



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,

It is with great pleasure that we extend a warm welcome to the Exceed Teaching School Hub Appropriate Body Service. The mission of the Exceed Teaching School Hub is to facilitate schools and trusts in investing in their workforce, ensuring the retention of highly skilled teachers and leaders. This objective is achieved through signposting and delivering high-quality, evidence-based teacher development programmes. These programmes are thoughtfully designed to complement the internal support systems already in place within schools and trusts.

In fulfilling our remit, we offer:

- Initial teacher training as a partner to Exceed SCITT (<https://www.exceedscitt.co.uk>)
- Guidance for setting up induction (www.teachingschoolhub.co.uk/induction)
- Training and support based on the ITTECF for teachers in the first two years of their career via the Early Career Teacher Entitlement programme delivered in partnership with Ambition Institute (www.teachingschoolhub.co.uk/ect)
- An Appropriate Body service for the induction of early career teachers (www.teachingschoolhub.co.uk/ab)
- National Professional Qualifications for aspiring and experienced leaders (www.teachingschoolhub.co.uk/npq)
- A range of other training and support programmes (www.teachingschoolhub.co.uk/cpd [Exceed Academies Trust - English as an Additional Language \(EAL\) Hub](#))

Please remember, that we are here to support you by providing training opportunities and serving as a source of advice for any queries or concerns you may have.

Role of the Appropriate Body

As of September 2023, revised government reforms designated Teaching School Hubs as the principal providers of Appropriate Body Services. The responsibility of Exceed Teaching School Hub Appropriate Body is to guarantee the excellence of Early Career Teacher Entitlement (ECTE). This is achieved by delivering a service that is consistently high-quality, impartial and fair, across all partnered schools.

As directed by the DfE, an Appropriate Body has the following key roles:

- **Final Decision Making:** Involves conclusive judgements regarding whether ECTs have met the Teachers' Standards, based on recommendations provided by Headteacher's
- **Monitoring and Reviews:** Includes regular monitoring of ECT Termly Progress Reviews and Assessments throughout the Induction period to ensure progress and compliance
- **Quality Assurance:** Involves the responsibility to ensure that statutory ECT entitlement is being met, in terms of support and training during the induction process
- **Checks:** Conducting Entitlement & Fidelity Checks to support schools in providing ECTs with an ITTECF based induction, ensuring alignment with established guidelines
- **Support:** Collaborating with schools and their leadership to address issues arising during induction and ensuring relevant support mechanisms are implemented to aid ECTs in their development and success

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 \(from April 2025\)](#) to ensure the full ECTE is implemented and met throughout the induction period.

Early Career Teacher Entitlement (ECTE):

From September 2025, the term Early Career Teacher Entitlement (ECTE), has replaced the terms 'ECF-based training and induction' to more clearly capture what forms the two-year period of support and training for ECTs at the start of their career.

Grounded in the [ITTECF](#), the ECTE is designed to strengthen classroom practice, build professional confidence, and promote long-term teacher retention by giving new teachers the time, resources, and guidance they need to flourish as skilled, reflective practitioners.

The ECTE takes place over a 2-year period* and encompasses statutory aspects:

- **Appropriate Body:** All ECTs must be registered with an Appropriate Body and engage with formal Assessment and Progress Reviews against the Teachers' Standards every term
- **ECTE Training Programme:** All ECTs must access an ECTE Training Programme, underpinned by the evidence base of the ITTECF. Please note an ECT **cannot fail** this aspect of Induction
- **Classroom Time:** Receive 10% off-timetable in the first year of induction and 5% in the second year
- **Mentor and Induction Tutor:** Be assigned a dedicated Mentor and Induction Tutor for guidance and support
- **Feedback and Assessment:** Receive regular feedback linked to the Teachers' Standards through termly assessments
- **Observation Opportunities:** Have opportunities to observe more experienced teachers
- **Individualised Support:** Receive an individualised program of mentoring and support, directly linked to the ITTECF

Quality Assurance

The Appropriate Body plays a crucial role in ensuring the quality of the ECTE. We are responsible for verifying that the ECTE is fulfilled in the schools we work with.

