

LGA webinar (29 April 2021) from the DfE/TRA

Early Career Framework reforms and Department for Education update

Nathan Easey, Head of Induction Regulations and Korin Wilshaw, Head of Appropriate Bodies, Department for Education

For additional information, please see:

- [Statutory guidance: Induction for early career teachers \(England\)](#)
- [Appropriate bodies guidance: induction and the early career framework](#)
- [Early career framework reforms: overview](#)

Below are answers to the questions raised in the webinar by attendees.

General

Q: Are we able to share these slides with schools when cascading the information?

A: Yes, we are encouraging LAs to please share the information with their schools in whatever form they feel will best help them prepare for the ECF reforms

Regulations

Transitional arrangements

Q: What happens if a teacher is part way through their NQT year in September? Do they stay on their existing programme or must they now complete an ECF-based induction?

A: We will have transitional arrangements in place which will allow teachers who have part completed induction to finish their 1-year induction. Where possible/appropriate these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction. Further information is provided in section 1.5 of the [statutory guidance](#).

Supply teaching

Q: How will induction be served when teachers are on supply? i.e they currently have to work at least one full term for it to be counted towards induction. If there are assessments annually, can they still split induction like this?

A: ECTs can continue to complete induction whilst on long term supply (contracts of 1 term or more). ECTs can continue to move between schools during induction. The minimum period that counts towards induction will remain at 1 term, as long as the ECT's induction post is 1 term or longer the completed terms will be carried over. If an ECT leaves a post after completing one term or more in an institution but before the next formal assessment, the induction tutor is expected to complete an interim assessment which will capture the ECT's current progress and performance. Further information is provided in section 2.32 of [statutory guidance](#).

Q: Currently if teachers do a full term of supply teaching it counts towards one term of a three term induction if identified at the beginning of the supply contract. So do they have to do a full year now for it to count?

A: The minimum period that counts towards induction will remain at 1 term. Further information is provided in section 2.32 of [statutory guidance](#).

Q: Additionally, as induction will now be two years, will the 5-year cut off point from the date of QTS still be in place in terms of whether they can do supply teaching on a day / week rate?

A: We will not be changing the current 5-year short term supply limit.

Roles and responsibilities

Q: Who can fulfil the mentor role? Do they need to be at leadership level? Who can fulfil the mentor role? Do they need to be at leadership level?

A: We do not have set criteria for who can fulfil the role of mentor. The headteacher is expected to identify an appropriate person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.

Q: Can you clarify the difference between mentor and tutor? I am making the assumption that the mentor is more about coaching and the tutor more about observations. Is there a JD/spec explaining this?

A: Yes, the recently published statutory guidance sets out the differing roles and responsibilities between induction tutors and mentors. We have separated out the two roles to ensure that mentoring support (role of mentor) is not conflated with assessment against the Teachers' Standards (role of induction tutor). The Statutory Induction Guidance sets out the roles and responsibilities for the induction tutor and the mentor. It can be found here: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

Q: This video has just said that mentors carry out observations, but assume that induction tutors still need to as well?

A: An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's 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.

Q: There has been a shift to separate the induction tutor and mentor role. What are the expectations for induction tutors in terms of how regularly they need to meet with the ECT to discuss and review progress and how regularly they formally observe them? Is this time funded?

A: The statutory guidance on GOV.UK gives more information on the particular roles and responsibilities across the two roles, but as the induction tutor will be responsible for assessing the ECT, they will need appropriate contact with the ECT to carry out that role.

Q: Some schools are very small - they will not be able to have separate induction tutor and mentor. Sometimes it is the headteacher who takes on all those roles. How will this be checked?

A: We recognise that some schools have limited capacity and may struggle to provide a separate induction tutor & mentor. In some exceptional circumstances 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.

Requirement to serve induction

Q: If ECTs train in an academy of further education establishment that chooses not to deliver statutory induction, does this mean they will not be able to work in mainstream schools? Can they choose to complete induction later on in their career to allow them to then move in to mainstream or will career choices be limited?

A: While ECTs are encouraged to start their induction as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period. A teacher can complete induction later on their career if that works best for them. Many academies and independent schools do allow their early career teachers to serve statutory induction, and the statutory guidance sets out the conditions where statutory induction may be served in further education settings.

Q: The guidance states that induction cannot be deemed to start until training commences. How does this potentially impact on mid-term or mid-year appointments?

A: Induction posts can still start mid-term/year. Headteachers should ensure that ECTs can

access an ECF based induction regardless of what point in the year they start their teaching post.

