



REDHILL
TEACHING HUB

APPROPRIATE BODY SERVICE

**Induction handbook
2023/2024**



Introduction

Welcome to the Redhill Hub Appropriate Body service. We are delighted you have chosen us as your provider.

This handbook is aimed at Headteachers and Induction Tutors, it outlines key dates, expectations, and statutory guidance you will need in order to support your ECTs in the best possible way. We have an experienced team in place to support you through this process.

"As the Appropriate Body Lead for Redhill Teaching Hub, I'm the first port of call for our schools when they have any questions relating to our AB service. As an experienced secondary classroom practitioner, and previous head of faculty, I have first-hand experience that enables me to support schools on this journey.

Our AB and ECF team work closely together to support our schools throughout the Early Career programme, and it's our job to ensure our schools feel supported by our team, and able to fulfil the statutory requirements for Induction.

I love getting to know our Induction Tutors, Mentors and ECTs, so please don't hesitate to get in touch."



Caroline Chaloner

Appropriate Body



Our Team

An introduction to key team members



SALLY BARFOOT Teaching Hub Director

Sally qualified as a secondary teacher in 1991 and joined the MFL team at The Redhill Academy in 2001. She has a passion for teaching and learning and leadership development and has over 20 years experience in designing and delivering CPD in education. Sally is an experienced facilitator and coach and continues to oversee and facilitate Redhill's Initial Teacher Training provision as well as facilitating on the NPQs and ECF.



KATIE ANDREWS-EYRE Teaching Hub Manager

Katie is an experienced marketing and events professional, as Teaching Hub Manager, Katie manages the operational delivery across all ECF, Appropriate Body, NPQ and CPD offers. She oversees the day-to-day operations and logistics of core Teaching Hub programmes as well as supporting our strategic vision and mission across our region.



PHOEBE ROBINS Programme Management Assistant

Phoebe is our programme management guru, she oversees the day-to-day programme activities, supporting all programme leads with making ongoing improvements, quality and customer service. As well as overseeing many of the day-to-day activities, Phoebe supports the Hub to achieve high-level strategic goals, and is never seen without a smile on her face!



KATIE DAY ECF Lead

Katie is an experienced secondary practitioner in English Language, Literature, Drama and Media Studies. She is a facilitator for The Redhill Hub ECF programme and has been a Mentor/ECT Lead at Redhill Academy for a number of years. Katie works with the Hub team and strategic partners to ensure our ECF programme is rich and engaging for all schools, using her experience to improve the experience for ECTs, Mentors and Facilitators.

National Policy

The Appropriate Body service sits as part of the framework for Early Career Teachers introduced in 2021.

The Early Career Teacher (ECT) induction is a statutory requirement and is designed to ensure all our ECTs receive the best possible start to their careers in education. It aims to provide a high-quality programme of support, mentoring and assessment, and together with the Early Career Framework (ECF), acts as an extension of ITT, providing them with a strong foundation.

Key Changes

- The length of induction is two years.
- Every ECT is entitled to a structured programme of support and guidance based around the Early Career Framework (ECF).
- ECTs are entitled to 10% off timetable in their first year and 5% off timetable in their second year.
- Each ECT must be assigned a mentor who supports their development as a teacher and holds weekly meetings on the ECF.
- Each ECT must be assigned an Induction Tutor who has a formal role in their induction through support and monitoring performance against the Teacher Standards.
- Every school employing an ECT must decide how they are going to ensure their ECT receives their full entitlement.

[Download the DfE's 'Induction for ECTs statutory guidance here'.](#)

Roles Explained

The role of induction tutors and mentors in supporting ECTs

INDUCTION TUTORS

WHO?

- Hold QTS.
- Usually a member of SLT or an experienced teacher.
- Knowledge of the Teacher Standards.

COMMITMENT

- Regularly monitoring and support for ECT.
- Regular observations (we recommend half-termly as a minimum).
- Report writing at end of terms.

RESPONSIBILITY

- Make a recommendation as to whether the ECT is on track in relation to the Teaching Standards through rigorous and fair observations, monitoring and work with the mentor.
- Take appropriate steps when ECT shows signs they are not on track.
- Undertake progress reviews and formal assessment meetings and meet with ECT to agree outcomes.
- Complete termly progress reviews and assessments on ECT manager.
- Main contact with AB at key points.

