sets out the key responsibilities, processes and expectations for schools, Induction Tutors and ECTs. It is designed to provide a clear and practical guide to the Appropriate Body service and the entitlement and support ECTs should receive throughout their induction.

We look forward to working with you to ensure every ECT experiences a rigorous, supportive and successful induction.

Role of the Appropriate Body

Since September 2023, Teaching School Hubs have been the principal providers of Appropriate Body services. Exceed Teaching School Hub Appropriate Body ensures the quality and consistency of statutory induction for Early Career Teachers (ECTs), providing an impartial and fair service across all partner schools.

As directed by the Department for Education (DfE), the Appropriate Body is responsible for:

- **Final decisions:** Determining whether ECTs have met the Teachers' Standards, based on the headteacher's recommendation and supporting evidence.
- **Monitoring and review:** Reviewing termly progress reviews and formal assessments to ensure ECTs are progressing and statutory requirements are met.
- **Quality assurance:** Ensuring ECTs receive their statutory entitlement to appropriate support, training and professional development throughout induction.

- **Entitlement and fidelity checks:** Confirming that each school's induction provision is based on the Initial Teacher Training and Early Career Framework (ITTECF) and meets statutory guidance.
- **Support and intervention:** Working with ECTs, induction tutors and school leaders to address concerns and put appropriate support in place.

Statutory Guidance

In implementing a secure Early Career Teacher entitlement (ECTE), Headteachers and Induction Tutors should **all** be familiar with [Early Careers Induction Statutory Guidance \(from June 2026\)](#) to ensure the full ECTE is implemented and met throughout the induction period.

Early Career Teacher Entitlement (ECTE):

From September 2025, **Early Career Teacher Entitlement (ECTE)** replaced the terms *ECF-based training and ECF-based induction*. The new terminology more clearly reflects the comprehensive two-year period of support, training and professional development provided to ECTs at the start of their teaching career.

Underpinned by the **Initial Teacher Training and Early Career Framework (ITTECF)**, the ECTE is designed to strengthen classroom practice, build professional confidence and support long-term teacher retention by providing ECTs with the time, resources, guidance and professional learning they need to flourish.

The ECTE takes place over **two years*** and includes the following statutory entitlements:

- **Appropriate Body:** Registration with an Appropriate Body, with formal Assessment and Progress Reviews against the Teachers' Standards each term.
- **ECTE Training Programme:** Access to an ECTE training programme underpinned by the evidence base of the ITTECF. *ECTs cannot fail the training programme itself.*
- **Protected Time:** A 10% timetable reduction in Year 1 and 5% in Year 2.
- **Mentor and Induction Tutor:** A dedicated Mentor and Induction Tutor to provide guidance, support and professional development.
- **Feedback and Assessment:** Regular, developmental feedback linked to the Teachers' Standards, supported by termly assessments.
- **Observation Opportunities:** Opportunities to observe experienced teachers and learn from effective practice.
- **Individualised Support:** A tailored programme of mentoring and support, aligned with the ITTECF and responsive to the ECT's individual development needs.

*Subject to the statutory requirements and circumstances set out in the relevant induction guidance.

Quality Assurance

The Appropriate Body plays a vital role in assuring the quality of ECTE and ensuring that statutory induction requirements are met. As an Appropriate Body, Exceed provides independent oversight and quality assurance across all schools registered with our service.

In line with DfE guidance, Exceed may conduct a quality assurance visit where, for example, a school:

- Raises a concern about an ECT or an ECT raises concerns about their induction.
 - Has a change of Headteacher, Induction Tutor or Mentor.
 - Has multiple Induction Tutors or a large cohort of ECTs supported by a single Induction Tutor or Mentor.
 - Employs ECTs for the first time.
 - Uses a non-provider-led ITTECF/ECTE training route.
 - Has experienced difficulties with ECTs or induction in previous years.
 - Submits poor-quality Progress Reviews or Formal Assessments.
 - Has not engaged with Appropriate Body training, guidance or correspondence.
 - Receives an Ofsted judgement of *Requires Improvement* or *Inadequate*.
-
- Is selected as part of a random quality assurance sample.

In addition, Exceed is committed to a range of **proactive, supportive and collaborative quality assurance activities**, involving key stakeholders and designed to promote consistency, identify effective practice and ensure that every ECT receives their full entitlement. These activities are outlined in the table below.

