



Teaching School Hub
Odyssey



ECF Handbook

For Early Career Teachers, Mentors,
Induction Tutors and Headteachers

2022 /2023

www.odysseytsh.org

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Introduction

Welcome to your ECT Induction provided by Odyssey Teaching School Hub
All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support, and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

The programme should support the early career teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can reasonably be expected of an ECT by the end of their induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

Key Information

Appropriate Body:	Odyssey Teaching School Hub
Website:	www.odysseytsh.org
Email:	admin@odysseytsh.org
Telephone:	01242 538297
Named Contact:	Melanie Riley

1. The Induction

In this section you will find information about the Statutory Induction.

1.1 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 headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. 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. A suitable post is expected to:

- have a headteacher in post 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.
- In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

1.2 Reduced Timetable

In the first year of induction an ECT must have a 10% reduction in their timetable. In the second year, the ECT must have a 5% reduction. The additional non-contact time is specifically for induction and professional development, and should not be used for planning, preparation, and assessment time (PPA) or to cover for classes. A part-time ECTs should receive a proportionate timetable reduction.

Suggested use of ECT of time:

- Meetings with mentor
- Observing lessons with other experience teachers
- ECF training and development
- Compiling Professional Development evidence
- Attendance to specific course where a need is identified
- Research on teaching and learning.

1.3 Part-time ECTs

ECTs with a part time contacts should serve the full time equivalent of two full school years (based on a three term year).

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.

For example, an ECT starting induction in September 2022 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2026 but can be considered for a reduction in summer term 2024. A prerequisite for considering reduction past the two-year point will be that the ECT is meeting the Teachers' Standards. In making this decision, the appropriate body will consult the headteacher and must always gain the agreement of the teacher concerned.

If you have a part time ECT please contact us to discuss the length of their induction to enable us to support the school and ECT.

1.4 ECTs with prior teaching experience

If an ECT already has had significant relevant teaching experience, they are still required to serve statutory induction. Exceptionally, in agreement with the ECT, schools may make a request to the Appropriate Body to reduce the length of the ECT's induction period if the school can demonstrate the ECT has securely met all of the Teachers' Standards.

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

1.5 Minimum Term of Employment

The minimum term of continuous employment to register for Induction is one term. This includes long term supply contracts.

Short-term supply teaching of less than one term or equivalent cannot count towards induction, as this will not provide an ECT with the breadth of experience, support, and assessment necessary.

It is not possible to backdate the start of an induction period if a supply contract is extended. Induction should be put in place immediately if it becomes clear that the extended contract will continue for at least a term.

There is a five-year limit from QTS where an ECT can work as a short-term supply teacher prior to completing induction. They can continue while concurrently serving induction in another part-time post after the five-year limit has expired.

1.6 Leaving before completion

If an ECT moves to another school, induction can continue as before for the remaining number of full terms. ECTs should make copies of assessment forms and other documentation available to a new employing school.

An ECT may take a break from induction and continue with their remaining period of induction at a later date.

There is no time limit for induction completion.

If an ECT leaves part way through an induction period, an interim assessment form should be completed. Part terms can count as long as at least one calendar term of induction has been completed.

If an ECT starts at a new school part way through their final term of induction (in a three-term year), they will need to complete a full term.

1.7 Extensions to the induction period

Following discussion with the employing school, the Appropriate Body can agree at the end of the induction period to extend induction.

Reasons may include:

- personal crises.
- illness.
- disability.
- support received during induction.

or where there is insufficient evidence within documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Induction is automatically extended when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). The induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term (in a three-term year) or equivalent must be served in a new school.

1.8 Extension of induction for statutory maternity, paternity, adoption, shared parental, or parental bereavement leave

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction may decide whether induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns and has had the opportunity to decide whether to extend induction. Any such request must be granted.

If an ECT chooses not to extend induction, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that the ECT seeks advice before making such a decision.

1.9 Lesson Observation

ECTs should be observed in the first 4 weeks of taking up their post and formally prior to each Progress Review and Formal Assessment meeting. To facilitate a fair and effective assessment of the ECT against the Teachers' Standards.

The lessons observation may be undertaken by Induction Tutor, Mentor or another suitable person holding QTS status.

ECTs should be encouraged to self-evaluate after each observed lesson against the Teachers' Standards identifying specific standards being met or where development is needed.

1.10 Observing other Teachers

An ECT should observe experienced teachers holding QTS either in their school or another where effective teaching practice has been identified. The Induction Tutor and Mentor should advise the ECT who to observe. The observations should have a focus to assist the ECT in reaching specific Teachers' Standards. The ECT should make notes about what they have learnt from these observations and share these with their Mentor during their mentor meetings.

1.11 Off-Site Educational Visits

The leading of trips by ECTs is not specifically covered by the Statutory Guidance for Induction for Early Career Teachers, although it does state '*a suitable post must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support*'. Therefore, Odyssey Teaching School Hub recommends that ECTs are not asked to take responsibility for leading an off-site educational visit. If we are aware of an ECT leading an off-site visit, it is our practice to ask the school to confirm that this has been included in the risk assessment and approved by the headteacher. This information will then be kept on the ECT's file.