MENTORS

WHO?

- Hold QTS.
- Teacher looking for opportunity or skilled in supporting others.
- Demonstrate excellent classroom practice.

COMMITMENT

- Weekly meetings with yr 1 ECTs.
- Fortnightly meeting with yr 2 ECTs.
- Regular Mentor training sessions.

RESPONSIBILITY

- Be the primary source of support for ECT.
- Help ensure they receive a high-quality ECF-based induction programme, including regular structured mentor sessions.
- Provide context-specific knowledge relating to the school and setting.
- Model an ongoing commitment to reflection and developing practice.
- Help ECTs to establish learning and support the in developing their values and beliefs.

Key Dates

REGISTERING ECTS:

Deadline for registering ECTs 22 September 2023

[Click here for registration Info](#)

INDUCTION TUTOR SUPPORT WEBINARS:

Welcome to our AB service

12.09.23 | 3:45 - 4.30

Join Here

Autumn progress review guidance

21.11.23 | 3:45 - 4.30

Join Here

Spring progress review guidance

27.02.24 | 3:45 - 4.30

Join Here

Assessment guidance

11.06.24 | 3:45 - 4.30

Join Here

PROGRESS REVIEW AND ASSESSMENT DEADLINES ON ECT MANAGER:

Autumn Term Fri 8th Dec 2023

Spring Term Thurs 14th March 2024

Summer term Fri 5th July 2024

[Click here to get to Redhill Teaching Hub ECT Manager](#)

PAYMENT INFORMATION:

The standard cost for our Appropriate Body service for one year of induction, including registration, is £200 per ECT. If you are not using Redhill Hub for the Early Career Framework there will be additional costs for visits and fidelity checks, please contact us if this is the case.

Payment will now be taken online via our website, if you have any queries please contact enquiries@redhillhub.org.uk

Click to Pay

Registration

The Appropriate Body service sits as part of the framework for Early Career Teachers that was introduced in 2021.

1

Nominate an induction tutor

- Nominate an Induction Tutor to manage the ECT induction and Early Career Framework (ECF).
- If your IT has changed, you can update this on the [Manage Training Portal](#).
- To find out more about the role of the Induction Tutor, [click here](#).

2

Decide on your ECF programme type

- Use DfE Funded training provider. (Redhill partner with EDT, but you can still use Redhill Hub as your AB provider if you use another ECF provider). To find out more about Redhill Hub's ECF Programme, [click here](#).
- Use DfE accredited materials to deliver your own training. (Subject to fidelity checks)
- Design and deliver your own ECF-based training. (Subject to fidelity checks)

3

Register your ECT for their induction

ECT Manager is our administration tool of choice to help schools manage the induction process effectively, click the link below to register. redhilltsh.ectmanager.com/RegisterSchool/Default.aspx. Click on 'Register your school' and enter your school postcode to bring up your school.

Once registered your Headteacher/Induction Lead will be authorised and can return to the site to click on 'Register your ECT'. ECTs' will be authorised once they have been checked with the TRA and showing QTS status. New schools and Induction Tutors will be sent training information, handbook and submission dates.

Induction Process

DfE Statutory Guidance

ECTs teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECTs teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor or another suitable person, from inside or outside the institution.

REVIEW AND MONITORING PATTERN

Induction Tutor completes:

PROGRESS REVIEWS

Terms 1,2,4 & 5

Progress reviews are in place to monitor the ECTs performance against the Teacher Standards.

Judgement made:

ECT is on track/not on track to successfully complete induction by the end.

ASSESSMENTS

Term 3 (y1)
Term 6 (y2 & final)

Judgement made in year 1:

ECT is/is not making satisfactory progress against the Teacher Standards. (There is no pass or fail).

Judgement made in year 2:

ECT has/has not made satisfactory progress against the Teacher Standards for the completion of induction.

*THE TEACHER STANDARDS
UNDERPINS ALL OF THIS*

Good Practice

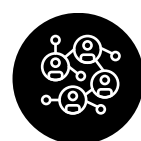
Good practice guide for progress reviews and assessments



Ensure the ECT remains aware of how they are performing and that nothing is a surprise.



Ensure key points are agreed between the Induction Tutor and the ECT including the rating of on track/not on track.



