

## Accredited Appropriate Body for Primary and Secondary Early Career Teachers

PLN has been an Appropriate Body for NQT Induction since 2013 supporting both primary and secondary NQTs. This service will continue from September 2021 in partnership with Saffron Teaching School Hub to support your Early Career Teachers (ECTs) over their two year induction.

### Registering ECTs

- You are able to register your ECTs as soon as they are appointed
- Our role as the appropriate body, is to quality-assure the induction process.
- If you wish PLN in partnership with STSH to be the appropriate body for your ECTs, please register your intent by completing the form below.
- Please inform Caroline Duncombe ([adminPLN@lyonshall.org.uk](mailto:adminPLN@lyonshall.org.uk)) as soon as an ECT is appointed if you wish PLN/STSH to be the appropriate body.
- We shall need evidence that the ECT has achieved QTS prior to beginning the induction process.
- We shall need to Quality Assure your Early Career Framework delivery route prior to beginning the induction process.
- We will then determine the start date for induction and contact you and your newly appointed teacher, to ensure that you are fully aware of the process.

**Costs** The charge for the 2 Year Induction service for each ECT is **£150** in Year 1 and **£150** in Year 2 (or £60 per term)

### The Induction Service

- Registration of the ECT and returns to the TRA
- Fidelity Checking of ECF route (an additional cost for schools choosing NOT to follow the Full Induction Package)
- Induction Tutor/Mentor Training
- Quality-assuring the process of your in-school support
- Providing termly progress check documents
- Monitoring termly progress check reports to identify ECTs requiring additional support
- Providing or brokering external support if required
- Providing formal end of Year 1 and Year 2 assessment documents.
- Monitoring of all end of Year 1 and Year 2 reports for ECTs.
- Making the final decision as to whether or not an ECT's performance, against the relevant standards, is satisfactory, drawing on the recommendation of the headteacher.

### Joint responsibility

The DfE guidance makes it clear that partnership between the headteacher and appropriate body is important as there is a joint responsibility to ensure that each ECT experiences a high quality, supportive induction year. A designated Induction Tutor must be provided by your school for each ECT and a 90% timetable plus additional 10% PPA time must be provided in Year 1 with a 95% timetable plus additional 10% PPA in Year 2. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to

meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.

The headteacher should also identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

### Early Career Framework

**From September 2021, appropriate bodies will be expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF).**

Schools will be expected to opt for one of three approaches to delivery of an ECF-based induction:

- **Full Induction Programme:** a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials.
- **Core Induction Programme:** schools can draw on the content of the high quality professional development materials accredited by the DfE to deliver their own early career teacher and mentor support.
- **School-based programme:** school can design and deliver their own induction programme, based on the early career framework.

### Early Career Framework Responsibilities

- **Appropriate body:** check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- **Headteacher:** ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- **Induction tutor:** support the headteacher in planning an ECF-based induction as required. Ensure that mentor and ECT are aware of the plans for an ECF-based induction.
- **Mentor:** work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

**Schools that choose the Core Induction or School-based programme will be subject, at additional cost, to a "ECF Fidelity check" to ensure quality of the planned programme.**

### Assessment of ECT performance

- Headteachers will need to assess an ECT's performance at the end of their induction period using the Teachers' Standards.
- Brief progress checks will be carried out by the Induction Tutor and sent to the Appropriate Body termly. We shall provide forms to facilitate this process.
- You will need to make a formal assessment at the end of Year 1 and Year 2. Copies of the assessments must be sent to the Appropriate Body. We shall provide forms to facilitate this process. Adherence to confidentiality and data protection requirements will be ensured.
- As the appropriate body we will make the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on your recommendation

as the Headteacher. The Teaching Regulation Agency will then be informed of the outcome within a strict time frame.

### **Additional support for ECTs**

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

The first monitoring visit is included in the charge for the Induction Service. We will be available to provide the equivalent of 2 days SLE support or broker additional support for your ECT. As an appropriate body it will be our responsibility to quality-assure the further development and support that is offered to your ECT. If an ECT requires additional time to complete their induction or if the ECT fails to complete their induction adequately, as an appropriate body we will inform the ECT of their right of appeal.

### **Completing the induction period**

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience (see Statutory Guidance); or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body); or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body.
- The appropriate body makes the final decision as to whether or not an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the headteacher.

### **Verity Boreham**

Professional Learning Director  
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### **Caroline Duncombe**

ECT Administrator  
E: [adminPLN@lyonshall.org.uk](mailto:adminPLN@lyonshall.org.uk)

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## Registration

Please return the details below to Caroline Duncombe ([adminPLN@lyonshall.org.uk](mailto:adminPLN@lyonshall.org.uk))

We wish to register our ECTs with PLN/STSH Appropriate body

**School:** \_\_\_\_\_

**Name of Headteacher :** \_\_\_\_\_

### School Contact

**Telephone number:** \_\_\_\_\_ **e mail address:** \_\_\_\_\_

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