



Department  
for Education

# **Appropriate bodies guidance: induction and the early career framework**

**April 2024**

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# 1. Summary

This guidance contains non-statutory recommendations and suggestions for good practice, outlining what appropriate bodies ‘may’ or ‘can’ do where they have discretion over how they operate and implement the requirements of legislation and expectations of the [statutory guidance on induction](#) for early career teachers.

## 1.1 Legislation this publication refers to

Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as ‘the Regulations’).

## 1.2 Who this publication is for

This guidance is for appropriate bodies:

- Teaching school hubs
- Local authorities (whilst they are able to act as appropriate bodies, see [Who can be an appropriate body?](#))
- Other organisations which the Secretary of State has determined can act in this role

## 1.3 Document history

This guidance was previously updated in April 2023 with changes coming into effect from September 2023. The following key changes were set out at that time and are still current:

- There are changes to those organisations that can operate as an appropriate body. From September 2023 local authorities will no longer be listed as appropriate bodies. During a transitional period from 1 September 2023 until 31 August 2024, local authorities can only continue to act as appropriate bodies in a limited capacity where the local authority was acting as an appropriate body for an institution immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023 (see [Who can be an appropriate body](#)).
- ECT and mentor sessions are expected to be timetabled during teaching hours however in exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time (see [Mentors](#)).

- Where appropriate bodies have concerns that the expected monitoring and support, and the coordination of assessment of an ECT is not being conducted effectively by an induction tutor due to insufficient time, they are expected to raise concerns with the headteacher and clarify expectations (see [Induction tutors](#)).
- The default expectation is that all ECTs complete a full two-year induction, not only to allow them time to demonstrate that they have met the Teachers' Standards, but also to allow them to benefit from two years of reduced timetable. Time off timetable allows ECTs to apply their training, study and mentoring to their teaching practice and to develop their skills without the pressures of a full timetable (see [Reductions to induction](#)).
- A list of circumstances appropriate bodies may factor in when planning how to prioritise quality assurance checks across their registered schools has been included (see [Support during induction](#)).
- Where the appropriate body chooses to work with partners, the appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction; making direct decisions in every case concerning the suitability of post and institutions; taking appropriate action where schools are not complying with requirements or actions taken to support ECT's progress and; maintaining oversight of and accountability for all activities undertaken by third parties (see [Appropriate bodies and working with third parties](#)).
- Where an appropriate body is due to cease operating, it should be aware of its responsibilities in relation to induction data and records, and consider additional communication and collaboration wherever appropriate to support the schools they work with and to ensure a smooth transition for any ECTs who will experience a change of appropriate body during their induction (see [Ceasing operations as an appropriate body](#)).
- Schools using the DfE-accredited materials to offer their own ECF-based induction should select only one set of materials as the basis of their programme, and register with the DfE's online service here to access their chosen DfE-accredited materials: [Manage training for early career teachers](#) (see [Step 2: Review the school's plan prior to the start of induction](#) and Annex A).
- Where an appropriate body has fidelity checked a school for a full two-year induction cycle, is satisfied that the school has offered an ECF-based induction and is confident in the quality and consistency of the offered ECF-based induction then the appropriate body may not need to review the school's ECF training plan again at the 'prior to the start of induction point' in the next two-year induction cycle. Appropriate bodies are still recommended

to formally check ECF-fidelity at the review points (see [ECF fidelity checks for schools that have completed a full two-year induction programme](#)).

- Schools are expected to provide appropriate bodies with copies of all progress reviews (see [progress reviews](#) and Annex D).
- In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher is still expected to complete an interim assessment report and provide a copy to the ECT and appropriate body (see [Interim assessments](#)).
- A development targets question has now been added to the progress review forms provided in this document (see Annex D).
- 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”.

## 1.4 What’s new from April 2024

This guidance has been updated since the previous version (issued April 2023). The following clarifications to existing guidance have been made regarding:

- arrangements for full and part time ECTs who leave a contract of employment mid-term including how to calculate induction served and when to schedule progress reviews and assessments (see [ECTs transferring during induction](#))
- the role of induction and appropriate bodies in relation to performance management, reference to the existing exemption from appraisal during induction and examples clarifying the boundaries of appropriate body’s role where HR processes run alongside induction (See [Supporting schools with struggling ECTs](#))
- how the appropriate body must work with any third parties to ensure the appropriate body retains responsibility for their decisions (see [Appropriate bodies and third parties](#)).

## 2. Overview

### 2.1 Introduction

Transforming support for early career teachers (ECTs) is at the heart of our Teacher Recruitment and Retention Strategy (2019)<sup>1</sup> which recognised that the steepest learning curve occurs in the first few years of a teacher's career, and that in the past, too few teachers have had access to structured support or dedicated time for evidence informed professional development.

September 2021 saw the national roll-out of the Early Career Framework (ECF)<sup>3</sup> reforms. This has facilitated a step change in the structured support ECTs receive. The ECF clearly sets out what new teachers are expected to 'learn about' and 'learn how to do' based on expert guidance and the best available research evidence. The ECF was designed in close partnership with the sector and aims to support ECTs to develop their teaching practice, knowledge and working habits to help them establish a successful career in teaching.

Since September 2021, induction for teachers joining the profession has been extended to two years and, underpinned by the ECF, provides ECTs with a structured programme of development, support and professional dialogue. The ECF based induction sits at the heart of our strategy and includes an expectation that ECTs have a dedicated mentor and a requirement that they have a reduced timetable in their first two years of teaching following qualification, giving them the time and support needed to focus on their professional development so that every new teacher is supported to lay the foundations for a fulfilling and rewarding career in teaching.

Appropriate bodies play a key part in the ECF reforms through their role in teacher induction. As well as ensuring that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed, they also ensure that regard is had to the amended statutory guidance and that ECTs are receiving a programme of support and training based on the ECF.

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<sup>1</sup> Teacher Recruitment and Retention Strategy available at:  
<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy> <sup>3</sup>  
Early Career Framework available at:  
<https://www.gov.uk/government/publications/earlycareer-framework>



## 2.2 About this guidance

This guidance suggests ways in which appropriate bodies and the schools they work with can ensure that every ECT receives a high-quality ECF-based induction.

This guidance aims to:

- outline appropriate body roles and responsibilities,
- share and encourage good practice on how appropriate bodies might deliver their role to ensure the quality and consistency of their service provision.

Some parts of this guidance will refer to legal requirements as set out in regulations and expectations set out in statutory guidance which appropriate bodies must have regard to, while other parts are suggestions of good practice that we have heard about through engagement with the sector. For this reason, it is important that this guidance is read alongside the statutory induction guidance and regulations<sup>2</sup>.

The guidance is designed to recognise that appropriate bodies vary significantly in context and how they operate. This means that suggested good practice that is suitable for one appropriate body may not work well for others. It is expected that in using this guidance appropriate bodies may use or adapt suggestions of good practice in the way that suits their needs.

The focus of the guidance is to explain the core elements of the appropriate body role, detail how the ECF relates to expectations around induction, and to offer practical suggestions drawn from discussion with appropriate bodies. These offer ideas on how appropriate bodies may consider implementing their statutory duties<sup>3</sup> and how they may consider supporting the schools they work with to navigate the expectations around the induction they provide for their ECTs<sup>4</sup>.

In the appendices of the guidance there are a number of template forms which may be used or adapted to appropriate bodies' own systems. They provide a clear guide to the type and extent of evidence that appropriate bodies are expected to collect from schools in respect of assessment, progress reviews and checks on the induction programme's fidelity to the ECF.

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<sup>2</sup> Induction for early career teachers (England) available at:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

<sup>3</sup> A full list of the roles and responsibilities of appropriate bodies can be found in paras 5.8-5.12 of the statutory induction guidance: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

<sup>4</sup> A full list of the roles and responsibilities of headteachers, induction tutors and mentors can be found in paras 5.3-5.7 of the statutory induction guidance:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

This guidance uses the terms:

- **'headteachers'** to mean headteachers or those undertaking the roles and responsibilities of a headteacher, for example, principals.
- **'ECT'** to mean early career teacher, referring to a newly qualified teacher in their first or second year of induction.

## 3. Roles and responsibilities

### 3.1 Who can be an appropriate body?

The following organisations can act as the appropriate body:

- Teaching school hubs (TSHs)
- Local authorities (From 1 September 2023 local authorities will no longer be listed as appropriate bodies. From 1 September 2023 until 31 August 2024, local authorities can only continue to act as appropriate bodies in a limited capacity where the local authority was acting as an appropriate body for an institution immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023.)
- Other organisations which the Secretary of State has determined may act in this role

### 3.2 Roles and responsibilities

Appropriate bodies support the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

Appropriate bodies have two key roles which will be described in this guidance:

- **Monitoring of support** – appropriate bodies will
  - check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance.
  - provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction. This aspect of the monitoring of support role is explained in more detail in the section on [ECF fidelity checking](#).
- **Monitoring of assessment** – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards<sup>5</sup>, based on the headteacher's recommendation.

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<sup>5</sup> Teachers' Standards are available at: <https://gov.uk/government/publications/teachersstandards>

### 3.3 Monitoring of support

Independent quality assurance of statutory induction, through the role of the appropriate body, is important for ensuring that schools provide adequate support for their ECTs and that regard is had to the statutory guidance.

#### Establishing relationships with schools

The level of support a school might need from its appropriate body in order to provide a suitable ECF-based induction will vary depending on their context and circumstances so it is important to introduce key members of staff working within the appropriate body to the headteacher and induction tutor early on to establish a relationship.

Through establishing a good relationship with a school, the appropriate body can satisfy itself that the headteacher understands their statutory duties and will be in a better position to promptly identify when something changes in the school that would be a cause for concern. The appropriate body could also use its initial contact with a school to understand what provision has been made for statutory induction and where the school might benefit from additional support and guidance.

#### **Appropriate bodies may provide support to schools by offering:**

- Introductory sessions, training or briefings for induction tutors, mentors and ECTs to make sure they understand their roles and responsibilities.
- An induction handbook for ECTs, induction tutors, mentors, and headteachers which could provide information on key induction areas such as statutory entitlements.
- Additional advice for induction tutors such as action plan templates for ECTs who need additional support.

