



Appropriate Body Handbook

**An essential guide for Headteachers
and Induction Tutors**

2024-25

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Welcome



from Jen Berry, Director of Red Kite Appropriate Body

A very warm welcome to Red Kite Appropriate Body (AB) services. Thank you for choosing to work with us to support the two-year induction of your Early Career Teacher (ECT). This handbook is an essential guide for Headteachers and Induction Tutors; in this document we will outline the expectations of induction and key roles and responsibilities, highlight statutory guidance, and provide key information and dates.

At Red Kite, we aim to provide you with the highest standards of service possible. Our role as an AB is to quality assure all aspects of induction ensuring that the school fulfils its responsibility to the ECT and to ensure that the monitoring, support, assessment, guidance and procedures in place are fair and appropriate. We pride ourselves on being approachable, responsive and supportive; you can contact us through our single point of contact with your query or issue and we will respond as soon as we can. We aim to personalise our approach to supporting ECTs, working with school colleagues to ensure they complete induction successfully and progress to long, fulfilling careers in the profession.

Jen Berry

Director of Appropriate Body

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Meet the Team



Jen Berry
Director of Appropriate Body



Jo Mottram
Early Career Lead (Primary)



Clare Heron
Early Career Lead (Secondary)



Katie Arthur
Early Career Framework and
Appropriate Body Lead



Hannah Burns
Administrator

Red Kite AB work with schools across the North Yorkshire Teaching School Hub region and beyond; we have supported schools and beginning teachers since 2014. Our experienced and friendly team is led by the Director of the AB, Jen Berry. Jen is a former primary school teacher and specialises in SEND; she led Red Kite Teacher Training's SEND programme until recently and has led our AB for the last two years. Early Career Leads (ECLs) work across our AB, Initial Teacher Training (ITT) and Early Career Framework (ECF) training. Any of our ECLs may visit your school or support your ECTs, however the main ECLs working for the AB are Clare Heron and Jo Mottram. Clare is a secondary specialist, and Jo is a primary specialist. Between them, they have many years of teaching experience, and significant experience in supporting trainees and ECTs. Katie Arthur, our ECF and AB Lead oversees our administrative function and, alongside Hannah Burns can help ECTs and schools with their queries.

Contact us

Single point of contact email: AB@rkit.co.uk

Telephone: 01423 535646

Website: www.redkitetsh.co.uk

ECT Manager: redkitetsh.ectmanager.com

The Statutory Role of the Appropriate Body



If your school employs an ECT, you must register them with an Appropriate Body.

The Appropriate Body will provide independent quality assurance of the ECT's two-year induction, and this will include checking that the ECT is receiving a programme of support and training based on the Early Career Framework. See Appendix A for an overview of an ECT's statutory induction.

"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, with monitoring and an assessment of performance against the Teachers' Standards."

Induction for Early Career Teachers, DfE

As your Appropriate Body we have 2 main roles in the statutory induction for your ECTs:

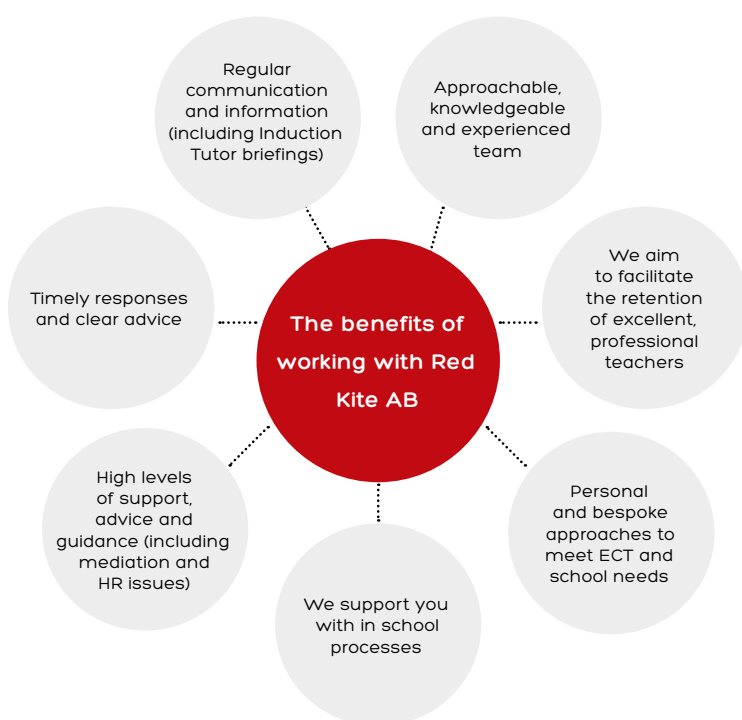
Monitoring of Support

Ensuring that ECTs are receiving their statutory entitlements and ensuring schools are supported to provide ECTs with an ECF-based induction.

