

Early Career Teacher (ECT)

Induction Handbook 2024/2025 Academic Year

For ECTs, Mentors, Induction Tutors and Headteachers in BSO Schools



From the DfE's sole Specialist Appropriate Body for ECT induction in BSO Schools

Summary of Contents

Foreword and Welcome to all new ECTs	3
Section 1: Introduction and Key Information	5
Section 2: Roles and Responsibilities	9
Section 3: The ECT Induction Period	14
Section 4: Monitoring, Assessment, Timetabling and Observing	19
Section 5: Progress Reviews, Formal Assessments and Interim Assessments	25
Section 6: Paperwork and Record Keeping	29
Section 7: Unsatisfactory Progress and Extensions to Induction	32
Section 8: Completing the Induction Period	36
Section 9: ECT Induction Policies	39
Section 10: ESP AB Complaints Policy	43

Foreword and Welcome



Foreword and Welcome to all new ECTs

Dear colleagues,

As the Department for Education's directly appointed specialist Appropriate Body (AB) for ECT induction in BSO schools we are delighted to welcome you to your statutory induction period. Many congratulations on getting to this point and successfully achieving the challenging standards of Qualified Teacher Status (QTS).

We are very proud of the excellent standards in the schools in which we work, and these have been demonstrated by the rigorous BSO inspection your school will have undertaken via one of the DfE Ofsted monitored BSO inspectorates. These standards are clearly a reflection of the quality of the workforce in your school and the expertise that your senior leaders deploy to develop their teachers.

We sincerely hope that you find this handbook helpful. It has been designed with you in mind and will help to guide and assist you through the key aspects of the induction ahead. It is, however, only a small part of the support offered to you. The staff in your school, particularly your assigned ECT Mentor and/or Induction Tutor, are there to help steer you through your induction and will offer vital advice and support throughout.

As your Appropriate Body we have the following statutory roles during the induction process:

- **Monitoring of Support.** The AB is required to check, at key points in the induction process that ECTs are receiving their statutory entitlements and to conduct ECF fidelity checks to ensure that all ECTs are being provided with, and accessing, an ECF-based induction.
- **Monitoring of Induction.** As the AB we will make the final decision as to whether ECTs have satisfactorily met the Teachers' Standards based upon regular assessment, evidence of performance during induction, and the recommendations of the school's Headteacher.

The roles and responsibilities of all involved in the induction process are outlined further later in this handbook.

In preparing these materials, care has been taken to ensure that they adhere to the current academic year's government induction regulations and irrespective of induction experience all parties should study this handbook in detail and attend one of our online induction briefings.

Communication during induction

You are encouraged to contact the ESP induction team if you have any questions or concerns during induction. Your named induction contacts at ESP are:

Mark Bignell
Business Development Director
mark@espeducation.co.uk

Amanda Picillo
Managing Director
amanda@espeducation.co.uk

Section 1: Introduction and Key Information



Section 1: Introduction and Key Information

Purpose of this handbook

Statutory induction is the bridge between Initial Teacher Training (ITT) and a long and successful teaching career. It combines a structured programme of development support and professional dialogue underpinned by the Early Career Framework (ECF) with monitoring and assessment of performance against the Teachers' Standards.

This handbook provides an overview of induction, gives specific guidance about the evidence-gathering process and confirms what to do if any concerns are identified during induction.

It is intended that this handbook support BSO accredited schools to provide a fair, rigorous and robust induction for their ECTs comparable to that served in eligible schools in England. It is intended to be accessed by the following staff in BSO schools:

- Early Career Teachers (ECTs)
- ECT Mentors
- Induction Tutors
- Induction Leads
- Headteachers and Principals
- Governing Bodies

Eligibility to offer ECT induction

There were no changes to the statutory eligibility of international induction with the introduction of the ECF and ECT induction on the 1 September 2021. Induction under current regulations remains, as it has done since 2012, exclusively available internationally to those school who:

- Have undertaken a BSO inspection within the last 6 years; **and**
- Are full members of at least one of the following DfE recognised membership associations for British international schools (AoBSO, BSME, COBIS, FOBISIA, LAHC or NABSS); **and**
- Are working with a DfE appointed Appropriate Body like ourselves to support their ECTs.

If you have been registered to commence induction in a British international school by ESP we will have already confirmed your school's eligibility to offer induction and will be working with your Headteacher and/or Induction Lead to ensure that your induction is compliant with DfE statutory requirements.

When you successfully complete induction in a BSO school your outcome will be reported to the DfE via the Teacher Regulation Agency (TRA) and will be added to your personal DfE record. You will have completed an induction certified by the DfE that will be recognised throughout the British international schools sector as well as by maintained schools, academies free schools and independent schools in England.

Charges for induction

Charges are per ECT. The charge is non-refundable and invoiced as soon as the teacher is fully registered with the Teaching Regulation Agency.

For an ECT registered for the full two-year programme the fee will be £500 for 2024/2025. This is a charge for the full programme and not per year of induction. Fees are not reduced if an ECT is subsequently granted a reduced length induction.

For ECTs with partial induction completed prior to employment in the BSO school the charges are reduced as below:

- ECTs with 1-2 terms remaining at registration £250
- ECTs with 3 terms remaining at registration £350
- ECTs with 4-6 terms remaining at registration £500

Induction fees are reduced to £350 for graduates of the AO Route to QTS as DfE regulations entitle them (with the support of their school and the AB) to a reduced length induction.

The fee is invoiced to the school and must be settled by the school.

Induction fees are non-refundable should an ECT leave the school, or the school release them from induction during the induction period. Employing schools retain the right to reclaim induction fees from ECTs should they leave during their contracted induction period. Any reclaimed fees may extend beyond the direct costs paid to ESP to include other costs of supporting the ECT.

ESP is within its rights to refuse to report induction outcomes in relation to any ECTs where there has been lack of payment and/or underpayment of induction fees.

Appointment of a Mentor

The Headteacher should identify a person to act as the ECT's Induction Tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the Induction Tutor. The Induction Tutor is a separate role to that of the Mentor.

