

# Waltham Forest Appropriate Body



## Early Career Teachers – Updates

Spring 2022



### Welcome

Dear colleagues, welcome to the Spring 2022 edition of the Waltham Forest Appropriate Body (AB) bulletin. It has been another challenging term and the spring term holidays will be a well-deserved break. Some of you have asked for routine updates with information that may help you to deliver Early Career Teachers (ECT) induction in your schools.

### Included in this edition:

1. **Registration of early career teachers (ECTs) with the appropriate body (AB)**  
*ECT Manager – update tutors, induction leads and headteachers/principal*
2. **Early Career Framework (ECF) programme and DfE accredited materials**
3. **Timings of the progress reviews**
4. **Assessment of ECTs**
5. **Covid- 19 absence exemption**
6. **DfE updates and guidance**
7. **Appropriate Body Quality Assurance**



### 1. Registering your Early Career Teachers (ECTs) with an Appropriate Body (AB)

Schools **MUST** register their ECTs with an AB. The appointment of an AB is a statutory requirement for the induction period. In all circumstances, *statutory induction cannot start until an AB is in place*. Please log on ECT Manager to register your ECT(s):

<https://walthamforest.ectmanager.com/Login.aspx>

ECT Manager must be updated by the school when someone has left with new Tutors, Induction Leads and/or Headteachers. Please delete tutors/induction leads not active within the induction process on ECT Manager or inform the ECT Coordinator.

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 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.

The TRA sent me an email advising of data discrepancies between TRA and Department for Education (DfE) records. They have asked me to encourage schools to ensure they record all relevant teachers with the DfE. Some teachers are not currently registered on the new DfE service. Please check that all your ECT(s) are registered with the DfE portal.

To support the rollout of the early career framework, schools must register early career teachers (ECTs) undergoing the full, and core, induction programmes on a new DfE [Manage training for early career teachers](#) service. This is an important step to make sure funding is in place for ECT statutory induction training.

Recent analysis shows that not all ECTs I have advised the TRA are undergoing the full, or core, induction programmes are registered with the DfE through the new service.

It is the responsibility of the 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.

Guidance regarding the registration of an ECT with an appropriate body (AB) can be found in paras 2.21 – 2.26 of the [Statutory Induction Guidance](#), but would like to provide you with further guidance:

- *The start date for statutory induction* will be determined by the AB and should be agreed in advance with the headteacher and the ECT. *It should be the date when the ECT starts their induction programme*, which may, in some circumstances, be an earlier date to when their ECF training starts.
- To explain this further, for ECTs who start their teaching role at the start of a new term, this will usually also be the date that their provider led ECF training starts, if their school has chosen that induction route. However, if an ECT starts their teaching role at any other point in the academic year these dates may be different. The six Lead Providers each have their own policy for the management of ECTs that start their induction at a non-standard time, and schools should contact them directly for details. ECTs starting statutory induction at a non-standard point should be able to join an ECF programme cohort at the next available start date. The school should work with their Lead Provider to agree what induction activities the ECT will undertake as part of their induction programme prior to joining the next available cohort. ECTs do not need to wait until an ECF programme cohort to start their statutory induction. For example, a school may deliver some induction activities to help the ECT settle into their new role, e.g., meeting their mentor and other key staff, safeguarding training etc. The ECT may also be supported by the Lead Provider, in accordance with the Provider's policy, until the cohort start date.

Please note, that ***it is not possible to backdate an induction period.***

Please also remember that any statutory induction that was agreed to start before 1 September 2021 falls under the [previous statutory guidance](#) and will not be eligible for the DfE-funded provider-led ECF training.



## 2. ECF programme

Schools should decide early which options they will take in the event they will have ECTs from September. Even if it is not clear whether any will be recruited, it will be worthwhile to have a clear understanding of the options and have a preference identified in the event that your school recruits late and needs to move quickly. This would include discussing and making an informed decision which programme the school will choose.

Schools have **three** options to deliver the ECF programme:

ECF programmes	What the school must do
<b>Full Induction Programme (FIP)</b>	<p>The FIP programme is delivered by a lead provider and is available for state-funded schools only, but some providers have arrangements in place for independent / free schools. There are 6 providers <a href="#">DfE-funded training provider</a> that deliver the FIP.</p> <p>If you choose this option, you will need to select 1 provider and then <b>register with the DfE</b> <a href="#">Manage training for early career teachers service</a> as they will need to arrange relevant funding and access to materials.</p> <p>In Waltham Forest, <b>North East London Teaching Hub (NELTSH)</b> is responsible for delivering ECF training and they have partnered with UCL. For more information or registering for the UCL programmes contact North East London Teaching School Hub <a href="mailto:administrator@neltsh.com">administrator@neltsh.com</a></p>
<b>Core Induction Programme (CIP)</b>	<p>If you choose this option, <b>please select materials</b> from one provider <a href="#">DfE-accredited materials</a> and use these materials for delivering the programme in the school.</p> <p>Then <b>register with the DfE</b> <a href="#">Manage training for early career teachers service</a> as they will need to arrange access to materials.</p> <p>The AB will need to conduct an <b>ECF fidelity checking</b> at three points during induction – 1) prior to the induction, 2) end of year one, 3) end of induction. Please visit ECT Manager download the ECF Fidelity checking Template to see a form you will be asked to complete.</p>
<b>School-based Programme (SBP)</b>	<p>If you choose this option, you will need to <b>design and deliver</b> your programme.</p> <p>The AB will need to conduct an <b>ECF fidelity checking</b> at three points during induction – 1) prior to the induction, 2) end of year one, 3) end of induction. Please visit ECT Manager download the ECF Fidelity checking Template to see a form you will be asked to complete.</p>