At Exceed Appropriate Body Service, we are dedicated to maintaining high standards. To achieve this, we have committed to quality assuring all of the schools registered with our service. This commitment reflects our dedication to upholding the quality of ECTE in the schools we serve. The DfE recommends that Appropriate Bodies conduct quality assurance visits if a school:

- Raises a concern about an ECT

- An ECT raises concerns about their induction
- Has a change of Headteacher, Induction Tutor or mentor
- Has multiple Induction Tutors, or a single Induction Tutor or mentor for a large cohort of ECTs
- Has recently employed ECTs for the first time
- Opted for a non-provider led ECF induction training routes
- Experienced difficulties with ECTs or induction in recent years
- Submitted poor-quality progress reviews and formal assessment reports
- Has not engaged with training or correspondence provided by the Appropriate Body
- Received an Ofsted judgement of 'requires improvement' or 'inadequate'
- Is part of a random quality assurance sample

In addition, Exceed Teaching School Hub are committed to a range of quality assurance practises that are conducted in a supportive and collaborative manner, including key stakeholders. These are outlined in the table below.

Activity	Description	Timescale
Initial Induction Checks	<ul style="list-style-type: none"> • Check entitlement is in place for all ECTs employed • We meet with the Induction Tutor and discuss each element of the ECT entitlement. • Conducted by our AB Associates, the Director and the Deputy Director. • Intelligence from these inform visits throughout the academic year 	<p>Term 1</p> <p>Schools who recruit ECTs during the academic year will also receive a virtual meeting.</p>
Phone Calls	<ul style="list-style-type: none"> • Conducted throughout the academic year, in order to quality assure that mandatory entitlement is being met 	Termly
Entitlement Check Surveys	<p>Surveys completed by ECTs as part of their termly Progress Reviews and Assessments. In line with statutory guidance ECTs are asked:</p> <ul style="list-style-type: none"> • Do you engage in an ECF based induction programme? • As part of your entitlement, do 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? 	Termly by 100% of ECTs

	<ul style="list-style-type: none"> • Have you had a formal lesson observation from your Induction Tutor this term? <p>Responses to these can lead to further QA.</p>	
Induction Visit	<ul style="list-style-type: none"> • 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	<p>A 'Concerns Raised' visit is likely to take place under three circumstances:</p> <ul style="list-style-type: none"> • When a concern is raised by either an ECT, Induction Tutor or Headteacher • If an ECT is judged to be 'not on track' at a progress review or an assessment point • 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	<ul style="list-style-type: none"> • When an ECT has been on an Individual Recovery Plan (IRP) for an extended period of time. An in-person Ongoing Concerns Visit will take place. • An Ongoing Concerns Visit will vary dependent on the context • Most visits will include; discussions with all stakeholders (Headteacher, Induction Tutor, ECT and sometimes Mentor) • The Individual Recovery Plan is reviewed to ensure the support is fit for purpose • They can also involve a joint lesson observation of the ECT with the Induction Tutor/Headteacher to quality assure the judgment of the leaders in the school. 	When appropriate throughout the academic year.