Appointment of an Induction Tutor

The Headteacher should identify a person to act as the ECT's Mentor, to provide regular mentoring. The Mentor must hold QTS and have the necessary skills and knowledge to work successfully in this role.

Mentoring is a very important element of the induction process and the Mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT.

This includes having a timetabled one-to-one mentor meeting with the ECT (weekly in Year 1 and fortnightly in Year 2) and being released to attend mentor training for the ECF-based training programme where appropriate.

The Mentor and the Induction Tutor are two discrete roles with differing responsibilities, and it is expected in most circumstances that these roles should be held by different individuals.

In exceptional circumstances (and only if agreed by the Appropriate Body) it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher 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.

ECTs - What to do if you are not satisfied with your induction

You should take increasing responsibility for your professional development as your induction support programme progresses. If you are not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during your induction, please act as quickly as possible.

It is far better to raise any concerns at an early stage:

- Talk to your Mentor and/or Induction Tutor;
- Talk to a colleague;
- Raise issues with the appropriate senior staff;
- Contact the ESP Appropriate Body via mark@espeducation.co.uk

Section 2: Roles and Responsibilities



Section 2: Roles and Responsibilities

The ECT

The ECT is expected to:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- Agree with their Induction Tutor how best to use their time off timetable and guarantee engagement with their ECF-based induction programme;
- Demonstrate their progress against the Teachers' Standards throughout their induction programme;
- Raise any concerns with their Induction Tutor with the Headteacher and/or Appropriate Body as soon as practicable;
- Consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their Induction Tutor/within the BSO school;
- Keep track of and participate effectively in the scheduled classroom observations, progress review and formal assessment meetings;
- Retain copies of all progress review and assessment reports.

Headteachers

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded QTS;
- Clarify whether the teacher needs to serve an induction period or is exempt;
- Agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- Notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- Ensure that the requirements for a suitable post for induction are met;
- Ensure the Induction Tutor has the ability and sufficient time to carry out their role effectively;
- Ensure that the Mentor has the ability and sufficient time to carry out their role effectively;
- Ensure an appropriate ECF-based induction programme is in place;
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- Ensure that progress reviews and assessments are carried out and reports completed and sent to the Appropriate Body;
- Maintain and retain accurate records of employment that will count towards the induction period;
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- Make the school's governing body aware of the arrangements that have been put in place to support ECTs serving induction;

- Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- Participate appropriately in the Appropriate Body's quality assurance procedures.

There may also be circumstances where the Headteacher should:

- Obtain copies of any progress reviews and/or assessments from an ECT's previous post;
- Act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- Notify the Appropriate Body as soon as absences total 30 days or more in any year of induction;
- Periodically inform the school's governing body about the institution's induction arrangements;
- Advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- Consult with the Appropriate Body in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction;
- Provide interim assessment reports for ECTs moving in between formal assessment periods;
- Notify the Appropriate Body when an ECT serving induction leaves the institution.

In addition to the above, Headteachers of British Schools Overseas should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

ECT Mentors

The Mentor is expected to:

- Regularly meet with the ECT for structured mentor sessions (weekly in Year 1 and fortnightly in Year 2) to support the ECT's progress with their ECF-based training programme;
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality ECF-based induction programme;
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching as required;
- Take prompt, appropriate action if an ECT appears to be having difficulties.

ECT Induction Tutors

The Induction Tutor (or Headteacher if carrying out this role) is expected to:

- Provide, or coordinate, guidance for the ECT's professional development;
- Carry out progress review meetings with the ECT (in terms where a formal assessment does not occur), inform the ECT of the determination of their progress against the Teachers' Standards and share progress review reports with the ECT, Headteacher and Appropriate Body;

- Undertake two formal assessment meetings coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time ECTs), inform the ECT of the determination of their progress against the Teachers' Standards and share formal assessment reports with the ECT, Headteacher and Appropriate Body;
- Ensure that the ECT's teaching is formally observed (once per half-term of induction) with verbal and written feedback provided;
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- Take prompt, appropriate action (including a support plan) if an ECT appears to be having difficulties;
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that evidence draws on the day to day teaching of the ECT.

The Governing Body

The Governing Body:

- Should ensure compliance with regard to ECT statutory guidance;
- Should be satisfied that the institution has the capacity to, and meets the statutory criteria for supporting the ECT;
- Should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- Can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- Can request general reports on the progress of an ECT.

The Appropriate Body (Educational Success Partners)

The Appropriate Body has the main quality assurance role within the induction process to monitor support and assessment of the ECT. Through quality assurance, the Appropriate Body should assure itself that:

- Headteachers (and Governing Bodies where appropriate) are aware of and are capable of meeting their responsibilities in respect of providing a suitable post for induction and for monitoring induction support and assessment. This includes checking that an ECT receives an ECF-based induction programme and all other statutory entitlements;
- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- The ECT is provided with a named contact within the Appropriate Body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;

- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified;
- They provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period.

The Appropriate Body should also (where capacity allows):

- Respond to requests from BSO schools for guidance, support and assistance with ECTs' induction programmes;
- Provide information to the Headteacher on the types of induction available;
- Respond to requests for assistance and advice with training for Induction Tutors and Mentors.

Teaching Regulation Agency (TRA)

The TRA will carry out specific duties on behalf of the Secretary of State, including:

Statutory duties

- Hearing appeals; and
- Ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete induction.

Non-statutory duties

- Recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

Section 3: The ECT Induction Period



Section 3: The ECT Induction Period

Advice for ECTs in BSO schools

Your induction is a crucial part of your development and continuing career as a teacher. Below is some further information that might help.

Hopefully you will find induction enjoyable and educational, but if you experience difficulties and things are not going quite right, or if you feel you are not getting what you're entitled to, or if you just want clarification about any of the regulations, please do one of the following as soon as possible:

First of all, talk to your Induction Tutor or Mentor or if that is not appropriate talk to the Headteacher or, if your school has one, the Induction Coordinator.