Monitoring of assessment

Making the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

Please refer to the Department for Education statutory guidance for further information [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/induction-for-early-career-teachers)



Appropriate Body and the Early Career Framework (ECF)

Your choice of Early Career Framework (ECF) professional development programme is independent from your Appropriate Body. We welcome ECT registrations from all schools regardless of the ECF professional development programme you have chosen. If you choose to deliver the ECF programme yourself (rather than through a provider) using a lead provider's materials, or if you choose to design and deliver your own programme, we will carry out fidelity checks to make sure your ECT is receiving an ECF-based induction. Please contact us for further information about fidelity checks.

Employing an ECT:



Check post is suitable for an ECT

Suitability - the ECT must have a suitable post for Induction - no unreasonable demands must be made on ECTs.

Reduced timetable - additional non-contact time in addition to statutory 10% PPA time. A further 10% reduction in year 1 and 5% reduction in year 2.

Designated Induction Tutor - regular observations and feedback, 4 progress reviews and 2 formal reviews across the 2 years (FTE).

School Ofsted Grading - If a school is judged to be Inadequate there may be restrictions on employing an ECT (please contact us to discuss this further).



Register with Red Kite Appropriate Body on ECTManager



Chose the ECF route

1. Training provider funded by the DfE eg. Red Kite ECF working with UCL/ Leeds Trinity ECF working with Teach First.

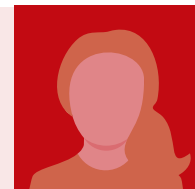
2. Deliver your own training using DfE accredited materials. Please contact us regarding fidelity checks.

3. Design and deliver your own programme. Please contact us regarding fidelity checks.



Roles in Induction

Headteacher



The Headteacher should identify suitable teachers to hold the roles of Induction Tutor and Mentor. Ideally these roles should be distinct and separate as they have differing responsibilities. Therefore, it is expected that these roles should be held by different individuals. The Headteacher will make recommendations to the AB on the ECT's performance against the Teachers' Standards..

Mentor



- Holds QTS
- Carries out weekly mentoring for a year 1 ECT (fortnightly for a year 2 ECT)
- Is the primary source of support for the ECT
- Facilitates the contextual implementation of learning from the Early Career Framework into classroom practice
- Provides opportunities for reflection
- Attends mentor training sessions

Induction Tutor



- Holds QTS
- Guides and supports the ECTs' professional development
- Makes rigorous and fair judgements about ECT progress in relation to the Teachers' Standards
- Makes the final assessment of the ECT against the Teachers' Standards
- Completes termly reports (progress reviews and assessments)
- Recognises when early action is needed in the case of an ECT who is not on track
- Observes the ECT regularly (termly as a minimum but best practice half termly)
- Decides internal forms and processes for record keeping, lesson observations, evidence

ECT



- Meet Induction Tutor to discuss and agree priorities for their induction programme.
- Provide evidence of their progress against the Teachers' Standards.
- Participate fully in the agreed ECF programme.
- Retain copies of all reviews.



Reporting

The dates for Assessments and Progress reviews are set to ensure that there is enough time for them to be read and moderated before term finishes.

If there are any issues with making any deadline please ensure that you let us know by email asap.

2024/2025	Assessment due date	Progress review due date
Autumn 1		
Autumn 2	29/11/2024	13/12/2024
Spring 1		
Spring 2	14/03/2025	28/03/2025
Summer 1		
Summer 2	08/07/2025	15/07/2025

Progress reviews	Assessments
<p>Indicate if the ECT is or is not on track to meet the Teachers' Standards by the end of the 2-year Induction period</p> <p>Provides detail of strengths, development points and progress</p> <p>Confirm statutory entitlements are in place</p>	<p>Indicate if the ECT is or is not making satisfactory progress against the Teachers' Standards</p> <p>Give evidence against each of the standards, where this has been demonstrated and developmental points as necessary</p> <p>The Head teacher signs this assessment</p>

Induction Tutor Networks

Session Aims

The network sessions provide up to date guidance and practical advice on how to be an effective Induction Tutor. The sessions will address how Induction Tutors can manage and support the mentors and ECTs through the Induction period and remind them about what their role involves.