<p>Assessment and Progress Reviews</p>	<ul style="list-style-type: none"> • All Progress Reviews and Assessments are reviewed with a proportion moderated. • Assessments are reviewed by trained assessors and moderated by the Director/Deputy Director of the TSH. • Following assessments, induction visits or 'concerns raised' visits may take place in schools. <p>Assessments are referred to the Director/Deputy Director of the TSH, in the following cases:</p> <ul style="list-style-type: none"> • ECT Comments that cause concern • Evidence that ECTs are not receiving their entitlement • Evidence that suggests ECTs are not responding to Individual Recovery Plans and competency issues are surfacing 	<p>Termly assessment points</p> <p>Assessments that fall outside of the termly intervals are all reviewed by the Director/Deputy Director of the TSH.</p>
<p>Reduction Induction Visit</p>	<ul style="list-style-type: none"> • Will take place if a school has requested that their ECT's induction finishes before their 2-year entitlement • The ECT will present evidence of how the ECT was meeting the Teachers' Standards prior to their induction commencing • The AB will consider the evidence and moderate their decision with another AB. • Schools will be informed of the outcome via our Induction Reduction Request documentation. • All evidence of the reduction will be saved for review. 	<p>On request</p>
<p>Independent Evidence Review</p>	<p>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.</p> <p>The advisory panel will quality assure the evidence available from the school and Appropriate Body and make recommendations based on what they have reviewed.</p>	<p>On request</p>

<p>Fidelity Checks</p>	<p>Fidelity checks will take place if schools have not opted into a Provider Led Programme.</p> <p>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:</p> <ol style="list-style-type: none"> 1. Planning stage – before delivery commences 2. Review Point 1 – before the end of term 3. Review Point 2 – before the end of induction <p>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.</p>	<p>This will be conducted if a school notifies us that they are not using the Provider Led Programme during ECT registration.</p>
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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 have the responsibility to ensure the ECTE provided for each ECT is in line with DfE Statutory Induction Guidance. In doing so, Headteachers/Principals are required to:

- Have overall responsibility for the supervision and training of ECTs
- Ensure an appropriate ECTE training programme, underpinned by the ITTECF, is provided for each ECT
- Allocate a suitably trained Induction Tutor and mentor to each ECT employed in their school
- Ensure an effective programme of support is in place for any ECT causing concern and that areas of improvement have been correctly identified against the Teachers' Standards.
- Give recommendations to Exceed Appropriate Body on an ECT's satisfactory completion of induction
- Participate appropriately in the Appropriate Body's quality assurance procedures
- Read and sign any submitted ECT reports
- When appointing an ECT part way through induction, read previous reports so that appropriate support can be provided

Induction Tutor

All ECTs will be assigned an Induction Tutor, who is an experienced Teacher/Leader who holds QTS (this should not be the mentor). Induction Tutors are required to:

- Attend training with Exceed Teaching School Hub
- Monitor the engagement of ECTs and mentors in the ECTE programme through the use of their provider's platform
- Ensure the teaching of each ECT is formally observed regularly, with feedback given against the Teachers' Standards
- Ensure the Induction Tutor meets (at least) termly with each ECT to share termly reports and that summary notes of these meetings are kept, signed, and shared

- Ensure that deadlines for Progress Reviews and Formal Assessments are met for each ECT
- Read previous reports of transferring ECTs so that appropriate support can be provided
- Ensure all ECTs who are not making satisfactory progress have an Individual Recovery Plan that is shared with the Appropriate Body in a timely manner
- Attend a meeting, with the Headteacher, to consider the evidence that supports the decision-making process when the final assessment form indicates that an ECT has not met the Teachers' Standards
- Be able to provide comprehensive records and evidence to a panel to demonstrate that the place of employment has done all it can to support an ECT through induction

Mentor

ECTs will be assigned a mentor (this should not be the Induction Tutor*). The mentor has an important role to play in supporting the ECT and are expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback (this is weekly in the ECT's first year and fortnightly in their second year)
- Schedule mentoring sessions to take place during contracted hours
- Provide effective support, including phase or subject specific mentoring and coaching
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality induction
- Take prompt, appropriate action if an ECT is having difficulties

**Details on exceptions can be found in the statutory guidance*

Early Career Teachers

Early Career Teachers are expected to:

- Provide evidence that they have QTS to their employer and are eligible to start induction
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities and how best to use their allocated ECT time
- Engage professionally and proactively in their entitlement
- Participate fully in the ECTE development programme

- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Keep copies of all assessment forms

Training and Support

Exceed Appropriate Body deliver mandatory annual training for ECTs and Induction Tutors. Key messages, policy updates and assessment information are communicated via half-termly newsletters. Additionally, we provide Q&A drop-in sessions at key points across the academic year.