Keep diligent records of all review meetings and any subsequent action plans or support documents if necessary.



Ensure the Headteacher is aware of progress after each review.



Keep records of any lesson observations, discussions, phone calls and emails, particularly in the case where the ECT is requiring additional support or not on track.



Notify the Appropriate Body of any concerns about the progress made or if you have deemed the ECT as 'not on track'.



Both the ECT and Induction Tutor should keep a copy of all progress reviews and assessment documents.



Meet with the ECT before the progress review deadline to review the term, and have an honest discussion about how they are progressing against the Teacher Standards

Progress reviews and assessments are completed on ECT Manager. Induction Tutors and ECTs need to sign all documents. Headteachers should also sign assessments.

To access any of our forms, templates or other useful documents, please head to www.redhillhub.org.uk/ab-resources



COMPLETION GUIDANCE



Progress Reviews:

- Determine if the ECT is on track to successfully complete induction.
- Provide a brief summary of evidence against the Teacher Standards collected and considered by the induction tutor. We advise reviews should contain 200 - 300 words.
- Provide agreed development targets that are linked to the Teacher Standards.

Exemplary progress reviews will:

Refer to the Teacher Standards

Not every standard needs to be referenced on every progress review. It is recommended that between 3 and 4 standards are referenced in each progress review. For each standard referenced include a brief statement of how the ECT is progressing.

Provide development targets

The progress review should refer back to any previous targets, and comment on progress made towards them.

A brief summary of evidence

Evidence should be provided as to how the ECT is on track to meet the standards through their practice. Examples of how evidence has been gathered, e.g lesson observations, learning walks, work scrutiny, attending CPD and pupil voiced, can be referenced as evidence.

Demonstrate that the IT knows the ECT well

Exemplary progress reviews clearly evidence that the Induction Tutor, Mentor and ECT work closely together, with a common investment in the development of the ECT.

ECT has considered their comments carefully

ECT comments should evidence that the ECT has knowledge of their progress, is aware of their areas of development and is receiving their full entitlement in relation to ECF training. Comments should provide reassurance that the ECT understands and accepts the review content. This is particularly important where an ECT is deemed to be not on track. The ECT comment is also an opportunity for the ECT to reflect on their practice and the support they are receiving.

Assessment:

- Determine if the ECT is making satisfactory progress towards the Teacher Standards.
- Provide a summary of evidence against each Teacher Standard completed by the IT.
- Agree development targets for next year that must be linked to the Teacher Standards.

Exemplary assessments will:

Refer to the Teacher Standards

In all assessment forms, Induction Tutors are required to comment against **each** Teacher Standard and include evidence of how the ECT is progressing against them. The assessment should also review targets and progress from previous reports.

Provide smart development targets

Every assessment form should include areas for development which are directly linked to the Teacher Standards. These must be considered, measurable, achievable, realistic and personal to the ECT. General sweeping statements and whole year group/school targets should be avoided.

Include evidence and examples

Evidence should be provided as to how the ECT is on track to meet the standards through their practice. Examples of how evidence has been gathered, e.g lesson observations, learning walks, work scrutiny, attending CPD and pupil voiced, can be referenced as evidence.