The sessions will provide advice and will look at review exemplars, share best practice and keep you up to date with statutory guidance and changes.

Who are sessions for?

For Headteachers, Senior Leaders and Induction Tutors who want to stay up to date in their knowledge and understanding of best practice in Induction processes.

Outcomes

Improved confidence in how to be an effective induction tutor, embedding greater knowledge and understanding. An opportunity for networking with peers in all matters relating to Induction.

Dates

Autumn1 - Tuesday 1st October 2024

Autumn 2 - Tuesday 19th November 2024

Spring 2 - Tuesday 4th March 2025

Summer 2 - Tuesday 17th June 2025



Carrying Out Progress Reviews

The Review Process



- Reviews available on ECTManager 3 weeks before due date on ECTManager
- Induction Tutor writes reviews; ECT reads, answers specific questions, comments and digitally signs it
- Induction Tutor to digitally sign off when ECT commented and signed
- Progress review - a brief overview of ECT performance
- Formal review - comments made against the Teachers' Standards
- Headteacher signs the formal assessment reviews only

Progress reviews ensure that there are no surprises for ECTs when they reach assessment points. They are completed in each term that an assessment is not scheduled. The Induction Tutor should complete the progress review report on ECT Manager. The deadline for most reviews is the penultimate week of the term (final year 2 assessments are due 3 weeks before the end of term).

It is expected that the Induction Tutor updates the Headteacher on the ECT's progress after each progress review.

Reviews should be a balanced reflection of the ECT's progress and areas for development. They do not have to cover all of the Teachers' Standards; mentioning a few in detail that have been key development areas for the ECT that term will demonstrate a clear picture to the AB.

ECTs should be well-prepared for progress review meetings and ensure that they contribute to the reflections around their emerging strengths and next steps for development against the Teachers' Standards.

Must Haves:

- Informed summary of existing evidence of the ECT's teaching against the Teachers' Standards
- State whether the ECT is on track to successfully meet the Teachers' Standards (or not) by the end of Induction
- Clear development targets against the Teachers' Standards
- Any statement regarding the ECT's practice needs to be accompanied by some brief reference to the source(s) from where the judgement has been derived
- Confirm that the ECT's entitlements have been met.

Best Practice:

- Refer back to prior targets
- Reference the Teachers' Standards
- Show good knowledge of the ECT
- Carefully consider ECT reflections
- Include evaluative statements of practice supported by evidence of impact on pupils

As an Appropriate Body, our statutory duty is to make the final decision as to whether the ECT has satisfactorily met the Teacher's Standards, based on the Headteacher's recommendation. We rely on the progress reviews as well as the assessments to make this decision, so we ask that there is sufficient evidence in the reviews for us to confidently support the judgements made at the end of induction.



Carrying Out Assessments

The ECT's formal assessments should be carried out either by the Induction Tutor or the Headteacher. To ensure that evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during the whole year (including the progress reviews) and the period leading up to the formal assessment.

Must Haves:

- Evidence for assessments must be drawn from the ECT's work as a teacher during their induction
- State whether the ECT is making (year 1) or has made (year 2) satisfactory progress against each of the Teacher's Standards
- Clear development targets against the Teachers' Standards
- Reflective comments from the ECT

Best Practice:

- Refer to specific examples and avoid generalisations
- Provide evaluation and impact of practice
- Refer to specific evidence gathered e.g., give dates/who provided it
- Show good knowledge through evaluative statements (description, evaluation and impact)
- Carefully consider ECT reflections from the assessment reviews. Reflect on the progress and target

Assessment meetings will combine all of the evidence gathered during the progress reviews, including, but not limited to, formal observations, monitoring evidence, feedback from colleagues and parents, assessment data and the ECT's self-evaluation.

Assessment reports, along with the progress review forms, provide the basis upon which the Appropriate Body will decide whether there is sufficient evidence at the end of Induction to support a judgement that the ECT has, or has not met the Teachers' Standards.



Download the documents here:

Supporting an ECT who is not on track



From time to time, an ECT may need support above and beyond that normally offered by the Mentor and Induction Tutor. The AB team will offer bespoke support if there are any issues during induction. This may include observing the ECT and giving feedback, team planning and teaching, modelling, coaching and mentoring.