Organisations offering statutory induction are required to give ECTs details of a 'named contact' they can talk to if they have any concerns about their induction year. In these circumstances, please contact Mark Bignell on mark@espeducation.co.uk

Starting induction

You cannot be employed as a qualified teacher and therefore begin induction unless you have been awarded Qualified Teacher Status (QTS). Those engaged in induction in BSO schools will have been awarded QTS via Initial Teacher Training in the UK or as graduates of the AO Route to QTS overseas. It must be noted that (as of July 2024) only the DfE iQTS Programme and the Assessment Only (AO Route) to QTS award QTS for teachers in international schools.

It is the Teaching Regulation Agency (TRA), and not universities directly that award QTS for the DfE and induction can only commence once the QTS award is complete. If you have not been formally granted QTS before the end of September, tell your school and contact your ITT provider to query what has happened. It is likely that ESP will have been in contact with your school before this point as it will show on ECT Manager whether you have QTS or not and only eligible teachers will have progressed to formal TRA registration.

Please note that a teacher reference number does not mean an ECT has been awarded QTS and ESP will be required to check a teacher's eligibility for induction directly with the TRA before induction can commence.

Before your induction can begin, several things will have happened already. These are:

- You will have been registered for induction with the Teaching Regulation Agency by ESP;
- ESP will have checked your eligibility to complete ECT induction;
- ESP will have checked your school's eligibility to support ECT induction;
- You will have received a login to ECT Manager. ECT Manager is used to manage your induction records and is where you must upload induction evidence and complete your progress reviews and assessments during induction;
- Your post will have been assessed as 'suitable for induction' (as required by the DfE in paragraph 2.17 of the Statutory Guidance);
- ESP will have received assurances from your school that they have completed required pre-employment checks including a check of your employment background, police

checks and checks on your QTS status. Your school will also have checked whether you have previously completed any terms of induction elsewhere.

A suitable post for induction

In order for the ECT to serve induction the Headteacher and Appropriate Body must first agree that the post is suitable for this purpose. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. In particular a suitable post is expected to:

- Have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- Have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- Provide the ECT with an ECF-based induction programme;
- Provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- Include the appointment of an Induction Tutor who is expected to hold QTS;
- Include the appointment of a designated Mentor who is expected to hold QTS;
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- Not make unreasonable demands upon the ECT;
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- Involve the ECT regularly teaching the same class(es);
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

Statutory ECT entitlements that MUST be provided to all ECTs in BSO schools

All ECTs in BSO schools must be provided with:

- A reduced teaching timetable of 10% in Year 1 and 5% in Year 2 in addition to PPA;
- A weekly timetabled mentor meeting in Year 1 and a fortnightly timetabled mentor meeting in Year 2;
- Opportunities to observe experienced colleagues and to be observed;
- Access to an ECF-based training programme and any other CPD that may be required.

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six school terms, divided into two periods each consisting of three school terms). The Appropriate Body makes the final decision about the equivalence to two

school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector. In some exceptional circumstances the length of an induction period may be reduced.

Minimum period of continuous employment that can count towards induction

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme.

In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment to be made of their performance. The Appropriate Body will make the final decision on the length of induction for each and every ECT.

Length of the induction period for an ECT who works part-time

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years. Therefore an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

It is for the school and Appropriate Body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced.

Leaving the school before completion of induction

It is possible that an ECT may leave their school before completing 6 terms of induction, for example, if their contract comes to an end and they return to the UK, or move to another British international school.

If an ECT moves to another school eligible to support induction, induction can continue as before for the remaining number of full terms. ECTs are required to take copies of assessment forms and other documentation to provide to any future school, to help plan the rest of their induction and to evidence completion to date to that school's AB partner.

Occasionally ECTs need to return to the UK mid-way through induction for personal reasons. ECTs returning to the UK often take up short-term (less than a term) supply teaching in this scenario. To avoid ECTs teaching for an indefinite time without undergoing or completing induction, the regulations state that an ECT may only do short-term or casual supply work for up to 5 years from the date that they have been awarded QTS before beginning or continuing induction. There is no time restriction on completing induction from the point of the award of QTS.

ECTs can take a break in induction at any point. 'Part' terms can count as long as at least one calendar term has been completed. In this case an interim assessment form will need to be

completed before they leave. This is to help a new school to identify strengths and development areas more quickly when the ECT recommences induction.

If, however, the ECT joins a new school part way through their final term of induction, they will need to complete at least a full calendar term. This is because the school needs enough time to be able to form a judgement as to their competence against all the Teachers' Standards and give them time to settle into their new environment.

Please note that if an ECT moves to an international school that does not fulfil the DfE's induction eligibility criteria then they will not be able to complete induction until a point that the school achieves BSO accreditation, or they move to an eligible school in the UK or overseas

ECTs may only serve one induction period

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction.

While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Section 4: Monitoring, Assessment, Timetabling and Observing

Section 4: Monitoring, Assessment, Timetabling and Observing

Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place by the institution for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- A programme of ECF-based training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ("learn that") statements and practice ("learn how to") statements;
- Regular one-to-one mentoring sessions from a designated Mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- Support and guidance from a designated Induction Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- Observation of the ECT's teaching with written feedback provided;
- Professional reviews of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

The Appropriate Body will also carry out quality assurance visits to schools during the academic year. Due to the large number of schools the Appropriate Body works with, not all schools will be visited each year and additional quality assurance discussions will be carried out online.

The Induction Tutor will be contacted by the Appropriate Body to arrange a suitable time for the visit, the visit will include meeting with the ECT(s), Mentor(s) and Induction Tutor at the school to review the school's induction programme and provision for the ECT(s).

Whilst (if selected) these quality assurance visits are compulsory, we will be sensitive to the school's timetable demands and will work with the school to find the best time possible for the visit to occur.

Reduced timetable

The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must have a 10% reduced timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) a 5% reduced timetable.

This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. Part-time ECTs must be given the same proportion of time on a pro-rata basis.

Please note that teachers in BSO schools often have significantly reduced teaching timetables and these reductions may have been considered when allocating the ECT's teaching time during the induction period.