Activity	Description	Timescale
Initial Virtual Induction Checks for: - New ECTs - New Induction Tutors	A supportive meeting with the ECT and Induction Tutor to ensure statutory entitlements, induction arrangements and programme expectations are understood and in place from the outset. The meeting also provides an opportunity to offer guidance, identify any emerging needs, and support ongoing monitoring, quality assurance and engagement with the Early Career Teacher	Term 1

- Schools new to the AB - Previous concerns have been raised	programme. Schools that appoint ECTs during the academic year will also receive a virtual induction meeting.	
Entitlement Check Surveys	Surveys completed by ECTs as part of their termly Progress Reviews and Assessments. In line with statutory guidance ECTs are asked: • Do you engage in an ITTECF based induction programme? • As part of your entitlement, do you have a reduced timetable in place? • Do you have a designated Induction Tutor? • Do you have a designated mentor? • Do you have regular mentoring sessions? • Have you had a formal lesson observation from your Induction Tutor this term? Responses to these can lead to further QA.	Termly by 100% of ECTs
In person Induction Visit	• Induction Visits may be conducted based on a list of 'triggers' (listed above) • Visits include a meeting with the Induction Tutor, ECT(s) and sometimes the mentor(s) • We will discuss each element of the ECT entitlement to triangulate evidence that it is being met • Every school receives a 'note of visit' where feedback and next steps are clearly outlined.	Targeted approach across the academic year. A combination of in-person and virtual visits will take place.
'Concerns Raised' Visit	A 'Concerns Raised' visit is likely to take place under three circumstances: • When a concern is raised by either an ECT, Induction Tutor or Headteacher • If an ECT is judged to be 'not on track' • When an ECT does not make sufficient progress against the Teachers' Standards • If an ECT is at risk of failing their induction	When appropriate throughout the academic year.

Ongoing Concerns Visit	Where an ECT has been on an Individual Recovery Plan (IRP) for an extended period, the Appropriate Body may arrange an in-person Ongoing Concerns Visit. • The nature of the visit will vary depending on the context, but will typically include: • Discussions with key stakeholders, including the Headteacher, Induction Tutor, ECT and, where appropriate, the Mentor. • A review of the IRP to ensure that the support remains appropriate and fit for purpose. • Where appropriate, a joint lesson observation with the Induction Tutor or Headteacher to quality assure the school's assessment of the ECT's progress. • The purpose of the visit is to review progress, evaluate the support in place and provide appropriate guidance to the school and ECT.	When appropriate throughout the academic year.
Assessment and Progress Reviews	All Progress Reviews and Assessments are reviewed, with a proportion selected for moderation. Assessments are reviewed by trained assessors and moderated by the Director or Deputy Director of the TSH. Following an assessment, an induction visit or concerns-raising visit may be arranged where appropriate. Assessments will be referred to the Director or Deputy Director of the TSH where there is: • An ECT comment that raises concerns. • Evidence that the ECT is not receiving their statutory entitlement. • Evidence that an ECT is not responding to an Individual Recovery Plan (IRP), or that concerns regarding competence are emerging.	Termly assessment points Assessments that fall outside of the termly intervals are all reviewed by the Director/Deputy Director of the TSH.
Reduction Induction Visit	A request to reduce an ECT's induction period may be considered where a school believes the ECT has already demonstrated that they meet the Teachers'	

	Standards and does not require the full two-year induction period. • The ECT must provide evidence demonstrating that they were meeting the Teachers' Standards before commencing induction. • The Appropriate Body (AB) will review the evidence and moderate the decision with the AB Panel and another AB • The school will be notified of the outcome through the Induction Reduction Request documentation. • All evidence and decisions relating to the reduction will be retained for quality assurance and review.	On request
Independent Evidence Review	If a recommendation for an ECT's induction outcome differs from the Appropriate Body judgement, an independent evidence review will be conducted by an advisory panel. The advisory panel will quality assure the evidence available from the school and Appropriate Body and make recommendations based on what they have reviewed.	On request
Fidelity Checks	Fidelity checks will take place if schools have not opted into a Provider Led Programme. If a school has opted to offering ECTs a programme using School-Led Materials or by developing their own programme based on the ITTECF. A fidelity check will occur in three stages: 1. Planning stage – before delivery commences 2. Review Point 1 – before the end of term 3. Review Point 2 – before the end of induction Following each visit, the school will receive a fidelity check form which includes feedback and recommendations for the school to take forward to ensure a quality induction for their ECTs.	This will be conducted if a school notifies us that they are not using the Provider Led Programme during ECT registration.