This type of support could be particularly helpful for schools with new induction tutors; schools which have not recently had ECTs; or those who appoint fewer ECTs and may be less familiar with the requirements of induction.

If a headteacher requests guidance or support on how to offer an ECF-based induction, appropriate bodies can direct schools to a provider-led induction

programme<sup>6</sup>, where it is available. Alternatively, appropriate bodies can signpost schools to the high-quality materials and resources designed by four providers and accredited by the DfE<sup>7</sup>.

## **Support prior to the start of induction**

Once an appropriate body has received notification from the headteacher that they have appointed an ECT who is not currently undergoing induction with that appropriate body, the appropriate body should satisfy itself the institution is one where induction may be served and is expected to notify the Teaching Regulation Agency<sup>8</sup> via the Appropriate Bodies' Digital Service, that the ECT has started, or will start, an induction period.

The appropriate body should then begin checks of the support in place. These checks should start as soon as possible to ensure necessary staff and arrangements are in place before induction begins.

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<sup>6</sup> Further information on the approaches to delivery of an ECF-based induction is available at: <https://www.gov.uk/government/publications/changes-to-statutory-induction-during-national-roll-out/changes-to-statutory-induction-during-national-roll-out>

<sup>7</sup> The DfE-accredited materials can be found online at: [Support for early career teachers \(education.gov.uk\)](https://www.gov.uk/government/publications/support-for-early-career-teachers/support-for-early-career-teachers).

<sup>8</sup> The Teaching Regulation Agency is an executive agency of the Department for Education. Further information can be found at: <https://www.gov.uk/government/organisations/teachingregulation-agency/about>

**Table 1: Pre-induction checklist**

<b>WHAT to check</b>	<b>WHY check it (to ensure that...)</b>
The headteacher has provided a suitable post for induction <sup>9</sup> and is aware of their statutory duties towards induction <sup>10</sup>	The ECT has the appropriate conditions and opportunities to complete induction
The headteacher has verified that the award of QTS has been made	The ECT meets the requirements to commence induction
The ECT is aware of their statutory entitlements, knows who their appropriate body is and is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns	The ECT is aware of their statutory entitlements and has appropriate contacts if they need to raise concerns about their induction
The school is providing a reduced timetable in addition to PPA	The ECT has sufficient time to engage with the ECF-based induction programme; this is also a statutory requirement
The mentor has the ability and sufficient time to carry out their role	The mentor has sufficient time to facilitate the support they provide ECTs with during induction
The induction tutor has the ability and sufficient time to carry out their role	The induction tutor has sufficient time to facilitate the support they provide ECTs with during induction
The headteacher has confirmed the type of ECF-based induction they are providing (see <a href="#">ECF fidelity checking</a> for further detail)	The appropriate body can apply the required level of checks to ensure the ECT has access to a high-quality knowledge-based induction

Most of these initial checks can be done through correspondence with the headteacher and/or the induction tutor. Where the appropriate body asks the school to supply information or evidence that they have fulfilled their duties, they should be mindful of the workload this might create for the school and the proportionality of the request.

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<sup>9</sup> Para 2.18 of the statutory induction guidance outlines what makes a suitable post for induction.

<sup>10</sup> Para 5.3 of the statutory induction guidance outlines the roles and responsibilities of the Headteacher

## Mentors

The headteacher should identify a person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to provide regular mentoring<sup>11</sup>. It is important that mentors are given adequate time to carry out their role effectively and to meet the needs of the ECT.

ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable. The headteacher and appropriate body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of their ECTs. In exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.

When considering requesting information or evidence to ensure that mentors have sufficient time to do their role effectively appropriate bodies should be mindful of school workload. Appropriate bodies may request to see mentoring timetables if concerns around mentor time have been raised and may consider integrating timetable checks in already existing quality assurance checks such as during school visits or as part of ECF-fidelity checks.

## Induction tutors

The headteacher should identify a person, or persons, who act as induction tutor for the ECTs serving induction. An induction tutor is expected to hold QTS and have the necessary skills and knowledge to be able to assess the ECT's progress against the Teachers' Standards<sup>12</sup>.

Some schools with multiple induction tutors also choose to have an induction lead, a non-statutory role that oversees the school's statutory induction provision, allocates induction tutors to ECTs for assessing against the Teachers' Standards and, if required, supports the headteacher in planning an ECF-based induction.

It is very important that the induction tutor is given sufficient time to carry out their role effectively. The headteacher is responsible for ensuring that the person/s identified to do the induction tutor role have sufficient time to undertake the necessary duties of the role effectively. Where appropriate bodies have concerns that the expected monitoring and support, and the coordination of assessment of an

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<sup>11</sup> Para 5.7 of the statutory induction guidance summarises the roles and responsibilities of the mentor.

<sup>12</sup> Para 5.6 of the statutory induction guidance summarises the roles and responsibilities of the induction tutor.

ECT is not being conducted effectively by an induction tutor due to insufficient time, they are expected to raise concerns with the headteacher and clarify expectations.

## Reductions to induction

It takes time to develop the skills needed for a successful career in teaching which is why all ECTs are entitled to a two-year induction programme. The default expectation should be that all ECTs complete a full two-year induction, not only to allow them time to demonstrate that they have met the Teachers' Standards, but also to allow them to benefit from time off timetable for training, study and mentoring and to have time to apply this to their teaching practice and develop their skills without the pressures of a full timetable.

As set out in the statutory induction guidance, in exceptional individual cases, a headteacher or ECT might request a reduced induction period on the basis that the ECT has significant experience of teaching whole classes to the Teachers' Standards. As reductions should only be considered on the basis of significant prior teaching experience it is recommended that in most cases the length by which induction is to be reduced is to be agreed ahead of the ECT commencing their induction period so that the relevant prior experience is taken into account in planning the period of induction that remains to be served. The agreed reduced induction period is expected to enable the ECT to focus on any specific areas they need to develop or practise to demonstrate that they fully meet the Teachers' Standards. Appropriate bodies can reduce the length of the induction period to a minimum of one term at their discretion. In making this decision, the appropriate body should consult the headteacher (in particular as to whether the ECT is meeting the Teachers' Standards) and must always gain the agreement of the ECT.

Appropriate bodies should carefully consider what evidence is appropriate for demonstrating significant teaching experience. This could include:

- referrals from previous employers confirming the type and length of teaching experience
- performance management records or other documentation from previous employers
- a written submission from the headteacher or ECT addressing how previous teaching experience was significant **and** how it met the Teachers' Standards

Any reduction to the induction period should only be made on the basis that the ECT has met the Teachers' Standards. When determining the length by which induction is to be reduced appropriate bodies are expected to consider the remaining progress that is to be made against the Teachers' Standards.

Whilst teachers who have taught in the independent sector for an extensive time or those teachers that gained QTS via the assessment-only route are examples



of when reduced inductions might be considered, there is no entitlement to a reduced induction or to the minimum length to which an induction can be reduced.

Appropriate bodies should be particularly mindful of any ECT being denied their entitlement to a two-year induction unnecessarily. If a teacher wishes to serve the full induction period they must be permitted to do so.

Reductions to induction should never be used because the school does not have the resource to offer a full-length induction.

Additionally, further considerations apply to reductions for part time teachers, set out in the following section.

## **Part time ECTs**

The default expectation is that part-time ECTs should serve a full induction equivalent to two years pro rata in order to benefit from time off timetable for study and mentoring and to have time to apply what they learned to their teaching practice and develop their skills without the pressures of a full timetable.

However, appropriate bodies have the ability to use their discretion in deciding whether it is appropriate to reduce the induction period for ECTs who are completing induction on a part time basis. Except for part-time ECTs that have already qualified for a reduced induction based on extensive prior experience the appropriate body should only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.

For example, an ECT starting induction in September 2021 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2025, but once sufficient evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory they can be considered for a reduction from summer term 2023. A prerequisite for considering reduction from the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, the appropriate body should consult the headteacher and must always gain the agreement of the teacher concerned.

## **ECTs transferring during induction**

Many ECTs transfer between schools and/or appropriate bodies during induction, whether it is due to the reforms to the appropriate body sector, to start a new teaching post or to resume teaching after a break in employment. The statutory guidance provides full guidance on how and when to record progress at the point of leaving a post, whether an interim assessment is required, how absence or extensions up to that point should be recorded and how to unclaim ECTs and

transfer records to their new school or AB. Further guidance is provided here on how to calculate the remaining period of induction, to illustrate how the statutory guidance (paragraphs 2.33-2.34) should apply.

An ECT must serve a minimum period of one school term for that induction to count as time served on induction. Thereafter any further induction served under a continuous period of employment will count towards the 2 year induction.

**Example A – full time:** for a full time ECT this means that if they leave a post before the end of their first school term (e.g. Sept-Dec) that term will not be counted on their record and they must restart term 1 when they resume their induction. If they complete that term they will count one term on their record. And anything in addition to that term will also be counted for as long as they are in post. So if they serve 1.5 terms of their induction in a post then move schools they will be considered to have served 1.5 terms of induction and will only need to continue induction from the point of halfway through the second term, whether or not there is a period of time between the first and second teaching posts where the ECT is not employed in teaching.

**Example B – part time:** to compare for a part time ECTs serving induction, illustrating with an ECT working at 0.5FTE, this means that if they leave a post before the end of their first school term (e.g. Sept-Dec), that term will not be counted on their record and they must restart term 1 when they resume induction. If they complete that school term (e.g. Sept-Dec) they will count 0.5 terms on their record. And anything in addition to that term will also be counted for as long as they are in post. So if they serve 1.5 terms of induction in a post then move schools they will be considered to have served 0.75 terms of induction pro rata and will need to continue induction from the point of three quarters of the way through the first term, whether or not there is a period of time between the first and second teaching posts where the ECT is not employed in teaching.

When an ECT leaves a post mid-term appropriate bodies should ensure schools follow guidance on interim assessments (see Statutory guidance, paragraph 2.62).

When an ECT joins a new post part way through their induction, the appropriate body should ensure schools are aware of the need to continue induction from the point they reached, and separately the requirement that the ECT serves a full term in their new post before they are reviewed (through a progress review or formal assessment, whichever is due).