Should an ECT have any queries in respect to their timetable they should speak to their Induction Tutor in the first instance.

Professional development activities

ECTs will have a reduced timetable of normal average teaching time in the school. The time released must be used for professional development activities in a way which meets the ECT's and the school's individual needs.

Schools must ensure that these activities are focused and relate to the ECTs development through accessing training for the ECF which should ultimately help ECTs meet the Teachers' Standards. Time should be spent linked to growing areas of strength, attending to priorities for professional development and agreed objectives identified on the PDP.

This release time must be clearly distinguished from PPA time and other non-contact time provided for professional use, e.g. preparing for parents' evening and normal attendance at external events or courses attended by other staff. The school must ensure that activities are programmed, structured and varied to match the ECT's learning style and to capitalise on their range of experience. ECT's must be given opportunities to gain competence across the whole range of Teachers' Standards

Examples of professional development activities during release time include, but are not limited to:

- Participation in the school's general induction arrangements for new staff;
- Training and development for the ECF;
- Time spent with the SENCO to focus on specific/general SEN matters;
- Advice from other professionals from both inside and outside the school, e.g. inspectors, advisers, curriculum managers, behaviour managers;
- Spending time with a different age group or visiting another area of the school, e.g. a different subject department;
- Observation of experienced teachers either in their own school or in another school where effective practice has been identified. To meet effective practice standards, this must lead to learning outcomes for the ECT, so before the observation the ECT and Tutor should agree its focus and how it relates to the Teachers' Standards, agreed objectives and identified areas of strength or priorities for professional development. You can then discuss the observation at the next Progress Review.

Please note that:

- The purpose of professional development activities and the expected learning outcomes should always be agreed beforehand;
- An opportunity to discuss the outcomes and their relation to objectives and the Teachers' Standards must be provided at both Progress Review and Formal Assessment;
- There should be coherence to the development programme; ECTs should receive non-contradictory advice and be clear about the priority of actions that they might subsequently take.

Observation of the ECT's teaching practice

Observing ECTs teach is one of the most effective ways for schools to monitor progress and enable ECTs to learn further.

ECTs are expected to be observed in the first 4 weeks of taking up their post and at least once every half-term subsequently. If they work part-time the intervals between observations can be adjusted, but the first observation must take place in the first half-term.

Objectives for lesson observations must:

- Focus on the Teachers' Standards and have a defined focus;
- Inform the ECT whether they are on track to meet the Teachers' Standards or not;
- Be self-evaluated by the ECT;
- Result in specific feedback from the observer;
- Lead to learning outcomes;
- Produce evidence of performance for the ECT to upload to ECT Manager.

ECTs and observers should:

- Agree the time and place of the observation and the subsequent feedback session;
- Agree its focus in relation to the Teachers' Standards and objectives;
- Agree criteria for effectiveness in carrying out the lesson;
- Record subsequent objectives on the Professional Development Plan and ECT Manager.

ECT's self-evaluation of lesson observations

It is essential that ECTs self-evaluate after each observed lesson. This enables ECTs to evaluate their own teaching against the Teachers' Standards and identify specific points about the lesson to discuss during feedback. They should complete the self-evaluation form immediately after each observed lesson so that they have time to reflect before receiving feedback from the observer.

Feedback from lesson observations

Feedback should take place on the same day as the observation or within 24 hours, but not immediately after the observation, to allow time for reflection. The ECT and the observer should be able to talk in confidence without being distracted or interrupted.

- Feedback is most effective when it is open, unprejudiced, specific and constructive.
- Firstly the ECT should give their evaluation of the lesson. The depth and accuracy of reflection should develop throughout the induction period.
- The observer indicates with which points they agree, raises any further positive points and explain the areas to be developed or improved, using specific examples observed.
- The ECT and the observer set agreed objectives or revise current objectives.
- The objectives are recorded in the PDP together with steps which will be taken to support the ECT toward the achievement of the objectives.
- The ECT will be provided with a copy to upload to ECT Manager.
- The objective should be transferred to the next observation sheet.

Observing other teachers

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified. The observations an ECT undertakes should have a focus which is informed by the ECF programme or the ECT's areas for development identified from progress reviews or formal assessments. The ECT should make notes about what they have learnt from these observations and share these with their Mentor and/or Induction Tutor during their meetings.

Ensuring an ECF-based induction

The Headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge. Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice, and ultimately accelerate pupil outcomes.

It is essential to stress that while schools must provide their ECTs with access to an ECF-based induction the ECF plays no role in the assessment of ECTs. Assessment during induction remains solely linked to performance against the Teachers' Standards.

There are a variety of models that BSO schools can choose from to enable the delivery of an ECF-based induction. It is up to the Headteacher to choose the approach that best suits the needs of their ECTs and Mentors however ESP strongly encourages our partner schools to engage in the DfE Core Induction Programme (CIP) developed by Education Development Trust (EDT).

Fidelity checking BSO schools

From September 2021, In addition to statutory responsibilities surrounding assessment, the Appropriate Body is expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF). This is called the 'Fidelity Check'.

The level of ECF fidelity checking will vary depending on the type of ECF-based induction being accessed by a school.

Responsibilities for ECF fidelity checking

- Appropriate Bodies are expected to check that an induction's design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.
- Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the Appropriate Body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or

all, of this responsibility may be delegated to an Induction Tutor or other member of staff, as appropriate.

When are fidelity checks required?

All BSO schools offering induction will be required to complete fidelity checking at 3 points in the induction process. The first check (at registration) is used to verify that an appropriate plan to deliver a programme of support based on the ECF is in place before the start of induction. This is followed up with reviews at both Formal Assessment points over the induction period.

Fidelity check will take place:

- **At the point of registration.** Before an ECT can commence induction the Appropriate Body will check that the school has identified and planned an induction designed with fidelity to the ECF.
- **At Assessment Point 1 (End of Term 3).** The Appropriate Body will check implementation of the school's plans and request information on any deviations from the planned support. The Appropriate Body may seek assurances on how support in year 2 of induction will bring delivery back in line with the plan.
- **Before Final Assessment (End of Term 6).** Before the end of induction, the Appropriate Body will request evidence to confirm that the planned ECF-based induction has taken place.