Roles and Responsibilities

The following key colleagues are involved in the implementation of ECT entitlement:

- Headteacher/Principal
- Induction Tutor
- Mentor
- Early Career Teacher (ECT)

Principal/Headteacher

Headteachers/Principals are responsible for ensuring that the ECTE provided to each ECT meets the requirements of the **DfE Statutory Induction Guidance**. They are required to:

- Have overall responsibility for the supervision, support and training of ECTs.
- Ensure each ECT receives an appropriate ECTE training programme, underpinned by the ITTECF.
- Appoint a suitably trained **Induction Tutor and Mentor** for each ECT.
- Ensure effective support is provided to any ECT causing concern, with areas for improvement clearly identified against the Teachers' Standards.
- Make recommendations to Exceed Appropriate Body regarding the ECT's successful completion of induction.
- Participate in Appropriate Body quality assurance activities.
- Read and sign all submitted ECT reports.
- Where an ECT joins part-way through induction, review previous reports to ensure appropriate support is provided.

Induction Tutor

Each ECT will be assigned an **Induction Tutor** who is an experienced teacher or leader with QTS. The Induction Tutor should not also be the ECT's Mentor. They are responsible for:

- Attending required training provided by Exceed Teaching School Hub.
- Monitoring ECT and Mentor engagement with the ECTE programme through the provider's platform.
- Ensuring each ECT's teaching is formally observed regularly, with feedback linked to the Teachers' Standards.
- Meeting with each ECT at least termly to review progress, discuss reports and retain signed records of meetings.
- Ensuring Progress Reviews and Formal Assessments are completed and submitted by the required deadlines.

- Reviewing previous reports when an ECT transfers into the school to inform appropriate support.
- Ensuring ECTs who are not making satisfactory progress have an **Individual Recovery Plan**, shared with the Appropriate Body in a timely manner.
- Working with the Headteacher to review the evidence supporting a recommendation where an ECT has not met the Teachers' Standards at the end of induction.
- Maintaining comprehensive records and evidence demonstrating the support provided to each ECT throughout induction.

Mentor

Each ECT will be assigned a **Mentor** who provides dedicated, ongoing support throughout induction. The Mentor should not normally also be the Induction Tutor*. They are expected to:

- Meet regularly with the ECT for structured mentoring and targeted feedback — **weekly in Year 1 and fortnightly in Year 2**.
- Schedule mentoring sessions within the ECT's contracted working hours.
- Provide effective, personalised support, including phase- or subject-specific mentoring and coaching.
- Work collaboratively with the ECT, Induction Tutor and other colleagues to support a high-quality induction.
- Identify and respond promptly to any concerns about the ECT's progress, providing appropriate additional support where required.

Exceptions to the separation of Mentor and Induction Tutor roles are set out in the DfE Statutory Induction Guidance.

Early Career Teachers

ECTs are expected to:

- Provide their employer with evidence of **QTS** and eligibility to undertake statutory induction.
- Meet with their Induction Tutor at the start of induction to agree priorities and how best to use their allocated ECT time.
- Engage professionally and proactively with their ECTE entitlement and support.
- Participate fully in the ECTE development programme, including mentoring and professional learning.

- Participate in scheduled observations, Progress Reviews and Formal Assessments.
- Retain copies of all Progress Review and Formal Assessment reports for their records.

Training and Support

Exceed Appropriate Body provides **mandatory annual training** for ECTs and Induction Tutors, alongside ongoing guidance and support throughout induction.

Key messages, policy updates and assessment guidance are shared through **half-termly newsletters**, with **Q&A drop-in sessions** offered at key points throughout the academic year. Exceed provides training and guidance for all stakeholders to support throughout induction. Sessions include:

Activity	Description	Timescale
Half-termly training sessions for Induction Tutors, covering key aspects of the induction process throughout the academic year.	HT1 – New Induction Tutor training HT2 – Preparing for Termly Reports HT3 - Managing and supporting ECTs causing concern HT4 - Managing special circumstances HT5 – Preparing for Standard and Final Assessments HT6 – Registration and Policy Updates Asynchronous catch-up materials are available for each session, enabling Induction Tutors to access key guidance and training if they are unable to attend live.	Dates shared annually
ECT Training	• Key policy and statutory guidance updates. • Assessment guidance and key information. • Key messages and reminders to support successful induction. • Opportunities for ECTs to provide feedback on the Appropriate Body service through a virtual survey.	Annually
Responsive Training	Following an induction visit, the Appropriate Body may recommend	As appropriate

	additional training or support for Induction Tutors and/or Mentors where appropriate.	
Q&A Drop In	Optional virtual drop-in sessions held at peak times during the academic year e.g. registration and assessment points.	Half termly

ECT Formal Assessments and Progress Reviews

Progress Reviews

Throughout induction, ECTs receive regular **Progress Reviews** against the Teachers' Standards. These are completed by the Induction Tutor in each term where a Formal Assessment does not take place.