So in the case of example A above, the full time ECT would start their second post in the new school 1.5 terms into their induction. They would have had an interim assessment from their previous school but would not receive a first progress review from their new school until they had been there for a full school term, meaning by that point they would have served 2.5 terms. It would then be for the appropriate body and school to make sensible arrangements around the

timing of the first formal assessment which would be due half a term later at the end of term 3 with the next progress reviews due at termly intervals after that.

In the case of the part time ECT in example B, this would mean that the ECT would start in their new post at the point of 0.75 terms into their induction and would also have received an interim assessment from their previous school. Their first progress review would then be due at the end of their first full school term (regardless of their pro-rata total by that point). So if they continued at 0.5FTE they would have completed 1.25 terms by the point of their new school's first progress review. These reviews would then continue at termly intervals until the ECT reached the point of their first formal assessment.

## Support during induction

Over the course of the induction, the appropriate body will continue to check that the ECT is receiving their entitlements and that regard is had to the statutory guidance.

### **To check ECTs' access to entitlements, appropriate bodies may consider:**

- Using the progress reviews and formal assessment forms to ask ECTs about their access to entitlements.
- Contacting some ECTs in between assessments via phone or email to check access to entitlements.
- Offering training for ECTs to make them aware of what they should expect and how to contact appropriate bodies/unions if their entitlements are not met.
- Conducting surveys of randomly selected ECTs to check access to entitlements.
- Asking ECTs about their access to entitlements during school quality assurance visits.

Appropriate bodies are encouraged to check access to these entitlements at the formal assessment checkpoints, as a minimum. Some appropriate bodies may choose to conduct additional visits/observations or gather information from schools outside of the formal assessment period and choose to build in additional entitlement checks as part of their progress review forms and other quality assurance processes, as resource and capacity allows. This is permitted, provided that they have the agreement of the school.

**Table 2: Ongoing quality assurance of induction – appropriate body checklist**

<b>WHAT to check</b>	<b>WHY check it (to ensure that...)</b>
In the <b>first</b> year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers	The ECT has sufficient time to engage with the ECF-based induction programme
In the <b>second</b> year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers	The ECT has sufficient time to engage with the ECF-based induction programme
An ECTs teaching is observed at regular intervals and has prompt follow up discussion	The ECT has fair and effective assessment of their teaching practice, conduct and efficiency against the Teachers' Standards
An ECT observes experienced teachers	The ECT has appropriate opportunity to observe effective teaching practice
The ECT has access to a structured induction programme based on the ECF (see <a href="#">ECF fidelity checking</a> )	The ECT has access a high-quality knowledge-based induction

**When planning how to monitor support for ECTs across their registered schools, appropriate bodies may consider:**

- Committing to visit a minimum percentage of their total schools per academic year.
- Allowing for additional visits by exception or at the request of a school if a problem is identified.
- Integrating appropriate body checks into visits to schools that appropriate bodies might make for other purposes, for example in their capacity as a training provider.
- Staggering school visits depending on need, to maximise coverage.
- Using a mixture of both virtual and in person school visits, to maximise coverage.

Where possible, appropriate bodies are advised to have regular contact with the schools and ECTs that they support. This might include visits or meetings with schools to assure themselves of the quality of induction being provided.

**When planning how to prioritise quality assurance checks across their registered schools, appropriate bodies may factor in if schools:**

- Have a new headteacher, induction tutor or mentor.
- Have multiple induction tutors; or, a single induction tutor or mentor for a large number of ECTs; or, a single individual offering both the mentor and induction tutor roles.
- Are employing ECTs for the first time or have not employed ECTs recently.
- Have opted for the non-provider led ECF induction training routes.
- Have experienced difficulties with ECTs or induction in recent years.
- Have submitted poor-quality progress reviews and formal assessment reports.
- Have not engaged with the materials, correspondences and training provided by the appropriate body.
- Have received an Ofsted judgement of ‘requires improvement’ or ‘inadequate<sup>1</sup> (with serious weaknesses)’.

Appropriate bodies should especially consider conducting quality assurance checks where more than one of the above factors is present in the same school.

## **Informal support**

Through engagement with the sector, we know that many appropriate bodies provide informal support to ECTs beyond the statutory quality assurance checks they undertake at key points in the academic year.

Informal support is encouraged, and many appropriate bodies already have these services in place. In examples described below, these support tools aim to improve communications and access to targeted support, outside of the structured programmes an ECT receives.

**By way of informal support to schools and ECTs, appropriate bodies may consider:**

- Engaging with induction tutors, headteachers, mentors and ECTs through regular newsletters, meetings, and/or conferences.
- Providing access to phone and email helpline services, and/or consultation services.
- Offering targeted support, training and follow-up sessions for new induction tutors or schools who request additional support.

Appropriate bodies are encouraged to review how their informal support services align to, and complement, the expected ECF-based induction for all ECTs. It is

recommended that appropriate bodies communicate clearly to schools and ECTs what informal support is available to them and how it can be accessed.

For example, a telephone helpline service would be helpful to answer ECTs' questions related to the statutory guidance on induction, whereas questions related to an ECTs specific induction programme would be better directed to the school's induction tutor or the lead provider delivering their programme.

### **3.4 Causes for concern**

Appropriate bodies have an important role in ensuring ECTs are receiving appropriate support throughout their whole induction and should aim to foster a collaborative and supportive relationship with the schools they are working with. This is especially important where ECTs are experiencing difficulties and need additional support, or where school leaders are less experienced or less familiar with statutory induction. On occasion, this might mean appropriate bodies need to signpost the school to the statutory induction guidance and regulations.

#### **Supporting schools experiencing difficulties**

If a school submits paperwork that gives the appropriate body cause for concern, for example due to incorrect or incomplete information which the appropriate body requires to complete their checks, in the first instance they are expected to work with the headteacher to clarify the expectations and provide advice on the information that is required. If the headteacher and induction tutor cannot resolve the issue, appropriate bodies may seek to engage the school's or trust's governing body as appropriate.

We know that most schools foster strong and supportive working relationships with their appropriate bodies. In exceptional circumstances where there is a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved with the school or its governing body the appropriate body can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department should only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. It will not be a proportionate response in most cases where ongoing collaboration between appropriate bodies and schools is normally the most constructive route to resolving issues.

#### **Supporting schools with struggling ECTs**

Where an ECT may be experiencing difficulties, some schools may require support from their appropriate body to address specific areas of performance that require further development. It is recommended that appropriate bodies work collaboratively with schools where there are issues around an ECT's

performance and encourage schools to put in place appropriate action plans. Some appropriate bodies – when schools inform them about a struggling ECT- trigger a more intensive level of support, including additional visits to the school where appropriate.

**Some appropriate bodies choose to support schools with struggling ECTs by:**

- Investigating, with the school and the ECT, the root cause of the issue.
- Offering additional or more intensive support during quality assurance visits, including joint observation(s) with the induction tutor/mentor as appropriate, and reporting findings to the school.
- Helping the school to put in place an appropriate action or support plan.
- Monitoring any support plan with regular check-ins.
- Signposting to CPD opportunities that might help the ECT.

**Some appropriate bodies choose to support struggling ECTs by:**

- Reviewing, with the ECTs, their action or support plan.
- Ensuring ECTs are clear about who to speak to if they need to raise wider issues, such as referrals to helplines or sources of guidance, and where necessary to their employer, including where appropriate their employer's grievance processes if their issues are beyond the remit of the appropriate body to investigate or advise on (see below).

Further suggestions on how appropriate bodies might support schools with the formal assessment process can be found in the section on [monitoring of assessment](#).

Appropriate bodies must ensure schools are aware that ECTs are not subject to appraisal<sup>13</sup> and as such need to support ECTs throughout induction to address areas of performance requiring development. The role of the appropriate body is to ensure that schools are providing support and induction entitlements to ECTs and are assessing ECTs' progress fairly during induction, i.e. against the Teachers' Standards and on the basis of evidence.

Where serious concerns are raised that fall outside of this, the appropriate body has no remit to advise the ECT or their employer on any HR procedures or decisions, such as in relation to capability, misconduct, or complaints between the ECT and

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<sup>13</sup> As set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012 \(legislation.gov.uk\)](#)

their employer around the behaviour of staff. In such instances the appropriate body has no advisory role but may choose to signpost the school or ECT to their employer's own internal policies or grievance procedures as appropriate. These processes may run in parallel with induction but they are independent processes which are the responsibility of the employer not the appropriate body.

It is also not the role of the appropriate body to provide or confirm evidence about the ECT's conduct or progress to the employer directly for the purposes of any HR processes, although the employer, obtaining its own HR advice, may choose, to take into account any evidence or records produced for the purposes of induction as part of its HR processes.

The appropriate body should take care to ensure that, particularly where a support plan, progress review or a formal assessment record is disputed, they have cross checked evidence to ensure every ECT's progress is being assessed fairly and on the basis of evidence against the Teachers' Standards. The appropriate body may want to consider what records they keep of such processes in order to be able to demonstrate that they have maintained an objective position in relation to the fair assessment of an ECT's performance and their ongoing support throughout induction regardless of any other HR processes which may apply.

### **3.5 Other regulatory restrictions on appropriate body operations**

#### **Appropriate body charges**

Regulations allow appropriate bodies to charge for their services. Charges must not exceed the cost of supplying the service and should be agreed in advance with the school. It is a matter for appropriate bodies to determine their fee structure according to their costs and operating models. Some appropriate bodies may choose to adapt their fees to reflect reforms to induction, balancing factors such as a longer induction period, fewer formal assessment points, revised checking expectations and options around induction routes.

Appropriate bodies are expected to have a transparent fee model so that schools understand what is included in the service they are paying for. Appropriate bodies are encouraged not to charge for additional support where it is needed in exceptional circumstances, to ensure schools are not discouraged by cost from seeking out support where this is required.



## Appropriate bodies and third parties

Appropriate bodies have no power to delegate their regulatory duties and powers. The appropriate body role is set out in the Regulations referred to under section 1.2 of this guidance<sup>14</sup>, which explain who can act as an appropriate body and the regulatory duties of an appropriate body.

In the case of teaching school hubs (TSHs) the appropriate body is the lead school that received the TSH designation. This means that for every ECT that is claimed by that appropriate body, the appropriate body cannot delegate or share its responsibilities with another TSH, appropriate body, third party or across a wider network or partnership of bodies. It must retain direct responsibility and take all decisions relating to the ECTs for which it is appropriate body.