Responsibilities for developing, checking and delivering an ECF-based induction

- **The Appropriate Body.** The Appropriate Body is responsible for checking the school's plans for delivering an ECF-based induction and verifying that this has been received by the ECT.
- **The Headteacher.** The Headteacher must ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans (as required) to the Appropriate Body.
- **The Induction Tutor.** The Induction Tutor provides support to the Headteacher in planning an ECF-based induction as required. In addition the Induction Tutor must ensure that both the Mentor and ECT are aware of the school's plans for an ECF-based induction.
- **The ECT Mentor.** The ECT Mentor works collaboratively with the ECT and other parties involved in the ECT's induction to help ensure the ECT receives a high quality ECF-based induction programme.
- **The ECT.** While the ECT has no role in the development of an ECF-based induction it is their responsibility to ensure their ongoing engagement with the programme over the full induction period.

Section 5: Progress Reviews, Formal Assessments and Interim Assessments

Section 5: Progress Reviews, Formal Assessments and Interim Assessments

Progress Reviews

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.

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.

ECTs are not expected to create evidence specifically to inform a progress review but are expected to engage with the process and provide copies of the existing evidence as agreed with the Induction Tutor.

Progress reviews will be recorded by the Induction Tutor using the progress review template on ECT Manager. During this process the Induction Tutor will be expected to record whether the ECT is on track to successfully complete induction in terms of making satisfactory progress against the Teachers' Standards, briefly summarising evidence collected by the Induction Tutor and stating the agreed development targets.

Where the Induction Tutor believes the ECT is not making satisfactory progress it is expected they include the support plan they have put in place to assist the ECT in getting back on track. Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments if they wish) and will have access to the review for their own records.

The Appropriate Body will monitor progress reviews submitted on ECT Manager to identify any ECTs that may be a cause for concern.

Successful Progress Review and Formal Assessment meetings are clearly structured and involve:

- **Evidence-based discussions.** The ECT should be prepared with outcomes from lesson observations, professional development activities and other areas of work.
- **An assessment and discussion about progress towards objectives.** ECTs should be made aware of progress towards objectives and have an opportunity to talk through self-evaluation and recent experiences, and to explore particular issues. Objectives should be reviewed and revised in relation to the requirements of the Teachers' Standards and their needs and strengths.
- **Discussion about any observations and feedback since the last review meeting.** Discussions on the outcome of lesson observations will help to formulate objectives and professional development activities.
- **Discussion about planned professional development activities.** Discussion of professional development activities which were planned in relation to objectives. Evaluation of these should establish the learning outcomes and the level of success in meeting objectives. After discussing these areas, further objectives may be set and professional development activities planned. Again, this should be recorded in the PDP.

- **The ECT's evaluation of their work and development toward the Teachers' Standards.** ECTs must be familiar with the Teachers' Standards and take increasing responsibility for professional development, so it is important to monitor and evaluate development in relation to the Teachers' Standards. Self-evaluations (from lesson observations or other activities) can be followed up at review meetings, looking at wider areas of the role (e.g. relationships with colleagues), any areas of concern or areas they are particularly pleased with. This part of the professional review can also contribute to the revision and setting of objectives.
- **Recording outcomes from the discussions.** A written record of the meeting should be kept. Any new objectives set and steps to support these should be recorded in the PDP.

Formal Assessments

ECTs should have formal assessments carried out by the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6) or pro-rata for part-time ECTs.

Evidence used in assessments must be clear and transparent and drawn from the ECT's work as a teacher during their induction. There is no need for the ECT to create anything new for the formal assessment, they should draw evidence from existing documents and working documents.

Judgements made during the induction period should relate directly to the Teachers' Standards and not be made against the ECF. ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed using the formal assessment template on ECT Manager. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered.

This recommendation should be recorded on the final assessment form.

The Induction Tutor, ECT and Headteacher will be expected to sign off formal assessments (with the ECT being able to add comments if they wish) and will have access to the assessment for their own records; it is recommended that copies are supplied to the Mentor also.

The Appropriate Body will monitor formal assessments submitted on ECT Manager to identify any ECTs that may be a cause for concern.

Interim Assessments

When an ECT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the Induction Tutor or Headteacher should (whenever possible) complete an interim assessment.

This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen.

The information recorded on the interim assessment form 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.

ECT Manager

We use an online system (ECT Manager) to manage the completion and submission of all progress reviews, formal assessments and interim assessments. Guidance on the use of this system will be provided by the Appropriate Body for the relevant users throughout the academic year. The Appropriate Body will advise schools of the deadlines for submission of Progress Reviews and Formal Assessments during the year. ECT Manager will also send a series of reminders to the relevant users in the lead up to these deadlines.

Any issues encountered whilst using ECT Manager can be resolved by contacting Mark Bignell on mark@espeducation.co.uk

Section 6: Paperwork and Record Keeping



Section 6: Paperwork and Record Keeping

All activities, observations and meetings during induction should be recorded. Recording should be concise and open to avoid misunderstanding now or in the future.

During and after induction schools must be able to provide evidence, if required by the Appropriate Body, the TRA or professional associations, of how they reached their judgements, the support they provided and discussions they had with the ECT.

Schools will be expected to use the Progress Review and Formal Assessment templates on ECT Manager but are welcome to use their own in-house documentation for recording other induction evidence such as lesson observations and mentor meetings.

Below are some templates that schools can use for this purpose if they would find them useful. Copies of these documents can be found in the 'Resources' area of ECT Manager.

Schools would be expected to provide evidence of these forms (or their own versions) during any quality assurance or monitoring visit conducted by the Appropriate Body.

Progress Reviews

The Progress Review should be completed by the Induction Tutor electronically on ECT Manager in terms 1,2,4 and 5 of induction.