Activity	Description	Timescale
Induction Tutor Training	<p>We deliver half-termly training sessions for Induction Tutors that cover the following topics:</p> <p>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</p> <p>Asynchronous catch-up materials are available for each session.</p>	Half-Termly
ECT Training	<p>Training for ECTs. This includes:</p> <ul style="list-style-type: none"> • Policy and statutory guidance updates • Assessment information • Key messages • Opportunity to offer feedback to the AB service via a virtual survey 	Annually
Responsive Training	<p>Following an Induction Visit the AB may recommend additional training and support for Induction Tutors/Mentors to engage in.</p>	As 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
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ECT Formal Assessments and Progress Reviews

Progress Reviews

During the induction period, Early Career Teachers (ECTs) will undergo a thorough assessment of their progress in meeting the Teachers' Standards. These assessments, conducted by the Induction Tutor, will occur regularly, specifically in each term where a formal assessment is not scheduled.

The purpose of Progress Reviews is to evaluate the ECTs' performance. These are informed by existing evidence of the ECTs' teaching abilities and are detailed enough to ensure that there are no unexpected issues approaching formal assessments. By providing comprehensive feedback, Progress Reviews aim to support ECTs in their professional development and help them meet the required Teachers' Standards effectively.

A step-by-step guide on Progress Reviews can be found [here](#). Exemplar Progress Reviews can be found in the 'Resources' area of your ECT Manager account

Formal Assessments

The assessment process for ECTs involves two key stages: a Standard Assessment in the final term of the first year (term 3) and a Final Assessment at the end of the second year of induction (term 6). All assessment forms the basis of the Headteacher's recommendation to the Appropriate Body regarding the ECT's satisfactory or unsatisfactory performance.

When completing a Standard Assessment, you must judge the ECTs progress against each of the Teachers' Standard as being 'met', 'partially met', or 'not met'. It's possible to partially meet or not meet some standards at this stage of induction. At the Final Assessment stage, all Teachers' Standards must be 'met' for the ECT to pass induction.

Once shared, the ECT must provide reflective comments via ECT Manager before the assessment is submitted to the Appropriate Body. All assessments must be signed electronically by the Induction Tutor, Headteacher and the ECT.

The table below outlines what to expect on a termly basis for a full time ECT over the two-year induction period. Please note, that the terms refer to days taught and are not specific to the academic calendar as ECTs are employed at different points.

Please note, part-time ECTs are required to complete a Progress Review for each term served where an assessment isn't due (For part-time ECTs please see pg. 13).

Progress Review 1	Term 1	Evidence for Teachers' Standards 1, 3 and 7(250-300 words). Areas for development should be detailed at the end of the review. Required to sign: Induction Tutor, ECT
Progress Review 2	Term 2	Evidence for 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	A brief paragraph outlining evidenced areas of strength for each of the Teachers' Standards. Areas for development against the Teachers' Standard should be detailed at the end of the assessment. Required to sign: Headteacher, Induction Tutor, ECT
Progress Review 4	Term 4	A brief overview of evidence of progress towards the Teachers' Standards (250-300 words). Areas for development against the Teachers' Standard should be detailed at the end of the assessment. Required to sign: Induction Tutor, ECT
Progress Review 5	Term 5	
Final Assessment	Term 6	A brief paragraph outlining evidenced areas of strength for each of the Teachers' Standards. Areas for development against the Teachers' Standard should be detailed at the end of the assessment. For ECTs to pass induction, every standard should be met. Required to sign: Headteacher, Induction Tutor, ECT

Guidance on digitally signing assessments can be found [here](#).

Exemplar Standard Assessments can be found in the 'Resources' area on your ECT Manager portal.

A step-by-step guide on completing Standard and Final Assessments can be found [here](#).