The organisation of work is a matter for each appropriate body. We anticipate that, on a day-to-day basis, appropriate body responsibilities are delivered and decisions are taken via those working for each appropriate body which retains overall accountability. Those working for the appropriate body would normally mean their employees or others directly working for and accountable to the appropriate body, as part of their workforce. Determining the exact nature of the necessary relationship (such as an employment relationship) to ensure proper accountability is fact specific – this guidance cannot be definitive on this and, where uncertain, appropriate bodies may need to consider this with their own HR or other advisers.

Overall, appropriate bodies should ensure that those taking decisions on its behalf have the appropriate authority to do so, in line with the Regulations referred to under section 1.2. 'Third parties' in this guidance refers to other organisations or individuals who do not work directly for the appropriate body.

Appropriate bodies may choose to work with third parties who can support the delivery of their appropriate body service. Third parties can support the administrative or operational functions, but the appropriate body must retain responsibility for the duties and powers as set out in Regulations referred to under section 1.2.

It is not sufficient for an appropriate body to simply 'rubber stamp' administrative functions conducted by third parties on its behalf. To ensure that regulatory duties and powers are delivered to a high standard, appropriate bodies are expected to make informed decisions as well as implement robust quality assurance processes

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<sup>14</sup> Appropriate bodies must retain responsibility for their statutory functions when working with third parties. This new section, as per other sections in this guidance, includes both statutory elements ("musts") which are underpinned by the broader regulatory framework and also non statutory ("best practice") elements. The reader is reminded to read this guidance alongside statute, regulations and statutory guidance.

to oversee any third parties supporting the delivery of their appropriate body service. As set out below, appropriate bodies remain accountable for all aspects of their role, so must also maintain sufficiently close oversight of all activities undertaken by third parties on behalf of the appropriate body, which might include checking entitlements, assuring the teacher's supervision and training, providing additional support to ECTs not making sufficient progress, and ensuring that record keeping is done correctly.

In summary what this means in practice is that where appropriate bodies work with third parties, the appropriate body must remain directly responsible for all functions and must directly make all key decisions, which includes:

- decisions on induction e.g. in every individual case, each decision required around the suitability of a post or placement for serving induction, whether an ECT's assessment demonstrates that they have successfully met the Teachers' Standards to complete induction or whether an extension or reduction should be applied.
- Maintaining oversight of and accountability for all activities undertaken by third parties, recognising that the appropriate body role cannot be delegated, so where 'groundwork', monitoring or information gathering is done on behalf of the appropriate body by a third party, the appropriate body through its oversight retains responsibility and accountability for all core elements of their role.

Appropriate bodies should also consider how they retain direct responsibility for their functions in respect of:

- Ensuring services are conducted according to the agreed operating policies and processes of the appropriate body, including all branding and messaging to schools.
- Quality assurance of any third parties supporting the delivery of appropriate body services.
- Setting out a clear pricing structure.
- Charging schools for appropriate body services.

### **Being clear with schools and ECTs which organisation is the appropriate body**

Only the school, local authority or organisation registered with the Teaching Regulation Agency as the appropriate body should refer to itself as an appropriate body. Any third party, including those who have previously operated as appropriate bodies but no longer have that status (including local authorities no longer registered with Teaching Regulation Agency as appropriate bodies), should be led by and adhere to the appropriate body's approach when offering appropriate body services in any supporting functions it undertakes on behalf of that appropriate body. Third parties should make clear to any schools, institutions and ECTs that they work with that they are not the appropriate body but are supporting the appropriate body in delivering specific parts of its role.

## **Consistency of services and prices within an appropriate body**

Appropriate bodies are expected to set out a service offer and clarity over how functions should be conducted by all parties operating on behalf of the appropriate body, with transparent and consistent pricing that applies to all schools to which it offers appropriate body services. Only appropriate bodies may charge schools for appropriate body services. This means that schools should make payment directly to the appropriate body and not to any third party. The services and prices should be consistent regardless of which third parties may be supporting individual schools. For example, a TSH which commissions the support of several third parties to facilitate the delivery of its appropriate body service should apply the same pricing structure to all schools regardless of which third party the school is working with. Para 2.26 of the statutory guidance and section 3.5 of this guidance provide more information on how appropriate bodies may make reasonable charges agreed in advance not exceeding the cost of supplying the service.

## **Appropriate body oversight and quality assurance of its functions**

Deciding which organisations to work with is a matter solely for individual appropriate bodies. There are no restrictions on the types of organisations that can work with appropriate bodies to deliver their services, including local authorities and their wholly owned subsidiaries. However, where appropriate bodies contract the support of third parties, they should have robust quality assurance processes in place to ensure that any third parties are delivering the appropriate body support to a high standard.

It should also be clear to the schools and ECTs working with an appropriate body that the services provided are coming from a single point. In practice, this means that appropriate bodies should consider the branding and information on all communications and interactions that schools and ECTs receive. E.g. if an appropriate body contracts support from a third party, any communication between that third party and the school in relation to the appropriate body services should be under the branding of the appropriate body and be clear that the third party is delivering services on behalf of the appropriate body. This is particularly important where a third party also provides additional services to the school on a separate basis (e.g. through its role as a local authority or as a training provider) so that there is no confusion about who the appropriate body is and who is ultimately responsible for the appropriate body services.

## **Checking and monitoring via third parties**

A third party may undertake checks and monitoring on behalf of the appropriate body to ensure an ECT's induction is being conducted in line with the guidance and regulatory requirements, and where they find this is not the case they may work with the school to point out where compliance and practice needs to be adjusted or put in place. However the appropriate body should be notified in these instances and if a

school does not comply with the advice given, the third party should refer such cases to the appropriate body for a decision on what further action should be taken.

Similarly a third party can support a school and ECT where there are issues with that ECT's progress, but should ensure the appropriate body is notified in each case and where sustained issues remain should consult the appropriate body for its decision on how the situation should be handled. It is important that the appropriate body sets up systems with any third parties to ensure it is made aware of any issues relating to an ECT's progress during the induction period, not only at the point of a decision required to consider a fail or extension.

Where third parties gather data on behalf of the appropriate body the appropriate body is responsible for ensuring transparency for schools and ECTs on who holds their data for which purposes and ensuring all data sharing permissions are in place.

### **Ensuring the appropriate body takes decisions**

Appropriate bodies must also ensure that third parties are not asked to independently make any decisions which can only be undertaken directly by the appropriate body. This includes all individual decisions on induction assessment, and extensions and reductions to induction. In each instance while a third party can review information and make recommendations on decisions, the decision can only be taken by the appropriate body and the appropriate body must actively agree all proposed assessment outcomes, reductions and extensions on the basis of evidence it has considered.

The requirement on the appropriate body to make all decisions directly includes where an appropriate body may use a panel to moderate assessment decisions. We encourage appropriate bodies to consider the benefits of setting up expert panels for the purposes of ensuring its decisions are taken in a fair and consistent way, but panel recommendations can only inform the appropriate body and must not replace the appropriate body's direct role in making a decision for each ECT's assessment.

### **Appropriate bodies are expected to build strong relationships**

All appropriate bodies should have a direct relationship with their schools and ECTs at some level, as strong relationships are at the heart of successful appropriate body services. To support those relationships, it should be clear to schools and ECTs which organisation is fulfilling which role, especially when schools receive multiple services from the same organisations.

As set out at para 2.28 of the statutory guidance, appropriate bodies are expected to provide ECTs with a named contact (or contacts) within the appropriate body with whom to raise concerns. This will ensure that any ECT who has concerns about their statutory entitlements can contact the appropriate body directly and providing this contact information could be the starting point for appropriate bodies to establish relationships with their ECTs.

Appropriate bodies and their third parties should aim to use a single system to collect information from schools and ECTs to avoid additional workload and confusion. Ultimately it is the responsibility of the appropriate body to ensure accurate records are retained and that correct information is supplied as required to the Teaching Regulation Agency.

## Managing conflicts of interest

The regulations set out circumstances where a TSH cannot act as an appropriate body for an ECT. This is to avoid a possible conflict of interest in passing the ECT's induction. It is important that TSHs who act as appropriate bodies note:

- A TSH that is an accredited ITT provider cannot be the appropriate body for an ECT for whom it recommended that the award of QTS should be made.
- A TSH cannot be the appropriate body for an ECT whom it employs, or who has served any part of their induction at that school.

A TSH requiring appropriate body services for their own ECTs in these scenarios should seek the services of an alternative appropriate body. It might be helpful to find a reciprocal arrangement with another TSH.

## 3.6 Ceasing operations as an appropriate body

Where an appropriate body is due to cease operating, it should be aware of its responsibilities in relation to induction data and records, and consider additional communication and collaboration wherever appropriate to support the schools they work with and to ensure a smooth transition for any ECTs who will experience a change of appropriate body during their induction. This includes:

- **Communications:** Considering how to put in place effective and timely communications to schools about their appropriate body service provision. The key pieces of information schools will need to know are: when they will no longer be able to receive appropriate body services from their current appropriate body, and their alternative appropriate body service options (this should be the local TSH in most cases).
- **Coordinating ECTs transferring to another appropriate body service:** Consider how you can coordinate at a local level to ensure that no gaps in appropriate body provision occur that would temporarily prevent an ECT from undertaking statutory induction.

### **Checklist for organisations that will cease operating as an appropriate body:**

- Notify the school of the change in their provision and available alternatives.
- Once a school has confirmed that they have agreed a new appropriate body, un-register the ECT/s from their appropriate body service provision by notifying the TRA.
- By exception, where a school's own record of an ECT is incomplete, respond to requests from the ECT's new appropriate body for induction records (any progress reviews, formal assessments and/or interim assessments).

### **Checklist for appropriate bodies that are taking on ECTs from an organisation ceasing to operate as an appropriate body:**

- Follow normal procedures for agreeing appropriate body services with schools and onboarding ECTs.
- Register these ECTs with their appropriate body service by notifying the TRA.
- In the first instance, request any relevant induction records (progress reviews, formal assessments, and/or interim assessments) from the school.
- By exception, where a school's own records of an ECT's induction are incomplete, request any relevant missing induction records from the ECT's former appropriate body.