Progress Reviews should draw on evidence from the ECT's practice, development and engagement with the ECTE. They should provide clear, constructive feedback, identify strengths and areas for development, and ensure there are no unexpected concerns ahead of the next Formal Assessment.

Formal Assessments:

There are two Formal Assessments during the two-year induction period:

- **Standard Assessment:** End of Year 1 (Term 3).
- **Final Assessment:** End of Year 2 (Term 6).

Formal Assessments provide the basis for the Headteacher's recommendation to the Appropriate Body on whether the ECT has met the Teachers' Standards and successfully completed induction.

At the **Standard Assessment**, each Teachers' Standard is assessed as **met, partially met or not met**. An ECT may partially meet or not meet one or more Standards at this stage.

At the **Final Assessment**, the ECT must have met **all Teachers' Standards** to successfully complete induction.

ECTs must have the opportunity to review and add reflective comments to their assessment in ECT Manager before it is submitted to the Appropriate Body. All assessments must be electronically signed by the **ECT, Induction Tutor and Headteacher**.

Reporting Timeline

The table below outlines the reporting requirements for a full-time ECT throughout the two-year induction period. **Terms are based on days taught rather than the academic calendar**, recognising that ECTs may begin induction at different points during the year.

Please note, part-time ECTs are required to complete a Progress Review for each term served where an assessment isn't due.

Progress Review 1	Term 1	Evidence against Teachers' Standards 1, 3 and 7 (250-300 words), detailing clear areas of development. Required to sign: Induction Tutor, ECT
Progress Review 2	Term 2	Evidence against Teachers' Standards 1, 3, 4 and 7 (250-300 words). Areas for development should be detailed at the end of the review. Required to sign: Induction Tutor, ECT
Standard Assessment	Term 3	Provide a concise, evidence-based summary of the ECT's strengths against each of the Teachers' Standards , drawing on a range of evidence from the assessment period. The report should clearly demonstrate the ECT's progress and impact on pupils' learning. Areas of development should also be detailed Required to sign: Headteacher, Induction Tutor, ECT
Progress Review 4	Term 4	A brief, evidence-based overview of the ECT's progress towards meeting the Teachers' Standards (approximately 250-300 words). The assessment should highlight key strengths, impact on practice and pupil outcomes, and progress made during the reporting period. Any areas for further development against the Teachers' Standards should be clearly identified at the end of the assessment, alongside appropriate next steps and support strategies. Required to sign: Induction Tutor, ECT
Progress Review 5	Term 5	
Final Assessment	Term 6	Provide a concise, evidence-based evaluation of the ECT's performance against each of the Teachers' Standards, drawing on evidence from across the induction period. The report should clearly demonstrate the ECT's progress, impact on

		pupils' learning, and consistent achievement of all Teachers' Standards. Any areas for further professional development should be identified at the end of the assessment. To successfully complete induction, the <i>ECT must have fully met all Teachers' Standards by the end of the induction period.</i>
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A step-by-step guide to completing Progress Reviews is available [here](#). Exemplar Progress Reviews can be found in the **Resources** section of ECT Manager.

Guidance on digitally signing assessments can be found [here](#). Exemplar Standard Assessments can be found in the 'Resources' area on your ECT Manager portal.

Part-Time ECTs

What to do if an ECT is part-time?

An ECT serving induction on a part-time basis must complete the full-time equivalent (FTE) of two full school years, based on a school year of three terms. For example, an ECT working at 0.5 FTE will normally take four school years to complete induction.

For further information, please see **page 21 of the** [Statutory Guidance](#).

When registering a part-time ECT on ECT Manager, please ensure their part-time status is recorded. If an ECT changes to part-time during induction, please notify the Appropriate Body so that their contract can be updated on ECT Manager.

The table below shows the expected induction timeline for an ECT working at 0.5 FTE.