2. Teaching Standards

On completion of the Induction period the ECT is expected to have met the Teachers' Standards.

A copy of the Teachers' Standards can be found here:

<https://www.gov.uk/government/publications/teachers-standards>

3. Roles and Responsibilities

3.1 Early Career Teachers

The Early Career Teacher is responsible for the following:

- providing evidence prior to appointment that they have QTS and are eligible to start induction;
- making themselves familiar with the timeline for completing induction and key requirements for induction completion;
- meeting regularly with their Induction Tutor to agree their Professional Development Plan priorities and keep these under review;
- in discussion with their Induction Tutor, agreeing how best to use their reduced timetable and fully participating in their ECF-based induction programme;
- taking increasing responsibility for professional development as their induction progresses;
- demonstrating and retaining evidence of their progress against the Teachers' Standards;
- raise any concerns with their Induction Tutor and if the concerns are not resolved with their tutor or school, contact the Appropriate Body for guidance;
- participating in classroom observations, progress reviews and formal assessment meetings;
- acting responsibly and professionally at all times, fully meeting part 2 of the Teachers' Standards;
- retaining copies of all completed formal assessment reports.

3.2 Headteachers

The Headteacher is responsible for the following:

- ensuring that the ECT has been awarded QTS and all pre-employment checks are completed;
- checking if there is any exemption from induction;
- checking that the requirements for a suitable post for induction are met;
- notifying the Appropriate Body when an ECT is taking up induction;
- ensuring that an appropriate ECF-based induction is in place for the ECT;
- ensuring that required reduction in timetable has been provided for the ECT and is appropriate spread through the academic year;
- ensuring the Induction Tutor and mentor have the ability and sufficient time to carry out their role effectively;
- ensuring completion of the Appropriate Body's quality assurance procedures;
- reviewing and sign off formal assessments.

On the formal assessment the headteacher makes the recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or requires an extension.

Headteachers should ensure that all relevant documentation including assessment forms is held securely for six years.

3.3 Induction Tutor

The Induction Tutor is responsible for the following:

- providing or co-ordinating guidance for the ECT's professional development;
- setting objectives with the ECT for the Professional Development Plan;
- formally and informally observing the ECT's teaching and providing written feedback;
- liaising with colleagues involved with the ECT's support and development;
- ensuring that the ECT is able to observe experienced teachers either in the school or another institution where effective practice has been identified;
- completing Progress Reviews and Formal Assessments to include review against the Teachers' Standards;
- if there are any concerns over the ECT's progress, ensuring that these are addressed including the provision of a support plan.

Where necessary if concerns persist or are of a serious nature, in consultation with the headteacher, raising the concern with the Appropriate Body.

3.4 Mentor

The Mentor is responsible for the following:

- supporting with regular one to one mentoring sessions;
- informally observing the ECT's teaching, providing feedback;
- working with the ECT and Induction Tutor to support the ECT in meeting targets in their Professional Development Plan;
- providing effective support, including phase or subject specific mentoring and coaching;
- referring concerns over the ECT's progress or welfare to the Induction Tutor:

The roles of Induction Tutor and Mentor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In small schools the headteacher may undertake the role of Induction Tutor. Exceptionally a single teacher may fulfil both roles. Safeguards should be put in place to ensure that the mentoring support offered to the ECT is separate to the assessment of the ECT against the Teachers' Standards

3.5 Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process.

Through quality assurance, the Appropriate Body should assure itself that:

- headteachers have put in place an ECF-based induction programme for the ECT;
- headteachers are meeting their responsibilities in respect of providing a suitable post for induction;
- the school's monitoring, support and assessment procedures are fair and appropriate;
- headteachers (and governing bodies where appropriate) are aware of and capable of meeting their responsibilities for monitoring support and assessment including checking that an ECT receives an ECF-based induction programme, designated Induction Tutor and mentor, and a reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- the Appropriate Body will consult with headteachers on the nature and extent of the quality assurance procedures it operates.

The Appropriate Body is expected to take steps to ensure that:

- if an ECT is experiencing difficulties including welfare concerns, support is provided to address areas of concern;
- if a school is not fulfilling its responsibilities, contact is made with the institution to raise and resolve concerns;
- Induction Tutors and mentors have the ability and sufficient time to carry out their role effectively;
- the school is providing the appropriate level of reduced timetable:
- It is verified that the award of QTS has been made;
- The ECT is provided with a named contact within the Appropriate Body with whom to raise concerns where it has not been possible to resolve concerns with the school;
- Any FE institution obtains agreement from a school for ECTs to spend a minimum ten days teaching children of a compulsory school age in a school;
- ECTs' records and assessment reports are maintained securely;
- Monitoring and record keeping is done efficiently and does not require new documentation except where necessary from the ECT;
- Agreement is reached between the headteacher, ECT and Appropriate Body where a reduced induction period may be appropriate to include part-time teachers completing in a two-year period;

3.5.1 ECF Fidelity Checking

The Appropriate Body will check that ECTs have access to an induction programme based on the Early Career Framework (ECF). The check is referred to here as 'ECF fidelity' checking.