- **Record retention:** As set out in para.2.77 of the statutory guidance, it is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

## 4. ECF fidelity checking

**Appropriate bodies are expected to check that all ECTs have access to an induction programme based on the ECF. This check is referred to here as ‘ECF fidelity’ checking.**

This chapter provides an overview of why, when and how appropriate bodies are expected to complete ECF fidelity checks.

### 4.1 An ECF-based induction

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge. Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice, and ultimately accelerate pupil outcomes.

Building on the ECF, an ECF-based induction is an approach to induction that supports an ECT to understand and apply the knowledge and skills set out in the ECF’s evidence statements (‘learn that...’) and practice statements (‘learn how to...’). ECF-based training should be embedded as a central aspect of induction; it is not an additional training programme nor is it an assessment framework. The training programme should also be accompanied by support and guidance from mentors and induction tutors.

The way induction is delivered may take different forms depending on the school’s choices and circumstances. Since September 2021, schools have been able to opt for one of three approaches to delivery of an ECF-based induction:

- **Using a training provider to deliver ECF-based training (provider-led programme):** a funded provider-led programme offering high-quality training for ECTs and their mentors alongside professional development materials.
- **Using DfE-accredited materials to deliver ECF-based training:** schools can draw on the content of the high-quality professional development materials<sup>15</sup> accredited by the DfE to deliver their own ECT and mentor support.

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<sup>15</sup> Further information on how to access the DfE-accredited materials can be found in the [further information](#) section.

- **Designing and delivering their own training programme based on the ECF:** school can design and deliver their own induction programme, based on the early career framework.

## 4.2 Level of ECF fidelity checking

The level of ECF fidelity checking expected of appropriate bodies will vary depending on the type of ECF-based induction being delivered. Appropriate bodies should inform their registered schools about the options and signpost them to the provider-led programme, or the DfE-accredited materials. This way, appropriate bodies can support schools at the stage of planning induction to consider how they will ensure their induction complies with the expectation to offer full coverage of the ECF. More information is set out below under the four-step process.

In all inductions, the appropriate body should check that headteachers understand the expectation in the statutory guidance that they provide an ECF-based induction.

Where schools opt for the provider-led programme, which includes materials and funded training, the appropriate body does not need to carry out ECF fidelity checks. This is because the providers will already be subject to separate quality assurance through Ofsted<sup>16</sup> and contract management to ensure their training provides fidelity to the ECF.

Where schools deliver induction by using the DfE-accredited materials or choose to design their own training programme using the Early Career Framework, additional quality assurance will be necessary in order to safeguard ECTs' entitlement to an ECF-based induction. Schools delivering their own induction programmes will require an appropriate body to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.

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<sup>16</sup> Since September 2021 Ofsted has had a role in quality assuring the delivery of the provider-led programme for ECTs and mentors. Ofsted is the Office for Standards in Education, Children's Services and Skills. Further information is available at: <https://www.gov.uk/government/organisations/ofsted/about>



Induction type	Induction checks required?	ECF fidelity checking required?
Schools using the provider-led programme	Yes	No
Schools using the DfE accredited materials	Yes	Yes
Schools designing their own training programme based on the ECF	Yes	Yes

### 4.3 Responsibility for ECF fidelity checking

**Appropriate bodies** are expected to check that an induction’s design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.

**Headteachers** are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an induction tutor or other member of staff, as appropriate.

### 4.4 How and when to conduct ECF fidelity checks

It is recommended that ECF fidelity checks formally take place at three points over the induction period. It is expected that the first check is used to verify that an appropriate plan to deliver a programme of support based on the ECF is in place before the start of induction, where possible.

Below is a suggestion of the timings for these checks, although appropriate bodies have flexibility to stagger checks according to their existing systems and processes.

- **At the planning stage:** before the start of induction where possible, an appropriate body is expected to check that an induction has been designed with fidelity to the ECF.
- **Review point 1:** before the end of term 3, an appropriate body should check implementation of the school’s plans.
- **Review point 2:** before the end of induction, an appropriate body should check actual delivery of the planned ECF-based induction.

It is recommended that appropriate bodies apply greater scrutiny where schools have opted to design their own training programme based on the ECF due to the

greater risk that this type of induction could diverge from the ECF when the DfE-accredited materials are not used as the basis for an induction programme.

ECF fidelity checking templates (appendix A and B) have been designed for appropriate bodies to use or adapt, which set out the level and types of information needed to enable appropriate bodies to make sufficient checks. These have been co-designed with the sector to assist schools in checking that they are offering an ECF-based induction programme, and the appropriate body in verifying that. These template forms are recommended and designed to help the appropriate body know what to look for when checking that an ECT is receiving an ECF-based induction.

Fidelity checking forms are only one part of the quality assurance process and, as with other entitlement checks set out in the section on [roles and responsibilities](#), there are ways that appropriate bodies might also conduct additional ECF fidelity checks. Some appropriate bodies may want to incorporate supplementary ECF fidelity checking into observations and quality assurance visits which they already have planned as part of their normal processes. This could be most helpful where a school is designing their own training programme based on the ECF; it is expected that the purpose of the visit is clearly communicated to the school.

## The four-step process for ECF fidelity checking

Below is a more detailed set of steps to formalise these checks.

### Step 1: Determine the type of induction schools plan to offer

Prior to the start of induction, appropriate bodies should inform the school of the different induction types and level of checking expected, and determine which induction type the ECT(s) will access.

To ensure ECTs benefit from the highest quality support and ease the burden and cost for both schools and appropriate bodies, it is recommended that schools choose a provider-led programme if it is available to them. If a provider-led programme is not available, it is recommended that schools plan their induction programme using the DfE-accredited materials, as these have been designed to deliver full coverage of the ECF over a two-year induction.

The appropriate body is expected to check that schools are aware of all three induction routes and have made an informed choice, aware of the benefits and checking requirements of their chosen route.

**If the school has opted for a provider-led programme:** ensure they understand that no ECF fidelity checks are required.

**If the school has opted to use the DfE-accredited materials / to design their own training programme based on the ECF:** ensure they understand that this requires additional appropriate body checks to ensure that the induction has fidelity to the ECF. Greater scrutiny is expected to be applied where a school has chosen the option to design their own training programme so as to safeguard the ECTs' entitlement to an ECF-based induction.

**When offering guidance to schools on the ECF fidelity checks, appropriate bodies should consider:**

- Ensuring schools are clear that ECF fidelity checking will be required before the start of induction.
- Ensuring that schools are clear that they are expected to supply a level of detail on planning and delivery in ECF fidelity checking, based on their chosen ECF-based programme.
- Ensuring that schools are clear on the difference between the roles of the induction tutor and mentor; and that these are kept separate. Where in exceptional circumstances (e.g. due to capacity), the induction tutor and mentor roles are undertaken by the same person appropriate bodies should ensure induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support is not conflated with assessment.

Once a school has confirmed its chosen induction route, appropriate bodies are expected to clearly communicate to schools what information they must provide before and during induction, and how any ECF fidelity checking will be carried out, according to the appropriate body's own processes. This might include timings of checks and what paperwork/evidence will be required. If the appropriate body is using the optional templates (appendix A and B) provided with this guidance or their own alternative, these should be sent to the school with clear guidance on how the appropriate body expects the school to complete it.

Appropriate bodies should communicate ECF fidelity checking requirements at the earliest opportunity to allow schools to factor in time to plan an ECF-based induction programme and submit their plans to appropriate bodies prior to the start of induction.

Appropriate bodies may also consider sending schools a clarification of roles and responsibilities. Suggested responsibilities are outlined below. In different settings these may look different e.g. in some schools, there is a separate induction lead working in addition to an induction tutor whereas in other schools all aspects of induction will be planned and overseen by the same person.

- **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.

Appropriate bodies are expected to give headteachers and other relevant staff the opportunity to clarify any parts of the process that are unclear to them.

## **Step 2: Review the school's plan prior to the start of induction (and notify the Teaching Regulation Agency<sup>17</sup> of the induction type the school has chosen)**

It is recommended that appropriate bodies review the school's plan for delivering an ECF-based induction before the start of induction to ensure appropriate provision is in place for the ECT from the start. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ECF.

Appropriate bodies will need to inform the Teaching Regulation Agency (TRA) of the induction type the school has chosen for each ECT at the point they commence induction. Appropriate bodies will also need to update this information when they confirm to the TRA the outcome of an ECT's induction period. The TRA provide specific guidance on returning data, including relevant data return deadlines, directly to appropriate bodies.

As exemplified in the template forms provided, for schools using the DfE-accredited materials, appropriate bodies should look for plans to include a breakdown of how the core elements of the DfE-accredited materials (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction. If a school is using the DfE-accredited materials, it should be clear to the appropriate body which of the DfE's accredited materials a school is using<sup>18</sup>. For school designing their own training programme based on the ECF schools are expected to provide a greater level of detail to explain how

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<sup>17</sup> Appropriate bodies are expected to submit data to the Teaching Regulation Agency through the Appropriate Bodies' Digital Service. This includes confirming the type of induction being accessed by an ECT.

<sup>18</sup>The DfE-accredited materials can be found online at: [Support for early career teachers](#).

full coverage of the ECF is provided by their induction programme, including coverage of the ECF statements, and the sequencing/scheduling of content.

It is not necessary for schools to have planned in detail the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction.

In assessing the plans, appropriate bodies should consider the following:

### **Type of induction: Schools using the DfE-accredited materials**

#### **What to look for when verifying?**

- Each of the four DfE-accredited materials based on the ECF are structured differently. It should be clear that the school's plan is in line with a single provider's DfE-accredited materials sequence.
- That the school has registered with the DfE's online service here to access their chosen DfE-accredited materials: [Manage training for early career teachers \(education.gov.uk\)](https://www.gov.uk/manage-training-for-early-career-teachers).

#### **What might raise a cause for concern?**

- If it is unclear how the school will use the DfE-accredited materials to deliver training.
- If the school's plan has diverged from the sequence as laid out in the DfE-accredited materials without a clear explanation or rationale.
- The school has not registered with the DfE's online service for access to their chosen DfE-accredited materials.

### **Type of induction: schools designing their own training programme based on the ECF**

#### **Coverage:**

#### **What to look for when verifying?**

- It is expected that greater coverage will be planned for year 1 as ECTs have additional time in the first year of induction.