Progress Review 1	Term 1	Evidence against <i>Teachers' Standards 1, 3 and 7</i> (250-300 words), detailing clear areas of development. Required to sign: Induction Tutor, ECT
Progress Review 2	Term 2	
Progress Review 3	Term 3	Evidence against <i>Teachers' Standards 1, 3, 4 and 7</i> (250-300 words). Areas for development should be detailed at the end of the review. Required to sign: Induction Tutor, ECT
Progress Review 4	Term 4	
Progress Review 5	Term 5	
Standard Assessment	Term 6	Provide a concise, evidence-based summary of the ECT's strengths against each of <i>the Teachers' Standards</i> , drawing on a range of evidence from the assessment period. The report should clearly

		demonstrate the ECT's progress and impact on pupils' learning. Areas of development should also be detailed Required to sign: Headteacher, Induction Tutor, ECT
Progress Review 6	Term 7	A brief, evidence-based overview of the ECT's progress towards meeting the Teachers' Standards (approximately 250-300 words). The assessment should highlight key strengths, impact on practice and pupil outcomes, and progress made during the reporting period. Any areas for further development against the Teachers' Standards should be clearly identified at the end of the assessment, alongside appropriate next steps and support strategies. Required to sign: Induction Tutor, ECT
Progress Review 7	Term 8	
Progress Review 8	Term 9	
Progress Review 9	Term 10	
Progress Review 10	Term 11	
Final Assessment	Term 12	Provide a concise, evidence-based evaluation of the ECT's performance against each of the Teachers' Standards, drawing on evidence from across the induction period. The report should clearly demonstrate the ECT's progress, impact on pupils' learning, and consistent achievement of all Teachers' Standards. Any areas for further professional development should be identified at the end of the assessment. To successfully complete induction, the <i>ECT must have fully met all Teachers' Standards by the end of the induction period.</i>

Concerns and Unsatisfactory Progress

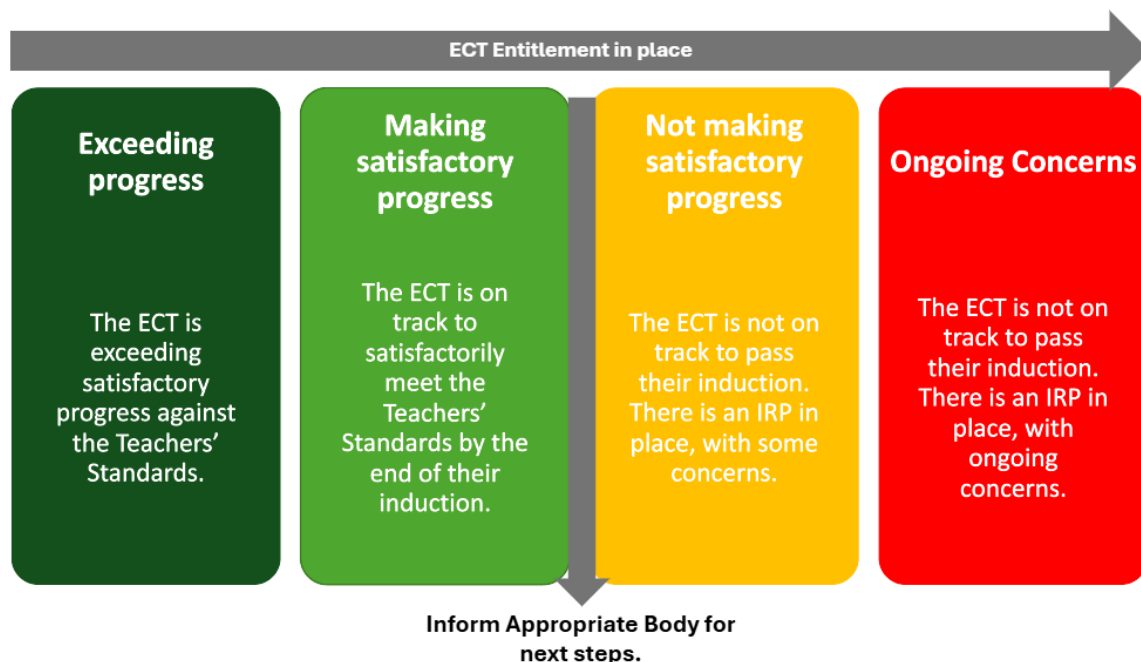
When an Induction Tutor or Headteacher has a concern

During the two-year statutory induction period, an Early Career Teacher (ECT) may require additional or more tailored support to complement their entitlement and enable them to make satisfactory progress towards meeting the Teachers' Standards.