### DfE-accredited materials

Schools who want to access the DfE-accredited materials to deliver an early career framework (ECF) based induction should continue to **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: [Support for early career teachers \(education.gov.uk\)](#)

For queries about accessing or using these materials please contact:  
[continuing-professional-development@digital.education.gov.uk](mailto:continuing-professional-development@digital.education.gov.uk)



### 3. Timings of progress reviews

The statutory guidance relating to progress reviews can be found in paras 2.46 – 2.51 of the [Statutory Induction Guidance](#) but we would like to provide some further clarification:

- The purpose of a progress review is to provide regular opportunities for an ECT to discuss their progress throughout induction to ensure that there are no surprises for the ECT when it comes to formal assessment.
- Progress reviews are expected to take place in **each term** where a formal assessment is not scheduled. The AB has the discretion to advise schools on the timing of the progress reviews to ensure that the approach is proportionate and supportive.
- In all progress reviews, development targets and the amount of detail on a progress review should be proportionate to the amount of induction served.

#### **Some considerations:**

- Most times, a review each term from the first term will be appropriate but there may be some circumstances where it is more appropriate to allow the ECT more time to demonstrate progress before holding the first progress review.
- **Mid-term starters** – Sometimes, an ECT might start their induction midway through a school term. In these cases, the AB and the school have some flexibility to decide when the first progress review will take place. For example, if an ECT starts induction after the October half-term break, the school may conduct the first progress review before February half-term, once the ECT had served the equivalent to one term.
- **Part time ECTs** – It might be helpful for part-time ECTs to have more progress reviews over the course of induction than their full-time peers.



### 4. 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.

Please note that any documentation required as part of the full induction programme (FIP) or core induction programme (CIP) 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 1 or 2 (final).



#### Dates for your diary:

Period	Start of ECT term -full time	End of ECT term - full time	Earliest Assessment submission date from
<b>Autumn Term</b>			
Term 1	1 September 2021	20 December 2021	13 December 2021
<b>Half Term</b>	<b>25 - 29 October 2021</b>	<b>(73 days)</b>	
<b>Spring Term</b>			
Term 2	4 January 2022	4 April 2022	28 March 2022
<b>Half Term</b>	<b>14- 18 February 2022</b>	<b>(59 days)</b>	
<b>Summer Term</b>			
Term 3	19 April 2022	25 July 2022	18 July 2022
<b>Half Term</b>	<b>30 May – 3 June 2021</b>	<b>(63 days)</b>	
<b>Autumn Term</b>			
Term 4	1 September 2022	19 December 2022	12 December 2022
<b>Half Term</b>	<b>24 - 28 October 2022</b>	<b>(72 days)</b>	
<b>Spring Term</b>			
Term 5	3 January 2023	3 April 2023	27 March 2023
<b>Half Term</b>	<b>13 - 17 February 2023</b>	<b>(59 days)</b>	
<b>Summer Term</b>			
Term 6	17 April 2023	24 July 2023	17 July 2023
<b>Half Term</b>	<b>29 May – 2 June 2023</b>	<b>(64 days)</b>	

CHANGES AHEAD



## 5. COVID-19 absence exemption - update

The following position has been agreed by the DfE in relation to the impact of COVID-19 upon ECTs:

- DfE recognises that during the Omicron COVID-19 variant wave the number of absences amongst ECTs increased. In response to this situation, the Department intends to introduce regulatory changes that will reinstate the COVID-19 exemption to the induction absence limit, subject to parliamentary procedures. **The new provisions are due to come into force on 18 April 2022**
- This will enable most affected ECTs to begin their second year of induction in September 2022 without any COVID -19 related absences automatically extending their induction period.
- ECF training providers will support participants to catch up and re-engage with the content if some has been missed with the aim of retaining them on the programme with the cohort they started with.
- During the first formal assessment, induction tutors and headteachers should still determine whether satisfactory progress has been made against the Teachers' Standards. If satisfactory progress has not been made, the appropriate body should be informed and the headteacher should ensure that additional monitoring and support measures are immediately put in place.
- In the case of transitional ECTs or those on reduced inductions who are due to complete their induction, headteachers and appropriate bodies should continue to make a decision on whether an ECT has met the Teachers' Standards.

- If there are concerns that an ECT has not achieved the Standards at the end of their induction, regardless of COVID-related absence exemptions, we would encourage appropriate bodies to consider exercising their discretion to recommend an extension, allowing the ECT further time and opportunity to demonstrate their ability to meet the Standards.

## 6. Updates and guidance from the DfE

The DfE has published new guidance regarding the Early Career Framework (ECF). This guidance covers the most frequent questions regarding ECF.

- [ECF induction and training: additional information for early career teachers](#)
- [ECF induction and training: additional information for school leaders](#)
- [ECF induction and training: additional information for mentors](#)



## 7. Appropriate Body Quality Assurance

The Local Authority, as the Appropriate Body (AB) is required to quality assure the induction processes provided by schools. The QA processes aim to quality assure the induction processes in Waltham Forest schools as well as highlighting examples of effective practice for ECT Induction.

Some schools will be selected to participate in a **documentation sampling** process as part of the QA process, so you are required to provide the following supporting documents:

- QA Self Evaluation Form
- 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
  - Timetables of ECTs for each ECT
  - Evidence of ECF training
  - Evidence of support and training for mentors and induction tutors
  - Updated ECT induction Policy

This newsletter will be available on ECT Manager. Induction templates, handbooks, statutory guidance, teacher standards and various information to assist with the induction process is available on ECT Manager for ECTs, Headteachers, Induction Leads and Tutors.

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

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