#### **What might raise a cause for concern?**

- Disproportionate focus on one area of the ECF without rationale.
- Training programme has greater focus on the school's own processes rather than the ECF.

#### **Content:**

#### **What to look for when verifying?**

- It is expected that all ECF statements are covered in sufficient depth and breadth.

### **What might raise a cause for concern?**

- It appears insufficient time in the programme has been given to focus on one or more ECF statements.
- Training practices/methods which are at odds with the practices advocated by ECF.
- Sufficient time has not been allocated – ECTs' reduced timetable should be used to undertake activities in their induction programme.
- Mentor session topics are not deliberately aligned with the ECT training or independent study.
- No reference to resources or evidence used.

### **Sequencing:**

#### **What to look for when verifying?**

- There should be a robust rationale for sequencing the induction training in the way they have chosen i.e. it should be based on evidence from widely accepted educational research.
- For example, appropriate bodies should expect to see training sessions focusing on the most essential support for ECTs in their first weeks, e.g.
- on behaviour near the start of the induction, and opportunities for consolidation of learning later in the induction.

#### **What might raise a cause for concern?**

- Plan is not appropriately sequenced or has no clear curriculum-based rationale for its sequencing. For example, if the rationale is based on previous cohort satisfaction with existing induction or if the order of topics simply replicates the order in the ECF document without good reason.

If the appropriate body is reviewing plans for a school using the DfE-accredited materials to deliver ECF-based training, they should check that the school's plan aligns with the sequence and content set out within that specific DfE-accredited material. It is particularly helpful for appropriate bodies to be familiar with the expected sequence of each of the four DfE-accredited materials available.

Schools may, due to resource or capacity, plan to deliver their designed induction programme using the DfE-accredited materials in a way that differs from the

handbook<sup>19</sup>. Each provider's DfE-accredited materials have their own handbooks which explain how flexibility can be applied to the programme and appropriate bodies should refer to this guidance when reviewing plans and considering where a school has made suitable alternative provision and the rationale for its choices. Appropriate bodies should adopt a supportive approach to ECF fidelity checking as schools continue to fully adjust to the ECF reforms but maintain the expectation on schools that whichever induction type they are delivering, it is expected that ECTs receive full coverage of the ECF.

### **Cause for concern when checking ECF fidelity**

If an appropriate body has cause for concern at any point when reviewing the fidelity checking paperwork, they should follow the cause for concern advice outlined in the [roles and responsibilities](#) section.

If a school has in the past struggled to adequately design and deliver their own training programme based on the ECF, appropriate bodies could signpost to the DfE-accredited materials available for free online to support the school in planning an ECF-based induction<sup>20</sup>.

### **Step 3: Check delivery of the ECF-based induction at agreed review points**

Appropriate bodies are expected to request evidence that the school has delivered its programme of induction in line with its plan, with explanations for any instances where this has changed. Reasonable explanations for a school diverging from the planned sequence might include unforeseen staff absence or school closures. In these instances, schools would be expected to clearly explain their mitigations for any missed training.

The intention is not to penalise schools who are struggling due to reduced capacity or resource. In these cases, appropriate bodies are encouraged to take a supportive approach and work with the school to get the induction back on track. Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT(s) receives an induction programme that is faithful to the ECF.

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<sup>19</sup> The handbooks and an overview of each of the four provider's DfE-accredited materials can be found at: <https://manage-training-for-early-career-teachers.education.gov.uk/pages/core-materials-info>

<sup>20</sup> The DfE-accredited materials can be found online at: [Support for early career teachers](#)

For example, if a school is managing the unexpected short-term absence of an ECT's mentor they might agree that the ECT will use their reduced timetable for self-directed study while the mentor is unavailable, and work through any questions or problems that arise with the mentor on their return.

Appropriate bodies are advised to use their discretion in these instances to check the induction being delivered is ECF-based and meeting the needs of the ECTs on the programme. Wherever possible schools should be encouraged to follow the sequence set out by the DfE-accredited materials or their own plan (if designing their own training programme based on the ECF) and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive full coverage of the ECF.

#### **Step 4: At the final review point verify whether an ECT has received a full ECF-based induction**

This step should mirror step 3, but the induction plans should be submitted in full and represent the induction process to that point. The appropriate body is expected to verify that ECTs have received an ECF-based induction and inform the school of the outcome of their final ECF fidelity check.

It is recommended that any feedback to the school be constructive and supportive. If schools have struggled to deliver aspects of their plan, appropriate bodies are expected to work with them and support them to address this for future inductions. This might include signposting them to available resources or other alternative induction routes where appropriate.

Appropriate bodies should note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards (see [monitoring of assessment](#) for details).

#### **ECF fidelity checks for schools that have already completed a full two-year fidelity checked induction programme**

Where an appropriate body has fidelity checked a school for a full two-year induction cycle, is satisfied that the school has offered an ECF-based induction and is confident in the quality and consistency of the offered ECF-based induction then the appropriate body may not need to review the school's ECF training plan again at the 'prior to the start of induction' point in the next two-year induction cycle. It is recommended that this is only considered if the school can



assure the appropriate body that the ECF-based induction they are delivering has not changed.

Below is a suggestion of the timings for initial confirmation of the ECF-based induction followed by two formal points for ECF-fidelity checks for schools that have already offered a full two-year induction programme requiring fidelity checking, although appropriate bodies have flexibility to stagger checks according to their existing systems and processes.

- **Confirming and reporting:** before the start of induction where possible, an appropriate body is expected to confirm that the ECF-based induction programme the school is offering has remained unchanged and notify the Teaching Regulation Agency of the induction type the ECTs from that school are on.
- **Review point 1:** before the end of term 3, an appropriate body should check implementation of the school's planned ECF-based induction.
- **Review point 2:** before the end of induction, an appropriate body should check actual delivery of the planned ECF-based induction

**When deciding the approach to fidelity checking a school that has already completed a full two-year induction programme requiring fidelity checking with the same appropriate body, the appropriate body may consider:**

- If the school has changed their induction training route. Example: from designing their own training programme using the DfE-accredited materials to designing their own training programme based on the ECF or vice versa.
- If the school has changed the DfE-accredited materials they used to design their own training programme.
- If the school has changed the sequencing of the ECF-based programme.
- If either the mentor or the induction tutor have changed.
- If the appropriate body had any concerns about the school's ECF-based programme delivery during the last two years of induction.

## 5. Monitoring of assessment

An ECT's performance will continue to be assessed against the Teachers' Standards. The ECF is not and should not be used as an assessment tool.

There are two formal assessment points during statutory induction: one midway through induction and one at the end. These are supported by regular reviews to monitor progress, that take place in each term where a formal assessment does not.

Appropriate bodies are expected to consider the timing of formal assessments and progress reviews when planning their communication with schools.

### **To support high-quality, fair and consistent assessment of ECTs, appropriate bodies may consider:**

- Offering training sessions or guidance targeting induction tutors who are new to the role and need additional support in understanding the assessment process.
- Observing how the school conducts an ECT's lesson observation to quality assure that the assessment process is fair and consistent.
- Providing feedback on poor quality progress reviews or formal assessment reports and praising outstanding examples.
- Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the progress reviews or assessment forms.
- Taking into account the whole induction period including intelligence gathered during site visits, lesson observations and advice from school improvement advisers.
- Setting up independent moderation arrangements to verify the consistency of the appropriate body's approach to assessment reviews.

### 5.1 Progress reviews

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

When requesting progress reviews appropriate bodies are expected to consider:

- When in the term an ECT started their induction. An ECT who joined halfway through term one is expected to have a progress review by

halfway through term two (this applies to both full-time and part-time ECTs).

- Where, due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term, the ECT should only be required to do the formal assessment.

There are key differences between formal assessments and progress reviews. Appropriate bodies can help ensure that induction tutors hold these distinctions in mind and do not follow unnecessarily burdensome processes for progress reviews. For example, if an ECT has already evidenced how they met a particular Teachers' Standard as part of their wider professional development, it is not necessary to have them repeat this in full when they add their comments to an assessment form. It is more than sufficient to refer to this existing evidence.

Depending on how far into induction the ECT has progressed, more or less detail may be suitable:

- **Term 1:** it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working.
- **Term 2:** it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.
- **Terms 4 and 5:** for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.

When considering the level of detail that is required in a progress review in the case of part-time ECTs, induction tutors are expected to take account of working pattern and require a level of detail that is proportionate to the length of time the ECT had to demonstrate progress of their performance.

Where schools exceed the level of detail required in a progress review appropriate bodies are encouraged to be mindful of workload and provide feedback to induction tutors helping them adjust the level of detail they provide to ensure that progress reviews do not become an unnecessarily burdensome process.

Appropriate bodies may provide induction tutors with a template form to use during progress reviews. An optional standardised template (appendix D) is provided which appropriate bodies may use or adapt if helpful. In addition to the statutory elements of a progress review record, as set out in the statutory guidance (determination if the ECT is on track to successfully complete induction; a brief summary of evidence collected and considered by the induction tutor; and

the agreed development targets), the appropriate body could also include checks that the ECT is receiving their correct entitlements, and that regard is had to the statutory guidance.

Appropriate bodies are expected to be sent all progress review records. This is to help the appropriate body in determining that schools continue to provide an appropriate system of monitoring and support, and to be able to catch any causes for concern early.

If a progress review is scheduled at a time when an ECT is absent, and the ECT is expected to return and continue their induction in the same institution, then schools should wait for the ECT to return in order to complete the progress review as ECTs should have the opportunity to engage with the assessment process and are expected to participate effectively in progress reviews meetings.

## **5.2 Formal assessments**

It is important that appropriate bodies are involved throughout induction, not just at formal assessment points, especially where there are potential issues around an ECT's performance or progress, to ensure that there are no surprises when an ECT reaches a formal assessment point.

The role of the appropriate body in relation to assessment is to take steps to ensure that a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and that the relevant parties are notified.

Some appropriate bodies have practices and processes in place for monitoring assessment, and in some cases appropriate bodies have created their own templates to support their processes. Feedback from the sector requested that we create an optional standardised template for assessment (appendix C) to reduce unnecessary workload for induction tutors and ECTs and to improve consistency where a single school may end up working with multiple appropriate bodies. Appropriate bodies may use or adapt these forms if they find them helpful.