Demonstrate that the IT knows the ECT well

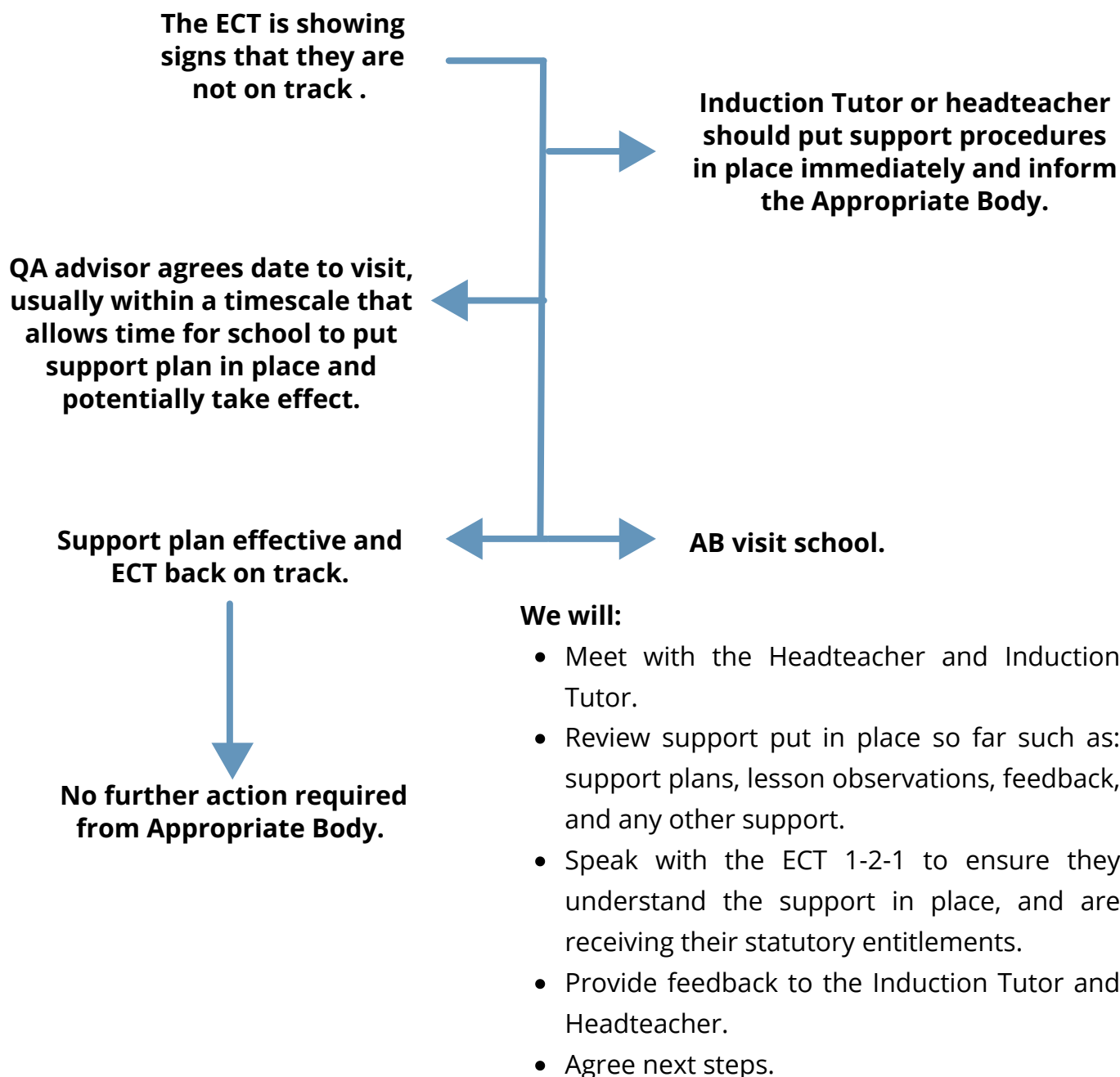
Exemplary progress reviews clearly evidence that the Induction Tutor, Mentor and ECT work closely together, with a common investment in the development of the ECT.

ECT has considered their comments carefully

ECT comments should evidence that the ECT has knowledge of their progress, is aware of their areas of development and is receiving their full entitlement in relation to ECF training. Comments should provide reassurance that the ECT understands and accepts the review content. This is particularly important where an ECT is deemed to be not on track. The ECT comment is also an opportunity for the ECT to reflect on their practice and the support they are receiving.

If an ECT is not on track

The outcome of a progress review or assessment should never be a surprise to the ECT.



Continued

Serious capability issues

In a few particularly serious cases, it may be necessary to instigate capability procedures before the end of the induction period, which may lead to dismissal before the end. 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. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

The school should continue to keep the AB board informed of progress, particularly at key points such as the end of a support plan or prior to a progress review/assessment submission.

ECT absences

If an ECT is absent for 30 days or more in any given year, they are eligible for an extension. They will need to have the equivalent number of days they have missed added onto the end of the year, before completing the end of year assessment. Absences don't roll over from year 1 to year 2.

Once the absences have been entered into ECT Manager, if this totals 30 days or more this will automatically adjust the length of induction, and calculate when the next assessment is due.