What to do:

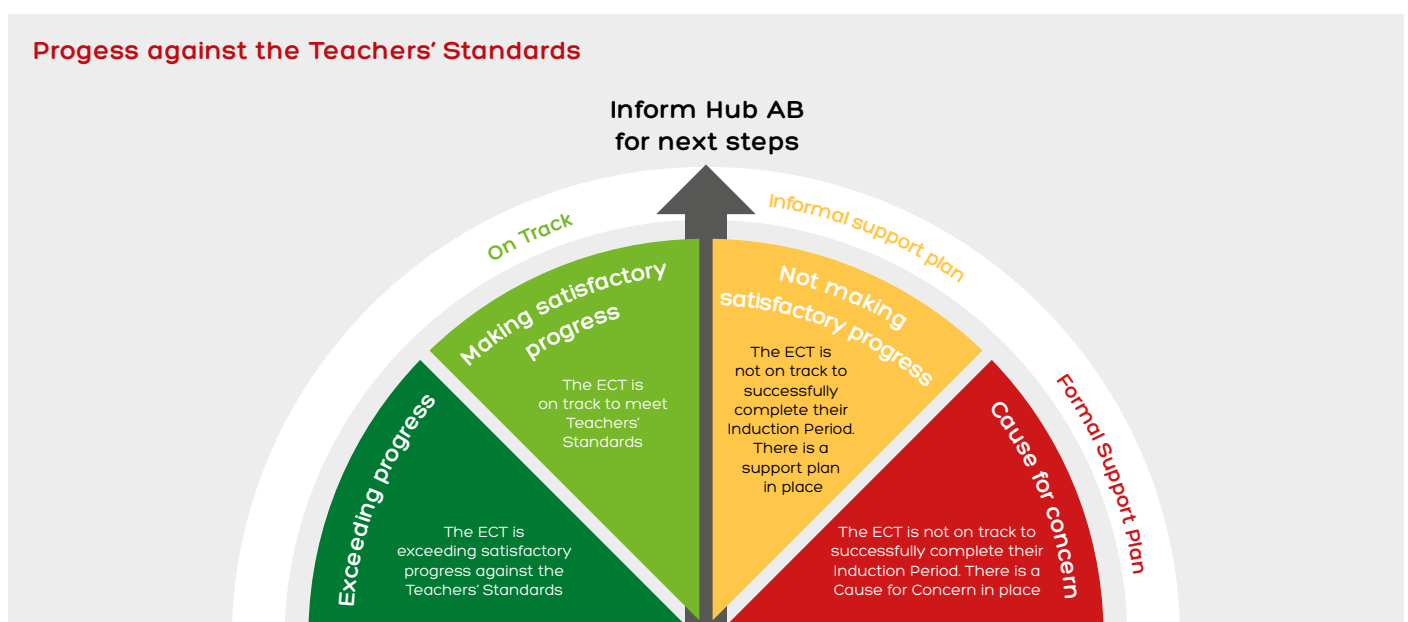
- Inform us as soon as it becomes apparent that additional support will be needed. Either email AB@rkit.co.uk or flag through ECTManager
- The Appropriate Body will be in touch to talk about any concerns and next steps, and we will request that a support plan is put together
- Within 5 working days, the support plan should be uploaded to ECTManager. The support plan should cover a minimum of 4 weeks
- The progress of the ECT will be reviewed at the end of the support plan. If they are on track, the support plan ends. If not, a new plan will be put in place

If the Induction Tutor determines that the ECT is not on track during a review of their progress, this should be stated on the progress review form. Planned additional support should be clearly outlined and shared with the ECT and the AB.

If it becomes apparent in the first formal assessment that the ECT is not on track, the AB should be informed, and the Headteacher 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 are given every opportunity to do so.

The Headteacher and the Appropriate Body should be satisfied that:

- 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



Quality Assurance Processes



As part of the Appropriate Body role, we are responsible for monitoring the support that the ECTs receive during their induction. We check that ECTs are receiving their full statutory entitlements, and that regard is given to the guidance. We also provide fidelity checks for schools that have opted to deliver their own ECF-based programme of learning, either by using the DfE accredited materials or by designing their own programme.

Checking Entitlements:



Upon registering with Red Kite AB, we ask that schools read and confirm they agree to abide by our service level agreement, highlighting the statutory requirements.



We will check that ECTs are receiving their statutory entitlements through Induction Tutor surveys and progress reviews.