ECTs should receive an assessment in the final term of the first year (term 3, full time equivalent for part-time ECTs) and in the final term of the second year of induction (term 6, full time equivalent for part-time ECTs). Where term 3 or term 6 have been extended as a result of ad hoc absences totalling 30 days or more by the aggregated number of days absent, the formal assessments are expected to be held at the end of that extension period. It is for institutions and ECTs to agree exactly when the assessment dates are set.

If a formal assessment is scheduled at a time when an ECT is absent, and the ECT is expected to return and continue their induction in the same institution, then schools should wait for the ECT to return in order to complete the formal

assessment. ECTs and schools should agree their assessment dates and ECTs are expected to participate effectively in formal assessment meetings.

## **Completing induction and deciding to extend induction**

Following a final assessment point, if an appropriate body decides that an ECT's performance has satisfactorily met the Teachers' Standards, then they have satisfactorily completed their induction period. If an appropriate body decides that an ECT's performance has not satisfactorily met the Teachers' Standards then the appropriate body must decide either to fail or extend the ECT's induction.

An appropriate body can expect the ECT's final formal assessment to detail which of the Teachers' Standards the ECT's performance is considered to have been met or not met, and what evidence supports the headteacher's recommendation. Each of the Teachers' Standards has underlying bullet points which may help frame the assessment for the school, as well as prevent evidence that is too detailed or not relevant to the standards.

Appropriate bodies can help ensure that evidence gathering for assessment is not too burdensome for the ECT and school. Nevertheless, an appropriate body might find it difficult to make an informed decision where a school has not provided sufficient detail or sufficient evidence, or where the appropriate body has not been assured that the school has a fair and appropriate approach to assessment. In such cases it may be useful for the appropriate body to request to see additional detail or evidence that supports the headteacher's recommendation.

The decision of the appropriate body must take into account the headteacher's recommendation and any written representations from the ECT. Each case must be decided on its own merits, but situations where extending an induction is reasonable could include:

- the ECT's induction period has been disrupted due to personal crises, illness, or disability
- the ECT has not received the necessary support during induction
- there is insufficient evidence for an informed decision to be made about whether the ECT's performance against the Teachers' Standards is satisfactory

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. It is worth an appropriate body bearing these facts in mind before making a decision not to extend the induction and instead to fail the induction.

Except in cases of absence totalling 30 days or more which lead to the relevant year of induction being extended automatically by the aggregated total of days

absent<sup>21</sup>, there is no prescribed length for extensions. The appropriate body can consider what length of extension is reasonable in order for the ECT to meet the Teachers' Standards, again by taking into account all the available evidence, including the headteacher's recommendation and any written representations from the ECT (these last two must be taken into account). A single term may be considered a sufficient extension for early career teachers who are deemed very close to satisfying the Teachers' Standards.

Appropriate bodies should check that ECTs serving an extended induction continue to receive the relevant timetable reduction.

### **5.3 Interim assessments**

Interim assessments should be completed by the induction tutor or headteacher when an ECT leaves post after completing one term or more in an institution but before the next formal assessment would take place. It is expected that an interim assessment takes place before the ECT leaves post.

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

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

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

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<sup>21</sup> Information on extension of the induction period as a result of ad hoc absences can be found in para 3.6 of the statutory induction guidance.

## **6. Appropriate bodies: self-regulation, high-quality service provision and appropriate body networks**

### **6.1 Appropriate bodies**

Appropriate bodies are made up of diverse organisations that offer varying levels of support to teachers across the country in a variety of ways.

Many from the sector have signalled that they would like to see greater consistency in the service provisions and support that appropriate bodies provide so that all ECTs experience the same level of high-quality induction wherever they work.

This guidance has been built through active engagement with appropriate bodies, including consultation and research with a range of appropriate bodies during 2020 and 2022. Appropriate bodies have been keen to share examples of good practice with others in the sector and to encourage greater consistency. This guidance captures suggested ways of working that appropriate bodies might choose to use or adapt as they see fit while also providing appropriate bodies with greater clarity on the roles and responsibilities expected of them.

### **6.2 Self-regulation**

This guidance sets out common expectations and best practice around how the appropriate body role supports the reforms to statutory induction and this chapter provides suggestions on self-evaluation and support arrangements with a view to supporting continuous improvement.

It is important that appropriate bodies are supported to take an active role in meeting the ECF reform requirements and self-evaluating to identify where they need to develop their expertise or knowledge further to deliver their role.

With some induction types requiring a more detailed level of checking alongside a greater understanding of the ECF, it is vital that appropriate bodies take steps to ensure they become familiar with the expectations set out in this guidance and are able to articulate this to schools. They may also need to build their awareness of the funded training offer for schools, and ensure they have a working knowledge of the ECF and the DfE-accredited materials to be able to make informed judgements about the coverage of induction plans submitted by schools for ECF fidelity checks.

## 6.3 Delivering a high-quality service

To ensure consistent high standards, appropriate bodies are encouraged to consider how they might use self-evaluation to identify where they can strengthen their knowledge base or quality of service. Any self-evaluation should be tailored to suit the individual approach of the appropriate body but, as a minimum, it is recommended that appropriate bodies consider what measures they can use to regularly review or compare the effectiveness and quality of their:

- Communication strategy with schools
- Support and/or training provided
- Governance structures
- Assessment review processes

### **Examples of questions appropriate bodies may consider when designing a self-evaluation model:**

- How does the appropriate body moderate ECT assessment forms?
- Does the appropriate body moderate every ECT assessment or a sample?
- Does the appropriate body have a complaints policy for schools and ECTs to use?
- What proportion of schools does the appropriate body routinely visit in an academic year?
- What support material is provided for ECTs/ induction tutors/mentors?
- Does the appropriate body have a phone and/or email helpline for schools and ECTs? If so, what are the opening hours?

## 6.4 Appropriate body networks

Some appropriate bodies have described the value of belonging to networks or partnerships, usually with other appropriate bodies who operate in a nearby area. Being part of a network or partnership arrangement, means appropriate bodies can more easily draw upon support as part of their quality assurance processes. These networks/partnerships often have regular meetings where members can pool knowledge, share good practice or seek advice/support when needed. Some share resources or co-design systems to reduce burdens. They can also create more opportunities for independent moderation or verification of processes or assessments.

Appropriate bodies who are not part of a network or partnership may consider the benefit of joining or establishing one.



## 7. Further information

### The DfE-accredited materials

Depending on need, the high-quality professional development materials accredited by the DfE can be accessed via the following routes:

- For access to the full DfE-accredited materials and handbooks of each of the four providers, visit: [Support for early career teachers](#).
- For schools choosing to design their own induction programme using the DfE-accredited materials they should register with the DfE's online service at: [Manage training for early career teachers](#).

### The Early Career Framework

The ECF is a framework of standards designed to help ECTs succeed at the start of their careers and can be found at: [Early career framework](#).

### The statutory induction guidance

The statutory induction guidance outlines the roles and responsibilities of those involved in statutory induction. Those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The document can be found at: [Induction for early career teachers \(England\)](#).



## Appendix A - ECF Fidelity Checking Template: Schools using the DfE-accredited materials

Below is a form which appropriate bodies can issue to schools using the DfE accredited materials to offer their own ECF-based induction. This form can be used by schools to evidence to their appropriate body how they have used the DfE-accredited materials to deliver training and mentor sessions. Guidance on using this form can be found in the section on ECF fidelity checking in the [appropriate bodies guidance: induction and the early career framework](#).

### Form handling advice

- The member of staff responsible for planning the 2-year ECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body for verification

### Part 1 – Early Career Teacher(s):

<b>Appropriate Body</b>	
<b>School</b>	
<b>URN</b>	
<b>Headteacher</b>	

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate.

<b>Full name of ECT</b>	
<b>TRN</b>	
<b>Induction start date</b>	
<b>Mentor (name and role/position)</b>	

<b>Induction tutor (name and role/position)</b>	
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## Part 2 – Schools using the DfE-accredited materials

**Note:** this form should not be used to describe every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the DfE-accredited materials will be used, including the sequencing of sessions.

Schools using the DfE-accredited materials to offer their own ECF-based induction should select only one set of materials as the basis of their programme, and register with the DfE's online service here to access their chosen DfE-accredited materials: [Manage training for early career teachers \(education.gov.uk\)](https://manage-training-for-early-career-teachers.education.gov.uk).

Staff planning induction are expected to have good knowledge and understanding of the DfE-accredited materials available from their chosen provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider's handbooks for further details on how the DfE-accredited materials are designed to be delivered. The handbooks can be found at: <https://manage-training-for-early-career-teachers.education.gov.uk/pages/core-materials-info>

### 1. Which provider's DfE-accredited materials are being used to deliver an ECF-based induction?

Information on the four options can be found online at: <https://manage-training-for-early-career-teachers.education.gov.uk/pages/core-materials-info>

- Ambition Institute
- Education Development Trust
- Teach First
- UCL Early Career Consortium

**2A.** With reference to the provider’s DfE-accredited materials, outline how the **ECT training sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

**2B.** At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of **ECT training sessions** has diverged from the planned sequence. Explain what mitigations are in place.

**3A.** With reference to the provider’s DfE-accredited material, outline how the **mentor sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

**3B.** At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of **mentor sessions** has diverged from the planned sequence. Explain what mitigations are in place.

**4A.** With reference to the provider's DfE-accredited material, outline how the **self-directed study** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

**4B.** At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of **self-directed study** has diverged from the planned sequence. Explain what mitigations are in place.

### Part 3 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

<b>Headteacher signature</b>	
<b>Date (DD/MM/YYYY)</b>	

**GDPR statement on data collection:** as documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

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## Appendix B - ECF Fidelity Checking Template: Schools designing their own training programme based on the ECF

Below is a form which appropriate bodies can issue to schools designing and delivering their own training programme based on the ECF. This form can be used by schools to evidence to their appropriate body how they have used the ECF to design and deliver training and mentor sessions. Guidance on using this form can be found in ECF fidelity checking in the [appropriate bodies guidance: induction and the early career framework](#).

