



Waltham Forest Appropriate Body Bulletin November 2022

Dear colleagues, this edition of the Waltham Forest Appropriate Body (AB) bulletin will provide a few highlights and routine updates with information that will help to deliver Early Career Teachers (ECT) induction in schools.

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Registration of Early Career Teachers (ECTs) 2022-2023

The Appropriate Body (AB) is aware that schools are still adapting to the new process, there has been some confusion over the registration with an AB and sign-up process for a Full Induction Programme (FIP) or Core Induction Programme (CIP).

Follow these steps:



- A. Schools MUST register their ECTs with an Appropriate Body (AB).** The appointment of an AB is a statutory requirement for the induction period of all ECTs (para 2.21 - 2,26; statutory guidance).

It is the **responsibility of each school** to ensure that they **register their teachers with the new DfE service** if they intend to access a provider-led training programme or to use the DfE-accredited materials to deliver their own induction. **Once your school has signed up for a DfE programme**, the **induction tutor will receive an automatic email** confirming the lead provider and delivery partner.

If the school has not received an email confirmation, please log into [Manage training for early career teachers](#) and/or ([Support for early career teachers \(education.gov.uk\)](#)) to view the details of your chosen induction route or to access materials. If you experience any difficulties in using the service, please contact the service helpdesk:
continuing-professional-development@digital.education.gov.uk

If you have any queries or questions regarding the ECF training programme in Waltham Forest, **North-East London Teaching School Hub (NELTSH) is responsible for delivering ECF training** and they have partnered with UCL. **Please express your interest, sign up ECTs and Mentors, for the Full Induction Programme with UCL** by contacting North-East London Teaching School Hub administrator@neltsh.com.

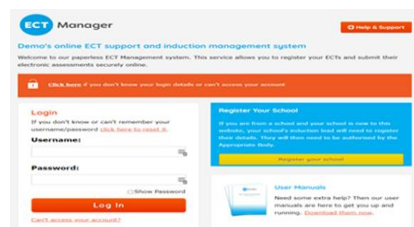
For other options on different training programmes or further information including on how schools can sign up visit: [Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](#).

- B.** Schools in Waltham Forest use this link <https://walthamforest.ectmanager.com/Login.aspx> to **register ECTs**. The **details recorded** must be the **start date of induction** and **not from the date of employment with the school**. If you placed an incorrect start date, please inform the AB so it can be amended and the TRA informed of the change, this will affect the funding of the programme. The **Headteacher/Principal MUST sign off the registration form as it will remain incomplete and ECTs not authorised.**
- C.** Please remember to **purchase the Appropriate Body Service on WF Online:** The ECT Induction Service is a Traded Service and **each ECT** must be **purchased annually** via WF Traded Services Online, the School Business Manager and/or finance person will purchase the service for the school. Click on the link: <http://wftradedservices.uk> this will show how to sign up or login, all the traded services will be seen, **click on ECT Induction Service**, then it will direct you to **“Buy Now”**, click that and it **will show the options available to purchase**. **Schools must check that they have purchased the service**, outstanding purchases will be added to your shopping basket, even if an ECT has left your school, you will be charged. This can delay the reviewing of reports and your ECT moving forward. Please email sylvia.harper@walthamforest.gov.uk or the traded service team if you are experiencing problems with purchasing: WF Traded Services email wftradedservices@walthamforest.gov.uk
- D. Mid-year ECT starters:** Although it is encouraged to start ECTs at the beginning of each term, not all teaching contracts begin at the start of the academic year and therefore some ECTs may start induction mid-year. The **start date for induction should be the date when the ECT’s induction programme formally commences** (Induction for early career teachers (2021) statutory guidance; 2.12). The Core Induction Programme / School-based ECF Induction programme will commence at the same time as the induction starts.

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.



Checking records on ECT Manager

This term, there have been several instances where the AB has been dealing with some very complex data issues which have caused additional pressures to resolve the challenges as result of the incorrect information. This included cases

when the information on ECTs did not match the data the TRA had or schools not checking if the teacher was eligible for an induction and registered them. In some cases, ECTs not holding QTS were registered. **A gentle reminder** that the QTS is a prerequisite for an ECT to start induction. Please check that your ECTs are registered correctly. **Ensure deadline dates are met**, all **out-standing progress reviews and assessments must be submitted and signed as soon as possible**,

you will continuously receive generated reminders, please do not ignore them. For every outstanding assessment we are charged for having them on the system and will delay your form getting reviewed.