Formal Assessments

The Formal Assessments should be completed by the Induction Tutor electronically on ECT Manager in terms 3 and 6. Formal Assessments also require the digital signature of the Headteacher before they can be reviewed by the Appropriate Body.

ECT Meeting Record Sheet

These weekly notes should be an accurate record of the professional dialogue between the ECT and ECT Mentor. This will be ECF based and will reflect engagement in the ECF Core Induction Programme (CIP). The record of the meeting should include reference to CPD undertaken since the last meeting, including how the ECF non-contact time has been used and should link to any areas of development identified.

Teachers' Standards Evidence Tracker

This is a working document that could be completed by the ECT throughout their induction period as a record of how they are meeting the Teachers' Standards and to focus attentions on where they need to find additional evidence for their online evidence portfolio.

Lesson Observation Form

The Lesson Observation Form could be used for the formal half-termly ECT lesson observations. All aspects of teaching, learning and assessment should be considered in the commentary. A judgement in relation to the standards that are the focus should also be recorded.

ECT Action Plan

The ECT Action Plan should be used for an ECT who is identified as 'not on track' to be meeting the Teachers' Standards at the end of any term. Induction Tutors will be required to upload action plans to ECT Manager and email copies to mark@espeducation.co.uk

Section 7: Unsatisfactory Progress and Extensions to Induction

Section 7: Unsatisfactory Progress and Extensions to Induction

It is important to note that an ECT cannot fail induction until the end of the induction period. If an ECT is not making satisfactory progress during the induction period this should be referred to as 'not on track'.

If a school has any concerns about an ECT's performance or personal wellbeing due to work, it is essential that they inform the ESP ECT Team on mark@espeducation.co.uk immediately. Please don't wait until the end of term or 'hope for the best'.

Both the school and ECT themselves can talk to the ESP team in confidence to get advice on the situation. Please email us to arrange a time to talk with someone in the team.

The vast majority of ECTs will complete the induction period satisfactorily. Nevertheless, some ECTs will, at some stage of their induction support programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs early action should be taken in order to support and advise the ECT to make any necessary improvements.

Action in the event of unsatisfactory progress

If it becomes apparent that the ECT is not making satisfactory progress, this should result in an immediate stepping up of support and monitoring. This may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Action should not be delayed until a Formal Assessment meeting has taken place. It is better to bring forward a formal review meeting.

Concerns should be communicated quickly to all those involved in the induction process, including the ECT and the Appropriate Body. It is especially important that the ECT is aware of the area(s) in which they need to improve their practice and is advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress.

As soon as there is any concern about the ECT's progress, the Headteacher and the Appropriate Body need to assure themselves that:

- The assessment of the ECT as not achieving the Teachers' Standards is well-founded and accurate;
- Areas in which improvement is needed have been correctly identified;
- Appropriate objectives have been set to guide the ECT towards meeting the Standards; and;
- A relevant support and monitoring programme is in place to help the ECT to meet these objectives.

The school should increase their support for the ECT and keep records of all meeting minutes, observations, support plans and feedback. This additional support evidence should be uploaded by the ECT to ECT Manager. Suggestions of support include:

- Joint planning of lessons with the ECT;
- Team teaching;
- Joint tutor/ECT observation of good practice;

- Set a small number of SMART targets on an action plan for the ECT to work towards and monitor progress against these regularly. Shorter term targets are more advisable in this situation as they are more achievable and more likely to turn around performance;
- Observation of the ECT's lesson and feedback focussing on specific targets. Discussion and reflection should take place after the lesson and should be clearly related to the Teachers' Standards.

Where the tutor is not the Headteacher, the Headteacher should observe the teaching of any ECT considered not to be making satisfactory progress and review the available evidence. Where the tutor is the Headteacher, they should ensure that a third party reviews the evidence and observes the ECT.

At the next Formal Assessment point, if there are still concerns about the ECT's progress, the Induction Tutor should complete the Assessment Form indicating that, at their current rate of progress, the ECT is at risk of not completing their induction satisfactorily.

If the concerns are being made at the end of the second term, the school and ECT must agree an Action Plan that clearly identifies the ECT's areas of weakness (referenced to the Teachers' Standards), the support to be provided and the monitoring to be undertaken. An Action Plan template can be found in the resources folder on ECT Manager. This should be submitted as evidence when the online Assessment Form is completed.

A formal letter should also be written from the Headteacher to the ECT to outline the consequences of failing to meet the Teachers' Standards by the end of the induction and this should be copied to ESP at mark@espeducation.co.uk

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The Appropriate Body should be informed.

Support for the ECT and school from the Appropriate Body

In the event of an ECT requiring additional support over and above that normally provided by the school it is imperative that you contact us immediately. We will be available at all times to discuss any problems or issues which you may have.

Following your initial contact, it is likely that we will arrange further communication with your named contact at ESP to address the key issues. ESP will advise the Induction Tutor and Headteacher and offer guidance to ensure they are providing the required support and involvement.

ECTs can also contact us to discuss any concerns they may have in regard to their induction or the support they are receiving.

Extensions to the induction period

The induction period cannot be extended just because the ECT or the school feels that they need more time. The Appropriate Body may consider an extension to the induction period, but only in the following circumstances:

At the end of induction

If the school recommends a failure or a borderline pass, and there is some doubt that the ECT had sufficient opportunity to demonstrate that they meet the Teachers' Standards, the Appropriate Body may allow the ECT a further term or more of induction to confirm that they can meet the Teachers' Standards in line with paragraph 3.8 of the DfE Statutory Guidance.

This will only be decided further to a panel being held at the end of the induction period. More guidance on panel hearings is available from ESP by emailing mark@espeducation.co.uk

Sick leave or other absences

If an ECT is absent from work for a total of 30 working days or more per year during the induction period, due to sickness or some other reason, an extension is mandatory and will last for the equivalent number of days.

The extension will be added to the end of the final term and will result in the induction continuing into the next academic year.

Family friendly leave of absence

ECTs who take statutory maternity, paternity, adoption, shared parental or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended, (or further extended) to reflect the number of days absent for this purpose.