### Form handling advice

- The member of staff responsible for planning the 2-year ECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body for verification

### Part 1 – Early Career Teacher(s):

<b>Appropriate Body</b>	
<b>School</b>	
<b>URN</b>	
<b>Headteacher</b>	

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate

<b>Full name of ECT</b>	
<b>TRN</b>	
<b>Induction start date</b>	
<b>Mentor (name and role/position)</b>	



Induction tutor (name and role/position)	
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## Part 2 – Schools designing their own training programme based on the ECF

**Note:** this form should not be used to describe in detail every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into a training programme based on the ECF.

Staff planning induction are expected to reference the ‘learn that’ and ‘learn how to’ statements from the [Early Career Framework](#) which can be found online.

Schools designing their own training programme may also use parts or a combination of the four DfE-accredited material options which be found online at: [Support for early career teachers \(education.gov.uk\)](#).

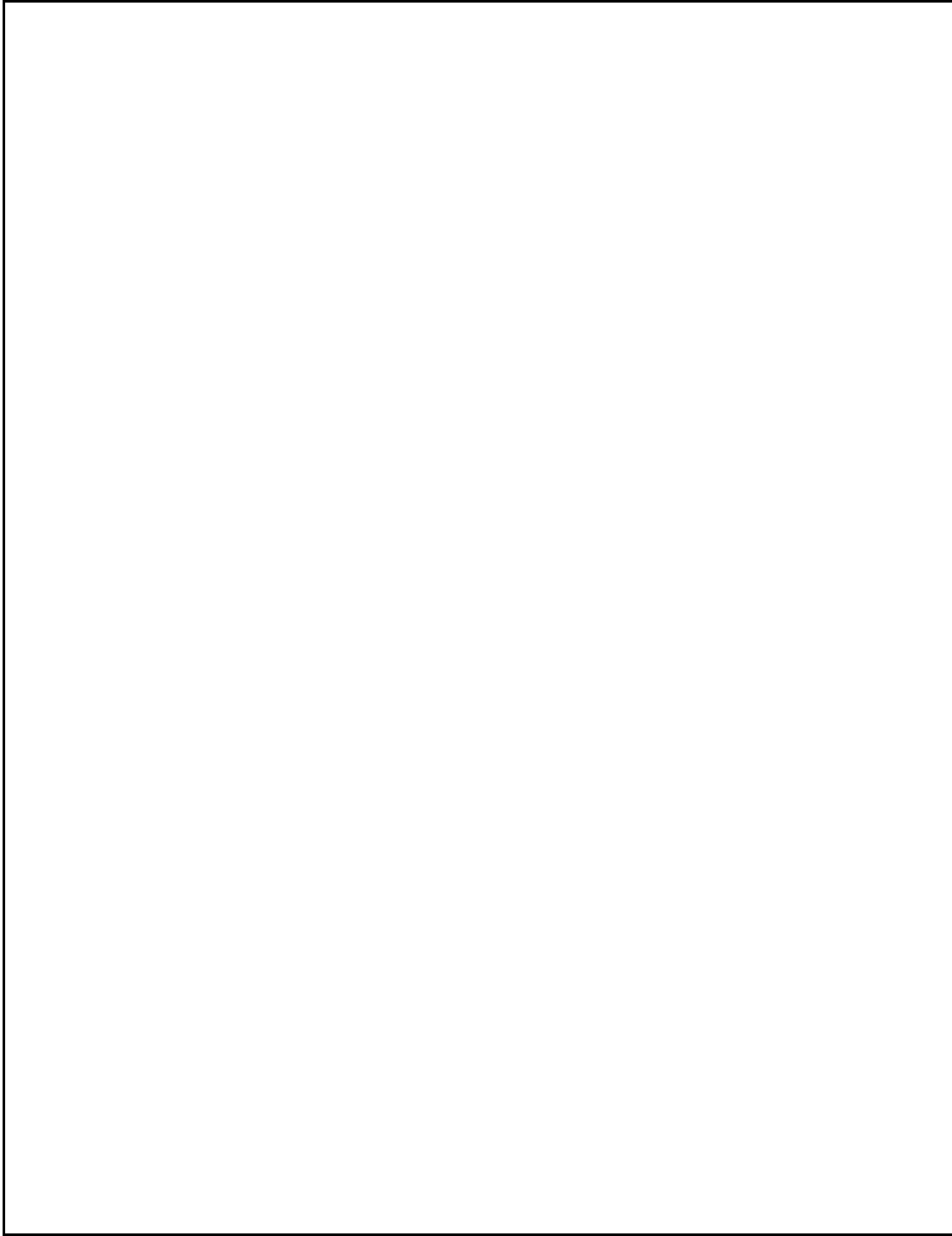
### **Overview: scheduling/sequencing**

**A.** Give a termly overview of how the induction programme has been scheduled and sequenced across the full two-year induction period.

This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.

[Suggested word count: 1000. Continue on separate sheet if necessary]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.



## **1. High Expectations (Standard 1 – Set high expectations)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

## **2. How Pupils Learn (Standard 2 – Promote good progress)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

### **3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

#### **4. Classroom Practice (Standard 4 – Plan and teach well structured lessons)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

#### **5. Adaptive Teaching (Standard 5 – Adapt teaching)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**6. Assessment (Standard 6 – Make accurate and productive use of assessment)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.



Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

## **7. Managing Behaviour (Standard 7 – Manage behaviour effectively)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study

- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

## **8. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)**

**A.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study

- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

**B.** At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.



### **Part 3 – Additional planning documents**

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

--

**Part 4 – Signature**

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

<b>Headteacher signature</b>	
<b>Date (DD/MM/YYYY)</b>	

**GDPR statement on data collection:** as documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

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## Appendix C - Early Career Teacher: Formal Assessment Template

Below is a form which induction tutors can use to complete formal assessments of Early Career Teachers (ECTs) during or at the end of their statutory induction.

Further [guidance for statutory induction](https://www.gov.uk/guidance/guidance-for-statutory-induction) is available on GOV.UK at [Statutory Induction Guidance \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/guidance-for-statutory-induction).

### Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher.
- A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment.
- Copies of all formal assessment reports are expected to be retained by the ECT, the school and the appropriate body.

## Part 1 - Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Assessment period start date	
Assessment period end date	
Term 3 / 6 /Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this assessment period	
Name of appropriate body receiving this report	

## Part 2 - Assessment period details

1. Which period of the ECT's induction does this formal assessment cover?  
(Select one of the below)

- End of first assessment period
- End of second or final assessment period
- Interim assessment i.e. the ECT is due to complete induction at another establishment

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Use this box for the answer
-----------------------------

2. **If this is a final assessment, how many days has the induction period been reduced by (if any)?** Any reductions to the induction period require prior agreement with the appropriate body.

Use this box for the answer

3. **Based on the teacher's performance against the Teachers' Standards within the assessment period,** which **one** of the following statements is applicable?

- The above-named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period
- This is the above-named teacher's final assessment period **and** their performance indicates that **they have successfully met** the Teachers' Standards within the induction period
- The above-named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period

4. **Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards.** Do not reproduce evidence in full. The [Teachers' Standards](#) are available.

**TS1** Set high expectations which inspire, motivate and challenge pupils

Use this box for the answer

**TS2** Promote good progress and outcomes by pupils

Use this box for the answer

**TS3** Demonstrate good subject and curriculum knowledge

Use this box for the answer

**TS4** Plan and teach well structured lessons

Use this box for the answer

**TS5** Adapt teaching to respond to the strengths and needs of all pupils

Use this box for the answer

**TS6** Make accurate and productive use of assessment



Use this box for the answer

**TS7** Manage behaviour effectively to ensure a good and safe learning environment

Use this box for the answer

**TS8** Fulfil wider professional responsibilities

Use this box for the answer

Personal and professional conduct

Use this box for the answer

**5. Briefly describe any areas for development.** Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.

Use this box for the answer

**6. If the ECT is not on track to successfully complete induction, has a support plan been put in place?** *(If yes, please attach the support plan)*

Yes/ Not yet / Not applicable

**7. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?**

Yes/ Not yet / Not applicable

If yes, please include details of the length of extension being recommended

Use this box for the answer

**8. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?**

Yes / No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Use this box for the answer

### Part 3 - Teacher comments

9. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes

No

10. ECT's comments on this report and/or their performance in the assessment period

Use this box for the answer
-----------------------------

11. ECT's confirmation that they have continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Yes

No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Use this box for the answer
-----------------------------

### Part 4 – Signatures

Induction tutor. This progress review was completed by:

Signature	
Date (DD/MM/YYYY)	

**Headteacher.**

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

**Early Career Teacher.**

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

This completed assessment form should be sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

**GDPR statement on data collection:** as documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

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## Appendix D - Early Career Teacher: Progress Review Template

Below is a form which induction tutors can use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further [guidance for statutory induction](#) is available on GOV.UK.

### Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete.
- Only a summary of the evidence considered in reviewing the ECT's progress is required. **There is no need to reproduce all the evidence in detail.**
- In all instances, send copies of this completed form to the ECT, their designated mentor, and the appropriate body.
- It is expected that the headteacher is updated on the ECT's progress after each progress review.

### Part 1 - Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	

<b>Term 1 / 2 / 4 / 5 / Other?</b>	
<b>Is the ECT full-time or part-time? (Give the FTE if PT)</b>	<b>FT / PT</b>
<b>Days absent in this period</b>	

## Part 2 - Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction period?**

Yes / No

2. **Give brief details for the reason(s) for your answer to question (1).** Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

Use this box for the answer

3. **Briefly describe any agreed development targets.** Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT.

Use this box for the answer

**4. If the ECT is not on track to successfully complete induction, has the ECT been informed?**

Yes / No

**5. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)**

Yes / Not yet

**6. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)**

Yes / No

**7. Is the ECT expected to remain at this school for the duration of the next term?**

Yes / No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

Use this box for the answer

### **Part 3 - Teacher comments**

Use this section for the early career teacher to make any brief comments themselves.

Use this box for the answer

## Part 4 - Signatures

**Induction tutor.** This progress review was completed by:

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

**Early Career Teacher.**

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

In all instances, copies of this progress review should be provided to the ECT, their designated mentor, and the appropriate body. It is also expected that the headteacher is updated on the ECT's progress after each progress review.

**GDPR statement on data collection:** As documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

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