

Waltham Forest ECT Induction Appropriate Body Bulletin Summer Term 2023



Dear colleagues, it is nearly coming towards the summer holiday, and I am sure you are all looking forward to a well-deserved break. Thank you all for your hard work this academic year. Some ECTs will be completing induction, whilst others continue until next year. This edition of the Waltham Forest Appropriate Body (AB) bulletin will provide a few highlights, routine updates, reminders to help with the Early Career Teachers (ECT) induction process in your school.



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Key changes - Appropriate Body (AB) – from 1st September 2023 - 31st August 2024



The statutory induction and AB guidance have updated their previous versions (issued March 2021) to reflect the changes. The latest version (revised April 2023) valid from 1 September 2023 can be accessed via the link: [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-for-early-career-teachers-in-england).

Summary

- From September 2024 Teaching School Hubs (TSHs) will become the main provider of AB services (except for specialist ABs for some independent and overseas schools)
- Local authorities (LAs) will withdraw from their AB role in two stages:
 - From September 2023 they will not take on any new ECTs.
 - From September 2024 they will cease operating as ABs.

The intention of this two-stage withdrawal for LAs from AB services is to avoid any disruption and allow the majority of ECTs who started induction September 2022 to complete without needing to transfer to a new AB mid-induction.

Outstanding reports on ECT Manager require urgent attention

An important reminder: there are still some outstanding reports on ECT Manager, if an assessment/progress review for last term has not yet been completed, induction tutors and ECTs must ensure these are submitted and signed (generated emails will continue to be sent to you until all signatures are present). In addition, this can delay you moving forward. The next reports will be due at the end of summer term and available to start completing at the beginning of July. Please **do not delay** in making a comment and signing the report.



Moving schools

ECT moves to a new school/ borough:

- ✚ An **interim report must be completed** when an ECT leaves a post after completing one term or more in an institution before the next formal assessment. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.
- ✚ If an ECT has completed 2 terms at a school, they will have to complete 4 terms in the new school. **Only full terms can be carried forward.** So, if an ECT has done 3.5 terms in a school, they will have to complete 3 terms in the new school.
- ✚ If the **ECT moves abroad**, they must find employment with a British Overseas School to continue their induction abroad. An independent school overseas must have been inspected by a DfE-accredited inspectorate within the last six years against the Standards for Inspection of British Schools Overseas.
- ✚ Schools are to **inform the appropriate body and Marion Dowling at NELTSH** with an exact date when an ECT is leaving to update their records. See Statutory Guidance para 5.4 (last bullet) refers to those ECTs leaving the institution: 'notify the appropriate body when an ECT serving induction leaves the institution'.
- ✚ In Waltham Forest, **North-East London Teaching School Hub (NELTSH)** is responsible for delivering ECF training and they have partnered with UCL. For information or questions on the UCL programmes contact North-East London Teaching School Hub administrator@neltsh.com

Absence of an ECT

Please be aware that **if an ECT's absences exceed to more than 29.5 days, their induction period is automatically extended.**

See Statutory Guidance para. 3.6 below.



3.6 The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more, with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave (see para 3.7). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

Unusual absences such as **jury service** or participating in a **strike action** count as normal absence. In all cases, **absence must be recorded** on the ECT manager when termly progress reviews or assessment reports are completed.

INFORMATION



We asked TRA about absences due to a strike action or jury service. Below is what they have said about a strike action:

'If the ECT is absent for more than 30 days, then the induction period must be automatically extended unless the exceptions set out in section 3.7 of the Statutory Induction Guidance apply. Strike action is not referred to as an exception and so this absence will count towards the absence total'.

Transitional arrangements reminder

The transitional period began on 1 September 2021, it gives teachers who started, but had not completed, their induction prior to this date until 1 September 2023 to complete their induction



within three terms. **It is not possible to extend the transitional period and there are no exceptions to these arrangements.**

After 1 September 2023, the transition period ends, all ECTs will be required to complete a two-year induction period. They will not restart induction but complete what remains of a two-year induction. For example, a transitional ECT who has completed two terms of induction by 1 September 2023 will then be required to complete a further four terms of induction.

Further information on transitional arrangements is in paragraphs 1.4 – 1.8 of the [updated statutory induction guidance](#)

Requesting Progress Reviews, Formal Assessments, and Interim

Assessment Copies



Schools and appropriate bodies (ABs) are responsible for maintaining and retaining induction period reports including progress reviews, formal assessments, and interim assessments for up to six years. However, you must retain a copy for yourself.

Where an early career teacher (ECT) moves schools part way through their induction the headteacher/principal should contact the ECT's previous AB to obtain copies of the necessary reports. The new school's AB should ensure that the headteacher/principal has contacted the ECT's previous AB and has obtained the necessary reports to ensure induction can be continued effectively. **Where agreed with the headteacher/principal the current AB may contact the ECT's previous AB to obtain the necessary reports.**

Assessment of ECTs



Assessment of an ECT is a statutory requirement. In the new induction arrangements, **there are two formal assessment points**, one midway through induction (end of year 1), and one at the end of the induction period.