ECTs leaving/joining

ECTs leaving and joining part way through the programme

WHEN AN ECT LEAVES PARTWAY THROUGH THEIR INDUCTION

1. The Induction Tutor should complete an interim assessment on ECT Manager.
 - a. Simply start the next report due, and select the button stating that 'The ECT is leaving'.
 - b. The form will automatically change to an Interim Assessment. When prompted, indicate where the ECT is moving to (if known).
 2. Ensure the ECT has a copy of their induction documents (progress reviews and assessments) completed and up-to-date, to take with them.
 3. Inform Redhill Hub Appropriate Body by emailing enquiries@redhillhub.org.uk, or calling 07831324490.
 4. Inform your ECF provider and update the DfE portal.
-

WHEN AN ECT JOINS PARTWAY THROUGH THEIR INDUCTION

1. If the new ECT has already completed some of their induction elsewhere, follow the usual registration process for ECF and induction.
2. On ECT Manager, ensure that you indicate the number of terms that they have already completed, along with their previous school name and start date with you.
3. The Headteacher or Induction Tutor should ask to see the existing induction documents as part of the reference process. These documents can support your discussions, particularly where the ECT is working well towards the Teacher Standards, and where the areas for development have been identified.

QA Policy and Process

Redhill AB are the independent body for quality assurance of statutory induction, our role is to ensure schools provide support for their ECTs and that statutory guidance is followed

The DfE guidance summarises this as:

Ongoing quality assurance of induction – appropriate body checklist:	
WHAT to check	WHY to check it (to ensure that...)
In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers	The ECT has sufficient time to engage with the ECF-based induction programme
In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers	The ECT has sufficient time to engage with the ECF-based induction programme
An ECTs teaching is observed at regular intervals and has prompt follow up discussion	The ECT has fair and effective assessment of their teaching practice, conduct and efficiency against the Teachers' Standards
An ECT observes experienced teachers	The ECT has appropriate opportunity to observe effective teaching practice
The ECT has access to a structured induction programme based on the ECF (see Chapter 4)	The ECT has access a high quality knowledge-based induction

Part of the quality assurance process takes place through progress reviews and assessments.

Our QA team are all experienced leaders, facilitators and education professionals.

As an AB, we visit a minimum of 10% of our schools each academic year.



The criteria to trigger a QA visit may include:

- Response to Ofsted visit which identified an area of concern in this area.
- Response to change of Ofsted rating.
- Concerns raised in a progress review.
- Concerns raised directly to the Appropriate Body.
- High levels of ECT absence.
- High numbers of ECTs in one school.
- Change of Induction Tutor.
- Where there is evidence of outstanding practice.

Visits will be arranged in advance at a mutually convenient time. The table below outlines the requirements, expectations and outcomes that will be applied to a QA visit.

Action	Discussion points	Required documents
Meet with Induction Tutor. (Mentor and Headteacher to join if possible).	<ul style="list-style-type: none"> • Discussion about progress towards Teacher Standards. • How are statutory requirements being provided? • Does the ECT have access to the ECF? • Is the ECT on track? • Are there any workload concerns? • Any other issues or successes? 	<ul style="list-style-type: none"> • Evidence of a reduced timetable? (90% Y.1, 95% Y.2). • Examples of how ECT uses this time. • Structure of Mentor meetings. • Evidence of monitoring, such as lesson observations & feedback. • Examples of support plan where necessary.
Meet with ECT	<ul style="list-style-type: none"> • Check ECT is receiving statutory entitlement. • Discuss the support being received. • Does the ECT have access to an ECF based training programme? • Does the ECT have regular Mentor meetings? • Opportunity for the ECT to discuss any issues/successes? 	
Summary meeting with Induction Tutor. (Mentor and Headteacher to join if possible).	<ul style="list-style-type: none"> • Feedback from visit. • Summarise, and agree any next steps. 	<ul style="list-style-type: none"> • AB to provide school with QA report within 10 days of visit.



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Useful downloads

Click the title below to download editable versions of our forms.

[ECT Lesson Observation Form.](#)

[ECT Lesson Observation Guidance.](#)

[Progress Review Meeting Form.](#)

[ECT Support Action Plan.](#)

[Guidance for writing ECT assessments.](#)

[A guide to completing and submitting an assessment on ECT Manager.](#)



07831 324 490



enquiries@redhillhub.org.uk



www.redhillhub.org.uk