Section 8: Completing the Induction Period



Section 8: Completing the Induction Period

An ECT completes their induction period when they have served:

- The full-time equivalent of two standard school years (usually six terms); or
- A reduced induction as agreed with the Appropriate Body based on previous teaching experience; or
- A reduced period of induction for part-time teachers covering but not equivalent to two school years as agreed with the Appropriate Body; or
- An extension to that period, as a consequence of absences occurring during the period; or
- An extension following a decision by the Appropriate Body or the Appeals Body.

The Appropriate Body makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.

Within 20 working days of receiving the Headteacher's recommendation, the Appropriate Body must decide whether the ECT:

- Has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- Requires an extension of the induction period; or
- Has failed to satisfactorily complete the induction period.

In making this decision the Appropriate Body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT.

The Appropriate Body must, within three working days of making the decision, make written notification of the decision to:

- The ECT;
- The Headteacher (in whose institution the ECT was working at the end of their induction); and
- The employer.

The Appropriate Body must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the Appropriate Body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Section 9: ECT Induction Policies



Section 9: ECT Induction Policies

ESP AB reduced induction policy

Statutory Guidance Paragraphs 3.2 – 3.4 provides for the induction period of an ECT to be reduced to a minimum of one term where special circumstances apply.

Reducing the induction period and determining the duration must be agreed with the Appropriate Body (AB) in advance so that relevant and appropriate QA checks can be undertaken. The AB will not normally agree to any retrospective reduction of the induction period.

A request to reduce the induction period must be received in writing by the AB using the application form, be evidence-based and include the written support of the school's Headteacher.

In making a decision about whether special circumstances apply, and allowing a reduced induction period with a view to ensuring the likelihood of successful completion, the AB will take account of advice and evidence from the employing school.

Reductions can only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of this include:

- Experience as a teacher in an independent school;
- An unqualified teacher who has gained QTS via the Assessment-Only Route;
- Experience as a teacher in an overseas school.

The Appropriate Body would normally interpret 'extensive prior experience' as a minimum of two years of whole-class classroom teaching experience prior to gaining QTS. The teaching experience should normally be recent (i.e. within the last 5 years) and relevant (same phase/age/subject range).

The Appropriate Body will make the final decision on the length of induction to be served and the AB's decision is final.

For further information on how to apply for a reduced induction please email mark@espeducation.co.uk

ESP AB part-time ECT policy

A part-time ECT will need to serve the full time equivalent (FTE) of two full school years.

For example, an ECT working part-time on a 0.5 FTE will need to serve induction for four school years.

The Appropriate Body will only consider reducing induction for a part-time ECT and bringing forward the final assessment on the following conditions:

- The ECT is considered to be meeting the Teachers' Standards. Evidence from Progress Reviews and Formal Assessments completed must indicate the ECT is (or has made progress to be) on track to meeting the Teachers' Standards;
- The Headteacher and ECT are in agreement in requesting a reduction;
- The request is made no earlier than the beginning of the ECTs sixth term of induction.

ESP AB extension to induction policy

The role of the Appropriate Body in relation to assessment is to take steps to ensure that a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and that the relevant parties are notified.

The decision of the Appropriate Body will take into account the Headteacher's recommendation and any written representations from the ECT. Each case must be decided on its own merits, but situations where extending an induction is reasonable could include:

- The ECT's induction period has been disrupted due to personal crises, illness, or disability;
- The ECT has not received the necessary support during induction;
- There is insufficient evidence for an informed decision to be made about whether the ECT's performance against the Teachers' Standards is satisfactory.

Except in cases of significant absence which lead to an induction being extended automatically, there is no prescribed length for extensions. The Appropriate Body will determine what length of extension is reasonable in order for the ECT to meet the relevant standards, again by taking into account all the available evidence, including the Headteacher's recommendation and any written representations from the ECT.

A single term may be considered a sufficient extension for ECTs who are deemed very close to satisfying the Teachers' Standards. The Appropriate Body will check that ECTs serving an extended induction continue to receive the relevant timetable reduction and other statutory entitlements.

In all cases ESP as the Appropriate Body will make the final decision on any extension requests, and in all cases the TRA will be advised of any extensions that have been granted.

ESP AB recommendation to fail induction policy

The Appropriate Body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory. In making this decision the Appropriate Body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT.

In order for the Appropriate Body to make a robust and fair judgement on a recommendation to fail induction, an assessment panel will be used. The panel will review all available evidence which must include progress reviews, formal assessments and records of visits conducted by the Appropriate Body during the induction period.

Within 20 working days of receiving the Headteacher's recommendation, the Appropriate Body must decide whether the ECT has failed to satisfactorily complete the induction period. The Appropriate Body must, within 3 working days of making the decision, make written notification of the decision to the ECT, the headteacher/principal and the Teaching Regulation Agency. The Appropriate Body must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. The ECT must notify the Teaching Regulation Agency that they wish to appeal the

decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

An ECT working in a relevant school¹ who has failed induction must be dismissed within 10 working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within 10 working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Section 10: ESP AB Complaints Policy



Section 10: ESP AB Complaints Policy

An ECT or school (“the complainant”) may have a complaint against ESP relating to the delivery of service in some way or another or which may refer to other aspects of their relationship with the Appropriate Body.

There is a separate appeals procedure for ECTs to use if there is a dispute regarding matters of judgement made by ESP for extension to induction or failing induction of an ECT as outlined in the Department for Education Statutory Guidance for ECT Induction.

Principles of the complaints policy

A complaint will normally only be accepted for consideration if it is made within 2 months of the relevant issue occurring unless there is an exceptional reason for a delay.

Both the complainant and the designated person considering the complaint are expected at all stages to maintain appropriate confidentiality. However, details of a complaint may need to be shared with relevant colleagues to enable a full investigation to be carried out.

It is in the best interests of both the complainant and ESP to resolve a complaint at the least formal and lowest stage possible of the procedure.

