

## Welcome to Thames South Teaching School Hub Appropriate Body Service

### Information for the ECT

We are delighted that you are entering the teaching profession. At Thames South Teaching School we are here to provide your Appropriate Body Service which is an essential part of your [statutory induction](#) and holds the main quality assurance role within induction. An Appropriate Body makes the final decision, based on a Headteacher's recommendation, as to whether an ECT has satisfactorily met the Teachers' Standards.

#### Our key roles are to:

- ✓ Check that the headteacher has put in place an induction programme for the ECT and that this support is clearly based on the [ECF](#) to develop your teaching knowledge, skills and working habits.
- ✓ Ensure that the monitoring and support throughout induction is sufficient so that an ECT's progress against the teaching standards is not unexpected when an ECT reaches a formal assessment point.

Please check with your Induction Tutor that you are registered with an Appropriate Body and login to [ECT manager](#) to check that all your details are correct. You will access this site at your progress review and assessment report dates to add your comments.

#### You are entitled to:

- ✓ Being appointed to a suitable post for induction to take place (see 2.18 [here](#) for detailed list).
- ✓ A 2-year programme of ECF-based training.
- ✓ Time off timetable for induction activities, including ECF-based training and mentor sessions (90% of the timetable of the school's existing teachers on MS in year 1 and 95% in year 2 – in addition to PPA time).
- ✓ Regular support from a dedicated mentor at a mutually agreed time. This usually takes the form of a weekly meeting, lasting for approximately one hour and forms a key part of the ECT training programme so **it is essential** that it takes place. You may wish to discuss any issues arising from the previous week as well as subject-/phase-specific issues.
- ✓ Be provided with an Induction Tutor in the school who will be a senior teacher to oversee the ECT programme, formally observe you (or when required nominate an alternative member of SLT to complete formal observations) and complete your progress reviews and assessments.
- ✓ Regular progress reviews each term and 2 formal assessments at the end of year 1 and year 2 against the [Teachers' Standards](#).

Your school may offer you extra training and support in addition to ECF-based training, **but not instead** of ECF-based training.

#### ECTs should therefore:

- ✓ Be very familiar with the Teachers' Standards.
- ✓ Attend scheduled mentor meetings, be prepared for all meetings and bring any items requested by the mentor at the previous meeting.
- ✓ Attend ECF evidence-informed training sessions relevant to your school's chosen ECF programme.
- ✓ Prepare for formal observations.
- ✓ Attend termly progress review meetings with the Induction Tutor and provide evidence as

requested (you may wish to have an online document/folder to record/save this for ease) and set and review targets for development against the Teachers' Standards.

- ✓ Complete a written reflection following each termly report and digitally sign on ECT Manager.
- ✓ Plan activities to be completed in ECT time to support your induction e.g. meeting with colleagues, work scrutiny and analysis of pupils' work, progress and achievement, and marking and feedback.
- ✓ Observe other teachers.
- ✓ Raise any concerns with the induction tutor and Appropriate Body if needed (see below)

## You cannot fail your ECF-based training

ECF-based training is a professional development programme. It is not an assessment tool and you cannot fail any part of it. You should engage with your ECF-based training as fully as possible, but failing to complete it will not mean you fail your induction.

## Observing other teachers

Throughout your ECT years, try to prioritise the observation of different teachers and groups as part of your ECT release time. It is useful to observe across a range of year groups, phases and subjects where possible to see a full range of pedagogical and classroom management strategies. When observing, consider the impact of what you are seeing on the learning and progress of students, as well as which strategies and pedagogical approaches you may want to try yourself. Be prepared to share this with both your mentor and induction tutor.

## Starting your induction mid-term

You can start your induction at any time. Your school will make sure your ECF-based training fits your circumstances and you must be registered with an Appropriate Body for induction to be completed. Please get in touch with Thames South Teaching School Hub to discuss.

## Working part-time or serving a reduced induction period

If you work part-time, your headteacher will work with your Induction Tutor, Appropriate Body and training provider to arrange ECF-based training and mentor support around your needs and schedule. Please make sure they get in touch with Thames South Teaching School Hub to discuss dates of progress reviews and assessment reports.

## If you have difficulties or concerns

Your induction tutor is the person responsible for ECT induction at your school. Speak to them first if:

- ✓ You're struggling to engage with your training.
- ✓ You have any concerns about your induction or statutory entitlements (time off timetable or mentor support).

If they cannot help you, speak to your Appropriate Body named contact, Jennie Trevillion on [thamesouthtsh@nestschools.org](mailto:thamesouthtsh@nestschools.org). We are responsible for making sure ECTs receive their statutory entitlements and are fairly and consistently assessed.

If you have any general questions about your statutory induction then please contact the central team on [ThamesSouthTSH@nestschools.org](mailto:ThamesSouthTSH@nestschools.org) and we can direct your enquiry to the correct member of staff.

We wish you every success in your first two years of teaching!