Q: Can an ECT work as a peripatetic music teacher and complete induction?

The reforms to induction will not affect the requirements for peripatetic teachers. Subject to exemptions set out in statutory guidance, once a teacher gains QTS they must undertake statutory induction if they wish to teach in a maintained school. Induction must be undertaken in a post which provides a fair opportunity for the ECT to demonstrate that they are performing satisfactorily against the Teachers' Standards. To help in achieving this, the statutory guidance on induction for ECTs details the necessary elements of a suitable post.

It is therefore possible for peripatetic teachers to serve induction provided that their post is suitable for induction. As peripatetic teachers often teach in more than one school simultaneously, each post would need to be suitable in order for induction to take place. It is for the appropriate body, together with the headteacher, to decide on the suitability of each post for induction, and if agreed, then induction should take place.

The headteacher/principal of the institution in which the 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 and that the ECT receives an ECF based induction. 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.

Further information is provided in statutory guidance. In particular, the following paragraphs may assist: 2.17–2.18 on what constitutes a suitable post for induction; 2.35–2.37 on completing induction on a part-time basis; and 3.14 – 3.16 for ECTs completing induction in more than one school simultaneously.

Q: Will teachers undertaking the QTLS route be able to access the ECF training?

A: Teachers who take the QTLS route are currently exempt from requiring statutory induction. But the DfE-accredited materials are available to all schools, so they would be able to deliver these training materials to those teachers outside of statutory induction.

Q: From an HR point of view it will be important to have clear guidance e.g. on interruptions to induction, when induction can be stopped if it is clear progress is not being made etc.

A: We have recently published updated statutory guidance and new appropriate bodies guidance to support schools and appropriate bodies in carrying out their roles and responsibilities. Amongst other things the guidance contains information on 'non-standard' inductions and what to do when there are causes for concern.

Q: Can ECTs complete their second year of induction in an International school?

A: International schools can continue to offer statutory induction subject to the same conditions as currently i.e. as long as the school is a member of an appropriate membership organisation, has been BSO-inspected and arranges an appropriate body for the induction.

Q: Do ECTs serving a reduced induction period have to engage in ECF-based training if they are completing induction in the minimum one term?

A: Teachers serving a reduced induction should still receive an ECF-based induction and headteachers should work with induction tutors (and providers where appropriate) to ensure the training is appropriate in each individual circumstance.

Q: If the ECF is not an assessment, is there still a formal sign off process at the end to ensure standards have been met and what is the process if there are performance concerns during the 2 years?

A: Yes, assessment as now will continue to be against the teacher standards. Please see the statutory guidance for more details of monitoring and assessment requirements during induction.

Q: If an early career teacher is underperforming, two years is a long time if they are not meeting standards - any advice please?

A: Induction tutors should use formal assessments and progress reviews to monitor the ECT's progress throughout induction. Where the induction tutor determines that the ECT is not making satisfactory progress against the Teachers' Standards this should be recorded clearly in the progress review and/or formal assessment record and additional support measures should be 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 there are continuing concerns about the ECT's progress the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- 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.

Further information on monitoring unsatisfactory progress is provided in statutory guidance.

Pay and conditions

Q: Should mentors receive a pay increase/TLR for this role?

A: The School Teachers Pay and Conditions Document sets out the criteria under which it is suitable to award TLR payments.

Q: Currently some schools have been offering NQTs a year fixed term contract for a variety of reasons, mainly around uncertainty around lockdown or they themselves have been unsure of what their longer-term plans have been. Would they have to offer a 2-year fixed term contract to a staff member who would be joining us under the Early Career Framework, or we can still stick to a 1-year contract which could be subject to review at the end of the first year?

A: The introduction of the ECF reforms does not affect terms of employment. Decisions around fixed term contracts should continue to be made with regard to general employment law.

Q: What is the expectation for pay progression for an ECT?

A: A 2-year induction will have no adverse impact upon early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

Q: What happens for part-time staff? If, for example, 0.5 FTE, will they take 4 years to complete their training? Will part-time staff rise through pay scales on an annual basis, if so in this example a P/T staff member will be Main Pay Scale 4 when they complete their training, is that correct?

A: The length of statutory induction for teachers working part time is calculated as the full-time equivalent of two years. So a teacher working 0.5FTE would have an induction length of 4 years.

If, after two calendar years, a part time early career teacher is felt to be consistently meeting the Teachers' Standards already, they may request a reduction to their induction length and a final assessment.