In any interview of the complainant, they may be accompanied by a ‘friend’ or representative of their choice (having informed ESP in advance). Due to the international nature of delivery all interviews are likely to be conducted by video call.

A complaint made anonymously will only be considered under exceptional circumstances, and where the nature of the complaint makes an investigation appropriate.

In exceptional circumstances, ESP reserves the right to terminate the consideration of a complaint in cases where it is considered a frivolous or vexatious complaint.

Complaints procedure

Stage 1: Informal complaint raised directly with ESP, either verbally or by email

The majority of complaints should be raised at the informal stage first. However, there may be some cases where, because of the nature, complexity or sensitivity of the issues raised, the complaint may need to progress directly to the formal stage (Stage 2).

For Stage 1 (the informal stage) the complainant should:

- Be specific about the problem.
- Describe the problem succinctly.
- Provide supporting documentary evidence where available and appropriate.
- State the outcome requested. Be clear and realistic.
- Direct the complaint to Mark Bignell on mark@espeducation.co.uk.

Unless the issue can be resolved immediately, the named contact receiving a Stage 1 complaint will respond to the complainant by email, even when the complaint was raised verbally.

Acknowledgement of the complaint should be sent within 3 working days indicating the likely timescale for a full response to be received if some further investigation is required. The email exchange will be retained for 24 months as a record of the Stage 1 complaint and response.

ESP expects that the majority of complaints can be resolved informally at Stage 1. However, where this cannot be achieved, the complainant may wish to pursue the matter under the more formal Stage 2 of the procedure. This should be done no later than 2 months after the Stage 1 response has been received. If escalation does not take place within 2 months of the initial Stage 1 response ESP will consider the matter closed.

Note: in exceptional circumstances, e.g. if the complaint spans across long school holiday periods, timescales may need to be extended.

Stage 2: Raising a formal complaint

Under Stage 2 of the procedure, the complaint must be submitted in writing to the ESP Appropriate Body Lead Amanda Picillo on amanda@espeducation.co.uk.

The following information should be included within the written complaint:

- Complainant's name, address, contact telephone numbers, email address and school.
- That this complaint is a Stage 2 Complaint.
- The nature of the complaint (attaching any supporting evidence where available).
- An outline of the steps taken to resolve the complaint informally at Stage 1.
- Details of the outcome the complainant is seeking.

Receipt of the complaint will be acknowledged within 3 working days (subject to the availability of the relevant contact). The ESP Appropriate Body Lead will instigate an investigation of the issues raised in the complaint.

A full response will normally be sent within 3 weeks of submission of the Stage 2 complaint, unless a complex or prolonged investigation is required, in which case the complainant will be kept informed of the likely timescales.

The Stage 2 outcome letter should include:

- The procedure(s) followed.
- The conclusions
- A recommendation to resolve the complaint (where appropriate).
- Procedures for requesting a review of the outcome at Stage 3.

In cases where the ESP Appropriate Body Lead has been involved at an earlier stage of the procedure or the complaint is about the Appropriate Body Lead, the review at Stage 2 will be carried out by another member of the ESP leadership team.

The Stage 2 complaint and the response will be formally recorded, and anonymised details will be reported to the ESP Appropriate Body Board.

If the complainant is not satisfied with the Stage 2 investigation or its outcome, they may wish to pursue the complaint at Stage 3 of this procedure.

Note: in exceptional circumstances, e.g. if the complaint spans across long school holiday periods, timescales may need to be extended.

Stage 3: Escalation of a formal complaint

Within 6 weeks of receiving the Stage 2 response, the complainant may request a review of the Stage 2 outcome. A complaint must be considered at Stage 2 before it can be escalated to Stage 3. Such a request must be submitted in writing to the ESP Finance Director Paul Scaife on paul@espeducation.co.uk.

The following information should be included should the complainant wish to escalate to Stage 3:

- Complainant's name, address, contact telephone numbers, email address, school.
- The nature of the complaint (attaching any supporting evidence where available).
- An outline of the steps taken to resolve the complaint at Stages 1 and 2 of the process.
- Details of the Stage 2 response received.
- A statement of why the complainant remains dissatisfied.
- Details of the outcome the complainant is seeking.

The ESP Appropriate Body Finance Director will review the complaint and determine:

- Whether the Stage 2 outcome was reasonable in the circumstances.
- Whether the relevant procedure(s) were followed.
- And consult as appropriate with a view to determining a suitable resolution of the complaint.

The Stage 3 review will not usually consider the issues afresh, consider fresh evidence or involve a further investigation. It will review the process at Stage 2 and ensure all processes were followed in full.

The ESP Appropriate Body Lead will issue a formal Stage 3 response to the complainant, with a recommendation as to remedy if appropriate. A full response will normally be sent within 4 working weeks of submission of the Stage 3 complaint, unless delay is unavoidable, in which case the complainant will be kept informed of the likely timescales.

The outcome of the review will be discussed and reviewed with the ESP Appropriate Body Board Chair before being issued to the complainant. The Stage 3 complaint and the response will also be formally recorded, anonymised and details will be reported to the wider ESP Appropriate Body Board.

Stage 3 of the procedure concludes ESP's procedures in relation to complaints, and will normally result in the issue of a Completion of Procedures Letter.

Note: in exceptional circumstances, e.g. if the complaint spans across long school holiday periods, timescales may need to be extended.

Recording, reporting and learning from complaints

Following the outcome of an upheld complaint, the person responsible for the area within which the complaint arose will submit a report to the ESP Appropriate Body Board to record any corrective action following the complaint.

Examples of corrective action may include, but are not limited to a change to policy, process or practice and relevant staff training.

Appropriate levels of confidentiality will be maintained in the report.

Stage 2 and Stage 3 complaints shall be recorded and reported to the ESP Appropriate Body Board annually. The following details will be recorded and reported:

- Summary of the complaint, whether, or not, the complaint was upheld.
- The remedy to resolve the complaint where appropriate.



Educational Success Partners Ltd
85 Great Portland Street, London, England, W1W 7LT

www.espeducation.co.uk