We will carry out quality assurance visits to around up to a third of schools annually (so please don't worry if we come to see you!) We would like visits to be as helpful and supportive as possible.



We are also here to provide advice and guidance if you have any concerns or questions, and we are happy for schools to request a meeting or visit if this would be helpful.

• How we identify schools for a QA visit:

Schools new to Red Kite AB; schools with large cohorts of ECTs; schools with new Induction Tutor/Headteacher; schools who have experienced difficulties with ECTs; schools where there have been concerns with the quality of the induction provision; schools judged by Ofsted as Inadequate (serious weakness).

• Before the visit

Induction Tutors will be contacted to plan visit activities.

• During the visit

Visits will involve meeting the Induction Tutor, Mentors and ECTs. There may also be learning walks or observations of ECTs during the visit. Be prepared to share induction paperwork and records that you have such as observation feedback or meeting records as it may be helpful to see and understand your processes as part of our discussions.

• After the visit

A report will be sent to school with recommendations.





Induction Adjustments

Absences

The induction period is automatically extended when an ECT's absences per year of induction (or equivalent for part time teachers) total 30 days or more. In these circumstances the relevant year of induction must be extended by the aggregate total of days absent.

Leave Entitlements

ECTs who take statutory leave (maternity, paternity or adoption leave, shared parental leave or parental bereavement leave and carers leave) while serving their induction period may decide whether their induction should be extended to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction, and any such request must be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the Teachers' Standards. It is therefore recommended that an individual in this situation seeks advice before making such a decision.

Part-time ECTs

ECTs serving induction on a part time basis may (on completion of a minimum period covering but not equivalent to two full years) be able to have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory, the Head teacher may consult with the AB on whether a reduced induction is appropriate.

We will visit the school as part of this process and ensure that the ECT understands that they will no longer receive their induction entitlements and ensure they are happy to proceed. The ECT must have met the Teachers' Standards and there must be secure evidence to show this. Please contact us on AB@rklt.co.uk to discuss individual circumstances.



Induction Extensions and Reductions



Extensions

When making decisions at the end of the induction period, the AB may be able to grant an extension to induction where this can be justified. We will work with the school and the ECT to determine the length of the extension, the procedure for assessments during it, and the final recommendation.

We may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' standards for other reasons. These might include (but are not limited to): personal crisis, illness, disability or issues around the support during induction.

Reduction to Induction

Where teachers have significant experience of teaching when they entered the maintained sector for the first time, they must still complete an induction period. In some exceptional circumstances, we may be able to grant a reduction to induction. The minimum period is one term. Please contact us on AB@klt.co.uk to discuss individual circumstances.

We will only consider reductions where an ECT has extensive prior experience of teaching whole classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the Assessment Only route.

Before making any decision, we will ask the Headteacher to complete our reduction request form, requiring evidence of previous experience and performance, including performance management documentation from any previous teaching employment. We will seek agreement from the ECT to ensure that they are happy with this request as it will mean that they will no longer receive induction entitlements.

Please note that upon receiving a request to reduce induction, we will arrange a visit to talk with the ECT, Mentor, Induction Tutor and Headteacher. We may ask to observe the ECT teach.





ECT Statutory Induction Summary

ECT induction is a statutory process with several key requirements:

Statutory induction is now a 2-year process for all teachers starting their induction period from 1st September 2021.

ECTs must have a reduced timetable of 10% ECT time in Year 1 and 5% in Year 2 which must be in addition to statutory 10% PPA time for all teachers.

All ECTs are entitled to an induction programme that is underpinned by the Early Career Framework (ECF).

An induction tutor and a mentor will need to be assigned to each ECT (they are expected to be different individuals, experienced, hold QTS and must be allowed sufficient time to carry out the role).

Regular one-to-one mentoring sessions with a designated mentor (with QTS) weekly in Year 1, fortnightly in Year 2.

Observation of the ECT's teaching with written feedback provided.

ECT's observation of experienced teachers either in the ECT's own institution or another institution where effective practice has been identified.

Support and guidance from a designated induction tutor (with QTS) who will also coordinate progress reviews and assessment of the ECT against the Teachers' Standards.

Completion of progress reviews by the induction tutor with the ECT every term where a formal assessment is not scheduled (terms 1, 2, 4 and 5).

Completion of formal assessments by the induction tutor or Headteacher/Principal with the ECT at the end of Year 1 and Year 2 (terms 3 and 6).



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