A range of evidence may indicate that an ECT is not making the expected progress. Where concerns arise, the school should act promptly and notify the Appropriate Body (AB). An Individual Recovery Plan (IRP) should be put in place where appropriate to provide a clear and structured approach to supporting the ECT.

The IRP should identify the areas of concern, the support and development required, expected outcomes and timescales for reviewing progress. The ECT should be fully involved in the process and given appropriate opportunities to demonstrate improvement.

This section outlines the Appropriate Body procedures for supporting schools and ECTs where additional support is required to make satisfactory progress towards meeting the Teachers' Standards.



Important: ECTs should not be informed for the first time at an assessment point that they are not on track to meet the Teachers' Standards. Any concerns should be identified and communicated well in advance, with appropriate support, guidance, and opportunities provided to enable the ECT to make sustained progress towards meeting the Teachers' Standards.

Step 1. When a school identifies a lack of sufficient progress towards the Teachers' Standards with an ECT undertaking statutory induction, they should contact Exceed Teaching School Hub Appropriate Body.

The AB will support the school to determine whether:

A) Statutory entitlement and monitoring should continue

OR

B) Bespoke additional support is required through an Individual Recovery Plan

Tel: 01274 622002

Mobile: 07842 443613

Email: ab@exceedacademiustrust.co.uk

Step 2. If deemed appropriate, the school will be requested to provide additional support through an Individual Recovery Plan to provide tailored support in addition to the statutory entitlement.

The AB will advise, and quality assure an **Individual Recovery Plan (IRP)** being put into place with an identified start, mid and end point review date.

The Induction Tutor/Headteacher must meet with the ECT, to outline and discuss areas for development and set specific targets to be implemented within the IRP. IRPs should be signed by the Headteacher, Induction Tutor and ECT.

A 3–6-week timescale is recommended for the IRP, with a review at the halfway point. The IRP must be submitted to the AB to ensure it is fit for purpose prior to implementation. Example plans are available in ECT Manager's Resources.

The Appropriate Body may conduct a quality assurance visit during the IRP.

Please note: An Assessment/Progress Review cannot be submitted where the ECT is identified as 'not making satisfactory progress' without an IRP in place. This does not mean you need to wait until a reporting window for an IRP to be put in place.

Step 3. At the endpoint of the IRP, we recommend RAG rating (Red, Amber, Green) the targets set.

When reviewing the IRP, it should be decided if the ECT has made positive, some or no progress. Appropriate actions to take:

POSITIVE PROGRESS:	SOME PROGRESS:	LIMITED/NO PROGRESS:
If after the review date, the IRP has been effective and the ECT is on track to make satisfactory progress by the end of the induction period, no further action is needed. The school should make the AB aware.	If after the review date, the IRP has been effective in some areas and the ECT is deemed as making some progress towards their targets, the IRP should be amended accordingly. This should be submitted to the AB for approval with a new review date.	If after the review date, the IRP has been ineffective and the ECT remains not on track to make satisfactory progress, by the end of the induction period, a new IRP should be submitted with ongoing concerns. This will initiate an AB quality assurance visit (see Step 4).

Step 4. If the ECT has not responded satisfactorily to the IRP in place after ‘Step 3’, the school should inform the AB that there are **ongoing concerns**. At this stage context should always be taken into account when deciding next steps.

An extended IRP should be put in place. A further quality assurance visit may also occur which will include a joint lesson observation, to quality assure the judgements of the Induction Tutor. Wider evidence of ECT progress may be requested as part of this visit. The AB will work with the Headteacher and Induction Tutor to recommend next steps.

The ECT should be made aware of the implications of not meeting the standards.

Unsatisfactory Progress and Induction Outcomes

Schools and the Appropriate Body must maintain accurate records where an ECT is not making satisfactory progress. This should include meeting notes, decisions, judgements and any concerns or issues raised by the ECT. All relevant documentation should be retained in case of an appeal.

If an ECT has not met all the Teachers’ Standards at the end of their statutory induction, the Headteacher may request either:

- **An extension to induction** – extensions may be requested one term at a time.
- **A recommendation of failure** – an ECT who fails to successfully complete induction cannot be employed as a teacher in schools where statutory induction is mandatory and cannot repeat induction.

The Appropriate Body will quality assure the Headteacher’s recommendation and make the final decision on the outcome of the ECT’s induction.

