

Ealing Appropriate Body

Early Career Teachers – Updates

29 September 2021

Included in this edition

1. Registration of Early career teachers (ECTs) with the Appropriate Body (AB) and an Early Career Framework (ECF) programme
2. Access to the DfE-accredited materials for schools delivering an ECF-based induction (*update from the DfE*)
3. Ofsted update – ECTs and trainees working in schools during section 5 inspections
4. Assessment V ECF training paperwork
5. ECTs from the Republic of Ireland (RoI)
6. ECT Induction - Focused clinics for Induction Tutors and mentors (Professional Development)

1. Registering ECTs with the AB and an ECF programme

Ealing AB is aware that schools are adapting to a new process, so it is possible that, while acting in good faith, 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).

This may help:

- a) Schools **MUST** register the ECTs with an AB. The appointment of an AB is a statutory requirement for the induction period of all ECTs (para 2.21 - 2,26; statutory guidance). The deadline is **5 October 2021**. Please log in the [ECT manager](#) to register your ECT.
- b) 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](#) to view the details of your chosen induction route.
If you experience any difficulties in using the service, please contact the service helpdesk: continuing-professional-development@digital.education.gov.uk

If a school intends to use a funded provider-led programme and has not yet successfully signed up, we encourage you to do this as soon as possible.

In Ealing, [Teach West London](#) is responsible for delivering ECF training and they have partnered with UCL. For more information or registering for UCL programmes contact Teach West London info@teachwestlondon.org.uk.

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

2. Access to DfE accredited materials for schools delivering an ECF-based programme

From **Monday 11 October**, the **DfE-accredited materials** website (known as the “core induction programmes”), developed by Ambition Institute, Education Development Trust, Teach First, and UCL Early Career Teacher Consortium) **will close**.

After this time, access to these materials will only be via the new service which can be accessed by schools here: <https://manage-training-for-early-career-teachers.education.gov.uk/>

So, schools designing and delivering their own school-based induction programmes may wish to refer to the DfE-accredited materials. To access materials via the service, **schools should register for a Core Induction Programme (CIP) regardless of whether they intend to deliver a CIP induction, or to use the materials to support their school-based induction programme.**

Please note that **there is no requirement for schools to register on the service if they are delivering a school-based induction and do not require access to the accredited materials.**

Each CIP has not been designed to be used in combination with other CIPs, so it is **recommended that school’s access or reference** their plans to **only one CIP**. However, where schools have already devised their own induction programmes referencing materials from more than one CIP they are able to download the resources from the website [Early Career Framework – Core Induction Programme](#) before 11 October, after which time this link will no longer operate.

3. Ofsted update – Early career teachers and trainees working in schools during section 5 inspections

Inspectors will meet ECTs where possible and may wish to visit lessons given by ECTs. In doing so, inspectors will consider the fact that ECTs have less experience than other teachers but **will assess the effectiveness of the support and professional development put in place for ECTs**, to ensure that ECTs have the knowledge and skills necessary to teach in their chosen subject or phase.

This will include the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training providers. Inspectors **will discuss how ECTs are supported by the school in managing pupils’ behaviour.** Inspectors **will meet with mentors and where possible, the induction tutor** (para 115).

Inspectors **will meet any trainees employed by the school on the School Direct** (salaried) route to assess their support, mentoring and induction. Inspectors will not observe lessons given by trainees (para. 116).

4. Assessment of ECTs V Early Career Framework (ECF) training paperwork

Please note that 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 (end of year 2). Judgements should be made against the Teachers' Standards and **not against the ECF**.

So, 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).

Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. Evidence for assessments **must be drawn from the ECT's work** as a teacher during their induction. This will consist of **existing** and **working documents**. No requirement for the ECT to create new evidence for the formal assessment. Evidence used in assessments should be **transparent** and **copies provided to the ECT and appropriate body (AB)**.

AB will shortly share some guidance on progress review processes and assessment.

5. ECTs from the Republic of Ireland (RoI)

Teaching Council in Ireland (TCI) will no longer recognise induction in the UK. If a teacher from Ireland wishes to do induction in the UK, they will need to obtain QTS first. Once they have two years of experience, they can apply for QTS via the 'Assessment Only route'. Irish teachers who are here already cannot access FIP.

If ECTs from RoI wish to gain QTS in the future, their main options would be to:

- ◇ Once they have two years of experience, they can apply for QTS via the **Assessment Only route**.
- ◇ Or, they can gain their full registration in Ireland and then apply for QTS.

6. ECT induction - Focused clinics are aimed at Induction Tutors

These sessions will be online, with a focus on statutory induction, mentoring and coaching skills. Possible themes include new in leading induction, new in mentoring, assessing and evidencing ECT's progress, mentoring and coaching, monitoring ECF provision.

There will be flexibility with themes and a Q&A session in each session for induction tutors and mentors.

Dates of the focused clinics:

- ◇ **13 October 2021 at 3:30 – 4:30** *Please note this date has now been changed due to a clash with another event.*
- ◇ **2 December 2021 at 3:30 – 4:30**
- ◇ **24 February 2022 at 3:30 – 4:30**
- ◇ **26 May 2022 at 3:30 – 4:30**

This newsletter will be available on [ECT manager](#)

For queries on the content of this newsletter, please contact:

Mirela Temo, ECT Induction/ EMA/ RE Adviser mtemo@ealing.gov.uk 07957637118
