

Ealing Appropriate Body - Early Career Teachers Updates

Spring 2022

Welcome

Dear colleagues, welcome to the Spring 2022 edition of the Ealing appropriate body (AB) bulletin. 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 on registration form
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

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 the [ECT manager](#) to view a flowchart and register your ECT.

Guidance regarding the registration of and ECT with an appropriate body (AB) can be found in paras 2.21 – 2.26 of the [Statutory Induction Guidance](#), but the we would like to provide 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 for the ECTs that start their induction at non-standard time and you 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 DfE-funded provider-led ECF training.

A **flowchart** explaining registration is available on [ECT manager](#).

ECT Manager – We have amended the registration form to include some important information which we use for monitoring purposes (e.g. ethnicity, gender). So, induction tutors will be prompted to add/ amend this information the next time they log in.

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 the 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:

What the school must do:

Full Induction Programme (FIP)

If you choose this option, please select your provider (6 providers) DfE-funded training provider .

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.



Then register with the DfE Manage training for early career teachers service so they will need to arrange relevant funding and access to materials.

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.

Core Induction Programme (CIP)

If you choose this option, please select materials from one provider DfE-accredited materials and use these materials for delivering the programme in the school.

Then register with the DfE Manage training for early career teachers service so they will need to arrange access to materials.

The AB will need to conduct an ECF fidelity checking 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 guidance on ECF Fidelity checking to see what is involved and a form you will be asked to complete.

School-based Programme (SBP)

If you choose this option, you will need to design and deliver your programme.

The AB will need to conduct an ECF fidelity checking 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 guidance on ECF Fidelity checking to see what is involved and a form you will be asked to complete

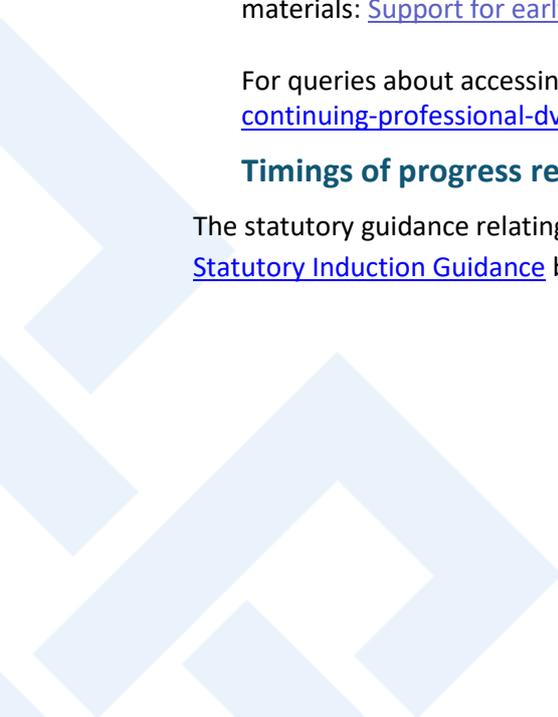
DfE-accredited materials

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 \(education.gov.uk\)](https://www.gov.uk/guidance/support-for-early-career-teachers)

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

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 the 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:
 - The majority of 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.

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).

COVID-19 absence exemption

- 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.

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- 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.

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](#)

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

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

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