Schools will be expected to opt for one of three approaches to delivery of an ECF-based induction:

1. Full Induction Programme
2. Core Induction Programme
3. School-based induction programme

Where schools deliver induction through a Core Induction Programme or choose to design their own School-based induction programme using the Early Career Framework, additional quality assurance will be necessary.

For schools delivering their own induction programmes (2 and 3 above), they will require the Appropriate Body to check these have been designed and delivered meeting ECF requirements.

4. Progress Reviews and Formal Assessments

Progress Reviews happen at the end of the first, second, fourth and fifth term. The Formal Assessments take place at the end of the third and sixth term.

4.1 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.

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. If an ECT is found not to be meeting the required Teachers' Standards the Appropriate Body should be informed as soon as possible.

4.2 Formal Assessments

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with Formal Assessments taking place at the end of the third and sixth term. 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.

The outcomes from the Formal Assessment should not be a surprise. The ECTs should be kept up to date on their progress throughout the Induction period.

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.

4.3 Progress Review and Formal Assessment Content

Progress Reviews and Formal Assessments should consist of the following:

- the ECT's evaluation of their progress;
- discussions on outcomes from lesson observations;
- evidence-based discussions in relation to progress against the Teachers' Standards;
- discussions about professional development activities.

5. Concerns or Unsatisfactory Progress

Schools should act promptly where there are concerns about an ECT's performance or personal wellbeing.

Where the Induction Tutor, following the progress review, determines that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the Support Plan to be put in place.

If it becomes apparent that an ECT is not making satisfactory progress the Appropriate Body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

Where after a review and initial support an ECT is not meeting Teachers' Standards, the following procedures should be put into place.

- Additional support provided to include a Support Plan with milestones and targets set against the relevant Teachers' Standards.
- The Support Plan should provide specific steps outlined for securing an improvement in practice. A copy of an example Support Plan can be provided on request from the Appropriate Body.
- A record kept of weekly support meetings. The ECT should have the opportunity to comment.
- The ECT should be given opportunities to observe experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body should be kept informed of the ECT's progress and additional support provided.
- In the weeks prior to the Formal Assessment submission at the end of the first year, the ECT be advised of the likely progress grading to be given.

The headteacher/principal and the Appropriate Body will ensure that:

- the areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards:
- an effective support programme is in place to help the ECT improve their performance:

Where the ECT has continuing progress concerns, further support and advice will be given.

At any point in the ECT's induction, the named Appropriate Body contact should be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards. The ECT to be advised they can discuss concerns with the named contact.

If an ECT has concerns about their induction mentoring and support, these should be raised with their Induction Tutor / Headteacher in the first instance. Where the school is not able to resolve the concern the ECT should raise concerns with the named Appropriate Body contact.

5.1 Mitigating circumstances

Where an ECT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching made where possible to support the ECT's development needs.

If an ECT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the ECT and any reasonable adjustments to their teaching be made where possible.

Where there are mitigating reasons, an extension to induction can be considered.

If an extension to induction is approved by the Appropriate Body for mitigating reasons the period of extension would normally be the full-time equivalent of one term (in a three-term year).

5.2 Continuing concerns and unsatisfactory progress

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, the Induction Tutor should continue to support the ECT as above, including reviewing and revising the ECT's objectives and Support Plan, linking these with the Teachers' Standards. The headteacher and Appropriate Body must be kept informed of continued concerns.

Where concerns continue regarding the ECT's progress, between formal assessment one and two, the Induction Tutor should discuss the areas of continued concern fully with the ECT including:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

Where concerns continue in the second year of induction the ECT should be recommended to speak to a teaching association for advice and support including explaining to the ECT the consequences of possibly failing to complete the induction period satisfactorily.

5.3 Action in the event of serious concerns/capability problems

Rarely it may be necessary to instigate capability procedures 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 should continue in parallel with the capability procedure. School leaders should contact their Personnel/HR Advisor before instigating Capability procedures.

The Appropriate Body should be kept 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.

5.4 Right of appeal following failure to satisfactorily complete induction/extensions to induction

If an ECT fails induction, or has their induction extended, the Appropriate Body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

ECF Programme Delivery

Odyssey Teaching School Hub have partnered with UCL (Institute of Education) as our main delivery partner for the ECF and have designed a programme for ECT's. We are working together to ensure that ECT's (Early Career Teachers) across Gloucestershire are provided with full training to meet all of the requirements of the ECF framework. This will be the FIP (Full Induction Programme).

Non Standard Induction

Where the ECT commences induction at either January or April in the academic year the ECT will join the programme at the Module currently being undertaken by the September cohort and complete outstanding Modules with the next cohort in the following academic year.

UCL eXtend

ECT's and mentors will be given access to the UCL eXtend platform for the required module materials. It is imperative that ECT's and mentors regularly log on to the platform to access materials as this is used to track the engagement of participants.

At the end of each module ECT's & mentors will be required to complete an end of module form on UCL eXtend. These will be shared with Odyssey Teaching School hub for QA purposes.



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