Exemplar Final Assessments can be found the 'Resources' area on your ECT Manager portal.

Part-Time ECTs

What to do if an ECT is part-time?

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years. For more information, please see page 21 of the [Statutory Guidance](#).

When registering a part-time ECT on ECT Manager you should ensure that this is noted. If an ECT changes to part-time, please email the Appropriate Body for their contract to be changed on ECT Manager.

The table below outlines what to expect on a termly basis for a part-time ECT over two years of induction for a colleague on a 0.5 contract.

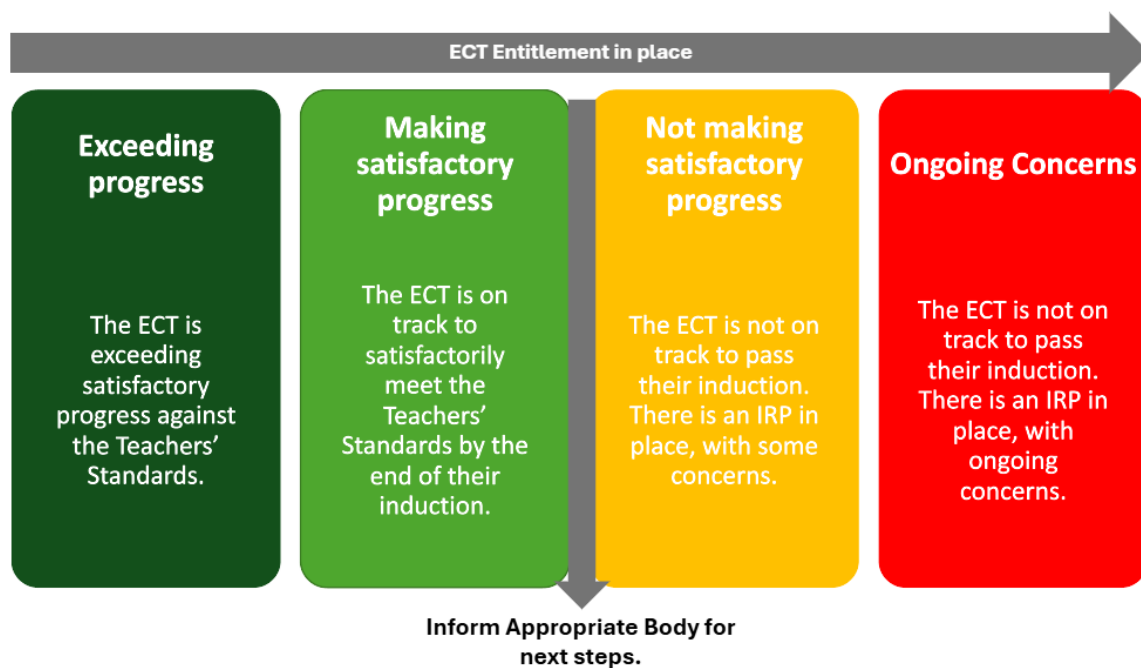
Progress Review 1	Term 1	Evidence for Teachers' Standards 1, 3 and 7(250-300 words). Areas for development should be detailed at the end of the review. Required to sign: Induction Tutor, ECT
Progress Review 2	Term 2	
Progress Review 3	Term 3	Evidence for Teachers' Standards 1, 3, 4 and 7(250-300 words). Areas for development should be detailed at the end of the review. Required to sign: Induction Tutor, ECT
Progress Review 4	Term 4	
Progress Review 5	Term 5	
Standard Assessment	Term 6	A brief paragraph outlining evidenced areas of strength for each of the Teachers' Standards. Areas for development against the Teachers' Standard should be detailed at the end of the assessment. Required to sign: Headteacher, Induction Tutor, ECT
Progress Review 6	Term 7	A brief overview of evidence of progress towards the Teachers' Standards (250-300 words). Areas for development against the Teachers' Standard should be detailed at the end of the assessment. 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	A brief paragraph outlining evidenced areas of strength for each of the Teachers' Standards. Areas for development against the Teachers' Standard should be detailed at the end of the assessment. For ECTs to pass induction, every standard should be met. Required to sign: Headteacher, Induction Tutor, ECT

Concerns and Unsatisfactory Progress

If an Induction Tutor/Headteacher has a concern

Within the 2-year statutory induction period Early Career Teachers (ECTs) may require more tailored support to complement their entitlement. In this instance an Individual Recovery Plan may be implemented.