If an ECT has a concern

An ECT should raise any concerns about their induction programme with their Induction Tutor/Headteacher in the first instance. If the matter is not resolved, the ECT may notify the Appropriate Body (see ‘Key Contacts’) who will investigate the issues raised.

HR processes alongside the ITTECF induction

Action in the event of serious capability problems

In a small number of cases, it may be necessary to commence formal capability procedures before the end of the induction period. This could result in the ECT’s dismissal before

induction is completed. Where this occurs, the statutory induction process **must** continue alongside the capability procedure for as long as the ECT remains employed at the institution.

The Appropriate Body must be informed if formal capability procedures are initiated. However, responsibility for managing capability procedures and making employment decisions rests solely with the employer. The role of the Appropriate Body is limited to monitoring and making decisions relating to the ECT's progress against the statutory induction requirements.

Dismissal on capability grounds before the completion of induction does not prevent an ECT from completing their induction at another institution. An ECT can only be judged to have failed induction once they have completed the full induction period and have been formally assessed against the Teachers' Standards.

All organisations operate their own HR policies and procedures. The example model below illustrates how HR processes may operate alongside the statutory induction process. Please note that any probationary arrangements, including their length and conditions, will vary according to the employer's policy.



	Term 1 Year 1	Term 2 Year 1	Term 3 Year 1	Term 1 Year 2	Term 2 Year 2	Term 3 Year 2	Term 1 Year 3
Statutory ECT Induction	Yes	Yes	Yes	Yes	Yes	Yes	No
Probation Policy*	Yes	Yes	No	No	No	No	No
Disciplinary Incl. Conduct	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes
Performance Management	No	No	No	No	No	No	Yes
Capability	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes

ECT Ceasing Employment or Changing Schools

If an ECT leaves your school, notify the Appropriate Body and update their details on the DfE's **Register Early Career Teachers (RECT) service**. An Interim Assessment must be completed by the Induction Tutor using the same process as a Standard Assessment (see above). The assessment will transfer with the ECT to support a smooth and effective transition to their new school.

Absence

At each assessment point, ECT absences must be recorded. The induction period is automatically extended when an ECT's absences total 30 days or more per year, excluding statutory maternity, paternity, shared parental, adoption, parental bereavement, carers or neonatal care leave.

If an ECT reaches 30 days' absence, inform the Appropriate Body. Outstanding assessments should be completed when the ECT returns to work. See the statutory guidance for further information on absence.

Extensions and Reductions

In certain circumstances, an ECT's induction period may need to be extended or, where appropriate, reduced. This may be due to factors such as absence, part-time working arrangements, or other exceptional circumstances.

Any proposed extension or reduction should be discussed with the Appropriate Body and agreed in line with the statutory requirements. Schools should keep appropriate records and ensure that the ECT is informed of any changes to their induction period.

For further information on extensions, reductions and special circumstances, please refer to the **Statutory Guidance**.

Certificate of successful completion of ECT induction

The ECT will need to access the TRA's system to print a PDF version of their certificate. They will need to log in onto the Teacher Self-Service Portal

(<https://teacherservices.education.gov.uk/SelfService/Login>). This portal provides teachers with access to their own records held on the database of qualified teachers in England (DQT). For any questions or queries regarding this, ECTs will need to email the TRA's Teacher Qualification Unit at qts.enquiries@education.gsi.gov.uk.

Registrations

How do I register an Early Career Teacher joining my school?

You can register a new Early Career Teacher to the Appropriate Body on ECT Manager by following this [step-by-step guide](#).

How do I register an ECT who has already started induction at another school?

ECTs may move schools during their induction period. Register the ECT-on-ECT Manager, including the terms already completed, previous employing school and Appropriate Body.

The Headteacher and Induction Tutor should review the ECT's previous induction reports to understand their progress against the Teachers' Standards and ensure a smooth transition. Additional support should be provided where appropriate following a change of setting.

What to do if there has been a change of Induction Tutor or Headteacher?

If there is a change of Induction Tutor or Headteacher, please notify the Appropriate Body via email. You will also need to update this on ECT Manager by following this [step-by-step guide](#), and record the change on the DfE service: [Register early career teachers – GOV.UK](#).

What to do if there has been a change of mentor?

Any new mentor appointments or changes to existing mentors must be updated via the DfE service: [Register early career teachers – GOV.UK](#). Individual ECT mentors are not recorded on ECT Manager. If your school accesses ITT/ECF-based training through Exceed, please also notify the ECT team of any mentor changes at ect@exceedacademiustrust.co.uk.