Judgements should be made against the Teachers' Standards and **not against the ECF**. Evidence for assessments **must be drawn from the ECT's work**, using **existing** and **working documents**. No requirement for the ECT to create new evidence for the formal assessment. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor. ECTs should be kept up to date on their progress. There should be nothing unexpected.

Please note that any documentation required as part of the funded provider-led programme or where schools deliver their own training using DfE accredited materials and resources is related to these programmes. An induction tutor **could** use evidence from these ECF programmes for statutory induction assessment purposes, either in progress reviews or formal assessments.

Induction in further education institutions (including sixth-form colleges and 16–19 academies)

An FE institution, sixth-form college or 16–19 academy wishing to offer an ECT a post in which to serve a statutory induction period **is expected to**:

- ensure that normally no more than 10% of the ECT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over;
- enable the ECT to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school; ECTs should spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction; and
- make every effort to provide the ECT with up to a further 15 days' experience in a school setting.

Progress reviews



Setting objectives

Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction. They help Early Career Teachers (ECTs) not only meet the teacher standards but also look towards their longer-term professional development. It is part of an overall professional development process that includes review, planning and action.

Appropriate objectives provide a basis for reviewing an ECT's progress, and enable the ECT, induction tutor and mentor to identify both the aspects of the induction programme that are supporting development and any areas in which improvements may need to be made. Objectives in the induction period need to be carefully thought through and designed to meet the individual needs and circumstances of the ECT.

The progress review is one per term when a formal assessment is not scheduled (in terms 1,2, 4 and 5). If you wish to carry two per term, that is fine but only one progress review must be recorded on the ECT manager for the AB to review.

Purpose of the progress reviews

The reviews are a helpful check point so that the ECT and those with responsibility for induction in school can discuss progress being made, induction targets and appropriateness of support being provided.



Quality assuring the progress review reports, the AB will understand if ECTs are making the necessary progress and they are receiving an ECF based programme and their statutory ECT entitlements. The reviews will highlight strengths and areas for development for each ECT. If ECTs are not 'on track' a support plan with regularly reviewed targets and support which schools will be expected to upload the support plan onto ECT Manager.

All monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.



Progress Reviews and assessments

Reminder: **ECTs are to read the contents** of their **termly reviews** and **end of year assessment reports** to ensure they are a **true reflection** of the **discussion** held with induction tutors prior to the production of the document.

If the contents **do not reflect the discussion** and there are '**surprises**', they should request a further meeting with induction tutor to discuss the issue and try to come to a new agreement about what is included. Thereafter, make a comment and sign the report. These will not be amended once the report has been reviewed.

It is worth noting, whilst every effort should be made to encourage an ECT to sign their progress reviews/assessment form, it should still be submitted if they refuse to do so. The statutory guidance (para 2.57) informs us the ECT **should** and not **must** add their comments. Therefore, it's not mandatory.

Raising concerns



2.59 An ECT is normally expected to **raise any concerns about their induction programme with their induction tutor in the first instance**. If the matter is not resolved, the ECT may notify the named contact at the appropriate body (see para 2.27) who should, as soon as possible, investigate the issues raised.

Teacher Self-Service to access individual teacher record

ECTs must use the [teacher self-service](#) portal to update their personal details, including their email address, and download their qualified teacher status and induction certificates.

Login into Teacher Self-Service Portal

The National College for Teaching and Leadership (NCTL) is an executive agency which is part of the Department for Education (DfE). Under the terms of the Data Protection Act 1998, the DfE is a data controller. Information you provide to the NCTL on this form will be used to allow the Agency to fulfil its functions and legal obligations. All personal data will be handled in compliance with the DPA. Personal data collected may be shared with selected third parties who fulfil a service on behalf of and under the express instructions of the NCTL. Further information is available in the DfE's Privacy Statement that can be viewed on the DfE website.
<http://www.education.gov.uk/help/legalinformation/a005240/privacy-statement>

Teacher reference number*

Surname*

Forename*

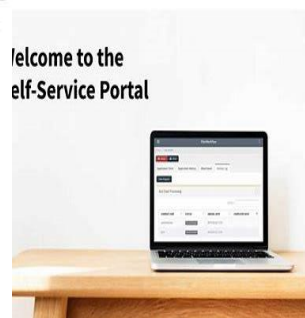
Date of birth*

UK National Insurance number

CAQUITO

Primary & Tools

Official



Induction terms and assessment dates



Cohort 2021 – 2023	Cohort 2022 – 2024	Start date of term	End date of term	Deadline for assessment	Type of assessment
Term 4	Term 1	01/09/2022	19/12/2022	12/12/2022	Progress Review
Term 5	Term 2	03/01/2023	03/04/2023	27/03/2023	Progress Review
Term 6	Term 3	17/04/2023	24/07/2023	17/07/2023	Formal assessment
	Term 4	04/09/2023	21/12/2023	14/12/2023	Progress Review
	Term 5	08/01/2024	28/03/2024	21/03/2024	Progress Review
	Term 6	15/04/2024	24/07/2024	17/07/2024	Formal assessment

(Based on a full time ECT commencing induction in September)

For queries/questions on the content of this bulletin and any other induction matters, please contact:

Sylvia Harper (ECT Coordinator) Email: sylvia.harper@walthamforest.gov.uk

Mobile: 07771 606 897