A range of evidence may suggest that an Early Career Teacher (ECT) requires additional support to make adequate progress towards meeting the Teachers' Standards. In such cases, the Appropriate Body must be notified promptly, and an Individual Recovery Plan (IRP) should be put in place. This document provides an overview of our Appropriate Body procedures to support schools when an ECT needs additional help to make satisfactory progress against the Teachers' Standards.



Crucially, ECTs **should not** be informed that they are not on track when they receive their assessment point documentation. They should be made aware well in advance of any assessment point and receive adequate support to help them progress.

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

Email: ab@exceedacademiestrust.co.uk

Mobile: 07842 443613

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 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:

<p>POSITIVE 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.</p>	<p>SOME PROGRESS: 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.</p>	<p>LIMITED/NO PROGRESS: 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).</p>
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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.

Both schools and the Appropriate Body must maintain accurate records if an ECT is not making satisfactory progress. This includes meeting minutes, decisions, judgements, and ECT-raised issues. All documentation is needed in the case of an appeal.

If an ECT fails to meet all of the Teachers’ Standards at the end of their statutory induction, the Headteacher will request:

- A. An extension to induction – extensions can be requested 1 term at a time
- OR
- B. Failure to induction - failure to successfully complete an induction period will prevent the ECT being employed as a teacher in any school where statutory induction is mandatory and nor are they able to repeat induction.

The Appropriate Body will quality assure the decision made by the Headteacher and make the final decision as to the outcome of the 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 ECF induction

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The Appropriate Body should be informed however it is the employer that has a responsibility to manage its capability procedures and decisions relating to the outcome of these. **The role of the Appropriate Body relates only to the ECT's performance in relation to induction.**

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

All organisations have their own policies and processes relating to HR. An example model of the way in which HR processes work alongside ECT Induction can be seen below. Please note, the length and conditions of the probationary period will vary according to the 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 is leaving your school, you should notify the Appropriate Body. An Interim Assessment will be initiated to be completed by the Induction Tutor. An Interim Assessment is the same process as completing a Standard Assessment (please see section above). This will accompany the ECT to their new place of employment to enable them a smooth and supportive transition in their induction.

Absence

The induction period is automatically extended when an ECT's absences total 30 days or more per year (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, carer's leave, or neonatal care leave).

If an ECT reaches 30 days of absence, you should inform the Appropriate Body. Any outstanding assessments should not be made until the ECT returns to work. The statutory guidance contains further information on absence.

Extensions and Reductions

In some circumstances, it may be necessary to alter the length of the induction period. For guidance on special circumstances please see 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?

It is common for ECTs to move schools during their induction period. You will need to register the ECT on ECT Manager and complete information on the number of terms previously completed, the previous employing school and Appropriate Body.

If ECTs are part way through induction, it is essential for the Headteacher and Induction Tutor should read prior reports completed during Induction to ensure they understand the ECTs progress against the Teachers' Standards to date and can ensure a seamless transition. It may be appropriate for additional support to be put in place due to 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 inform the Appropriate Body via email. You will also need to change this on ECT Manager by following this [step-by-step guide](#).

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

New mentors should be registered on the DfE portal. Individual ECT mentors are not registered on ECT Manager. Additionally, if you access the ITTECF based training with Exceed, please notify our ECT team with any changes (ect@exceedacademiestrust.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	01274 622002
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 \(ectmanager.com\)](#)

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](#)