Appeals

If an ECT fails induction, or has their induction extended, the Appropriate Body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

Information on appeals can be found in our [Concerns, Complaints and Induction Appeals Guidance](#).

In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appeals-procedures>

As per our Service Level Agreement, the school is liable to meet all costs incurred if an ECT lodges an appeal with the TRA, against the Head Teacher and Appropriate Body decision.

Complaints

It is accepted that there may be times when complaints need to be made. In line with the policy of Exceed Academies Trust, Exceed Teaching School Hub endeavours to ensure that any concern or complaint is dealt with promptly, fairly and objectively.

In order for concerns/complaints to be dealt with quickly and effectively, it is important that they are raised as soon as practicable and in the most relevant manner.

If your complaint is related to the service you are receiving from the Appropriate Body Service of Teaching School Hub, you should follow the process in the [Exceed Academies Trust Complaints Policy](#).

Key Contacts

Appropriate Body administration & enquiries	ab@exceedacademiestrust.co.uk
Office telephone number	07842443613
ECT administration & general enquiries	ect@exceedacademiestrust.co.uk
Exceed Teaching School Hub	https://www.teachingschoolhub.co.uk

Named contact at the Appropriate Body

The Appropriate Body will also act as a mediator and offer confidential support to any ECT that requires intervention support. The named contact is Mehreen Ali. Where there is any cause for concern, the ECT should contact the Appropriate Body Lead in the first instance and only after the ECT has attempt to resolve any issues themselves.

Frequently Asked Questions

What to do if I do not know my login details for ECT Manager?

If you do not know your login details, please email the Appropriate Body and we can send you these.

What does a good assessment/Individual Recovery Plan (IRP) look like?

Exemplars of IRP and assessments can be found in the resources section on ECT Manager.

How often should an Induction Tutor observe an ECT?

At a minimum, we recommend Induction Tutors conduct half-termly observations against the Teachers' Standards. Best practice Induction Tutors are frequently present in an ECT's classroom, so they have an up-to-date understanding of their practice throughout an academic year.

When is my next report due? How can I access previous reports that have been reviewed?

To view all ECT assessment details you should go to the individual ECT profile. Upcoming and previous Assessments/Progress Reviews are listed below their personal details (see image below).

Induction Type: Two year ECF induction (starting on or after 1st Sept 2021)					
Status: Authorised			Completed FTE: 11 (inc. 9 previously)		
Teacher Ref No. (DfE): N/A			Contract FTE: 1		
Date QTS was Awarded: Not Eligible (Not Verified)			Remaining FTE: 0		
DOB: 01/11/2000			Reports Completed: 2		
Start Date of Induction Period: 05/09/2022			Next Report Due: 03/02/2023		
School: [12345] Demo School			Estimated End Date: 08/09/2023		
Tutor: AB TestHead - change			Number of Days Absence:		
			Year 1 - 0		
			Year 2 - 0		

Progress Reviews and Assessments					
No.	Type	FTE	Dates	Status	Actions
1	P	1	Start: 05/09/2022 End: 16/12/2022 Due: 24/11/2022	Reviewed	• Print
4	P	1	Start: 10/09/2022 End: 16/12/2022 Due: 28/11/2022	Reviewed	• Print
2	P	1	Start: 01/01/2023 End: 10/02/2023 Due: 03/02/2023	Overdue	• Fill In • Print

What should ECTs write in their comments section of their assessment?

Exemplar ECT comments can be found in the resources section in ECT Manager. [Resources \(ectmanager.com\)](https://ectmanager.com)

What to do if we have an acting Headteacher?

If you are an Acting Headteacher, please contact the Appropriate Body so we can enable permissions for you on our system.

What do I do if I recruit an ECT during the academic year?

If you recruit an ECT during the academic year, register them as a new ECT. You should ensure their start date reflects the date they commenced their employment with you. You can register a new Early Career Teacher to our Appropriate Body on ECT Manager by following this [step-by-step guide](#).

What do I do if my school isn't registered with your Appropriate Body?

To register your school with our Appropriate Body Service, follow this [guide](#).

Appendices

You can follow the following links to access key documents and guidance to support your role:

[ECT Manager User Manuals](#)

[Link to Service Level Agreement](#)

[National Appropriate Body Guidance for School \(From April 2024\)](#)

[The Early Career Framework Core Induction Programme and National Training Providers Teachers' Standards](#)