The ECT manager operates on the information that has been uploaded on the system.

For this reason, it is important that schools upload accurate information on the system.

The following scenarios may happen if the incorrect information has been uploaded:

- a new headteacher / tutor will not be able to log in, sign a new registration or the reports if the previous headteacher / tutor/ induction lead are still on the system
- the system will not generate a progress review or assessment report template for an ECT if the start date is incorrect
- AB communication with schools or automatic notifications sent via ECT manager, will not reach the correct people.
- colleagues who are no longer involved in induction may still be able to access the data on the ECT manager.

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.



Deadlines to put in your diary for first and second year ECTs

Period	Start of ECT term -full time	End of ECT term -full time	Earliest Assessment submission date from
Autumn Term			
Term 1 & 4	1 September 2022	19 December 2022	12 December 2022
Half Term	24 - 28 October 2022	(72 days)	Progress Review
Spring Term			
Term 2 & 5	3 January 2023	3 April 2023	27 March 2023
Half Term	13 - 17 February 2023	(59 days)	Progress Review
Summer Term			
Term 3 & 6	17 April 2023	24 July 2023	17 July 2023
Half Term	29 May – 2 June 2023	(64 days)	Formal Assessment

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.

The progress reviews are intended to be 'lighter touch' than termly assessment reports and it is not necessary to report against each of the Teachers' Standards. Assessment reports at the end of Year 1 and the final at the end of Year 2 will require more detail, require commentary under each of the Teachers' Standards headings.

Please see below the relevant paragraphs from the Statutory Guidance (2021) to learn more about who is responsible for the progress reviews and what is expected:

INFORMATION



2.43 The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles

should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

2.46 The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

2.47 Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

2.48 Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

2.49 A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, **briefly summarising evidence collected** by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

2.51 It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress (see para 4.1) it is expected they outline the plan they have put in place to assist the ECT in getting back on track.

What to do if there are concerns about an ECT



A very small number of ECTs will encounter difficulties. The vast majority will overcome these with support. Structures should be put in place to support ECTs who may experience difficulties.

- **Act swiftly** – be clear with ECT from the beginning about progress and any concerns, and how the school will support, monitor and review
 - **Communicate concerns to ECT and inform the AB** so that appropriate support measures are put in place
 - **An appropriate Action Plan with short term targets will be required**, this should be regularly reviewed with the ECT
 - **A formal letter to the ECT may be necessary** outlining the concern and informing the ECT there is a risk of not meeting the standards if no improvements are made at the end of that term
 - **Keep a record of discussions, meetings, and communications** – this is critical and may be used as evidence in the event of a concern raised. Paperwork must be agreed and signed
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Appropriate Body Quality Assurance

Keeping in touch with the AB



1. **Notify the appropriate body when an ECT serving induction leaves the school partway through an induction period.** You will need to provide the name of the ECT, school and the date of leaving your school. The school must also provide interim assessment reports for ECTs moving school. The AB will then provide the TRA with details of ECTs who have left the school partway through an induction period; together with details of the type of induction an ECT is accessing.
2. **Notify the appropriate body when an ECT serving induction takes statutory maternity leave (ML).** You will need to provide the name of the ECT, school and the date when the ECT will take the ML.
3. **If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed**, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately.

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

Guidance on how teachers can request a reminder for a teacher reference number if they have forgotten it is [available at this link](#).



Some schools will be selected to participate in a **documentation sampling** process as part of the QA process, and can be combined with the fidelity check so you are required to provide the following supporting documents if requested:

- QA Self Evaluation Form/Survey
- Supporting evidence
 - Termly action/ support plans for each ECT
 - Observation of ECT's teaching for each ECT
 - Evidence of mentor/ECT meeting for each ECT
 - Observation of experienced teachers
 - Progress review meetings notes
 - Timetables of ECTs for each ECT
 - Evidence of ECF training
 - Evidence of support and training for mentors and induction tutors
 - Updated ECT induction Policy
- Fidelity Check timetable and module sequence

ECT INDUCTION -Documents



Induction templates, handbooks, statutory guidance, teachers' standards, and various information to assist with the induction process is available on ECT Manager for ECTs, Headteachers, Induction Leads and Tutors under the heading Resources.

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

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