Regardless of whether or not the teacher seeks a reduction, early career teachers working part time will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

Q: Is there an expectation that part time staff engage in the ECF programmes on a full-time basis - e.g. do all the development and training in two years

A: The length of statutory induction for teachers working part time is calculated as the full-time equivalent of two years. So a teacher working 0.5FTE would have an induction length of 4 years. There is no expectation that a part-time teacher would engage with ECF-based training on a full-time basis.

Online service

Q: What's the reason for the online service - to signpost?

A: The DfE's new online service is being designed to facilitate the delivery of ECF-based training. The interaction with the online service will differ depending on which delivery route a school has chosen to pursue. Unless a school is opting to design its own ECF-based programmes, the school will need to get set up on the online service ahead of the early career teachers beginning their inductions.

Q: Is it the mentor or the tutor that needs to be notified through the online service???

A: From the end of April, schools will begin to be contacted asking them to nominate their induction tutor on the service if they have decided to use an approved training provider (Full Induction Programme FIP) or the DfE-accredited materials (Core Induction Programme CIP).

When known, the induction tutor will add details for their early career teachers and mentors.

Q: Will ABs have access to the online service?

A: Appropriate bodies will have access to the accredited DfE materials to assist them with their fidelity-checking role for those schools who decide to deliver the accredited training materials themselves.

Q: What is the purpose of schools have to supply the information on DfE portal? AB will also provide this information to the TRA.

A: The DfE's new online service is being designed to facilitate the delivery of ECF-based training in as streamlined a way as is possible. For those schools choosing to use a funded training provider, it will be necessary for schools to provide the details of both their early career teachers and their mentors, in order for the providers to coordinate that training. Even though appropriate bodies will start reporting the type of ECF-based induction for inclusion in the Database of Qualified Teachers (DQT), this wouldn't be an optimal route for data collection on other required data elements.

The DfE-accredited materials will be hosted on the online service for those early career teachers and mentors to access in schools who choose to deliver the accredited training material themselves. There will be additional functionality to help ECTs track their progress and for induction tutors and mentors to manage the process.

Schools will not need to engage with the new online service if they intend to design and deliver their own ECF-based training.

Q: Can we have the link that has been sent to schools to register their induction tutors?

A: The invites that have been sent to schools so far have a URL that is personalised to each school. The invite will have been sent to the email address(es) registered against the school in [GIAS \(Get Information About Schools\)](#). Schools can visit <https://manage-training-for-early->

career-teachers.education.gov.uk/ and regenerate an email invite to that address, if they cannot find the original invite.

Funding

Q: Regarding funding, you have said about state schools - what about independent schools?

A: Independent schools will not receive additional funding. However, schools which are not state funded and want to offer their ECTs the provider led programme may enter into arrangements with lead providers directly to access the Full Induction Programme. This is subject solely to the agreement of the lead provider and the institution.

Where agreement cannot be reached these institutions will be able to deliver their own training using the freely available DfE accredited materials and resources or design and deliver their own programmes. In such instances the appropriate body will be responsible for ensuring the ECT receives a programme of training and support based on the ECF.

Q: The first year of induction is going to have a greater impact on the time of mentors - in the consultation this was to be funded but it is now not, why is the DfE not funding the expectation with this additional time resource and where do they expect this funding to come from?

A: There are two types of mentor funding available to schools for delivery of the Early Career Framework:

1. For those on the FIP, there will be an additional payment to schools for the time that mentors of ECTs spend on Department-funded mentor training, which will consist of 36 hours of backfill time over two years per mentor.

Mentor's Unit Cost (years 1 & 2) Time off timetable for training	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
36h cost (2 years of training)	£1576.10	£1929.24	£1737.14	£1623.24

2. State schools providing statutory induction, the following funding is available for mentors to spend with ECTs in the second year of induction. It is available to all state schools regardless of which delivery approach they choose to provide an ECF based induction.

Mentor's Unit Cost (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded Mentor Unit cost	£900	£1,100	£1,000	£900

For those not enrolled on the Full Induction Programme, we are not currently proposing to fund time for mentor training, as we would expect schools to release teachers for Continuing Professional Development (CPD) opportunities which contribute to their learning and development. We remain committed to offering funded training for mentors, which school can access if they choose to utilise a provider led programme

Q: What happens to the payment if an ECT leaves the school before the summer of Year 2?

A: If an ECT leaves part way through their second year of induction, then part funding will be calculated based on the School Workforce Census returns. Year one funding is already

included in the National Funding Formula so schools will continue to receive this as normal.

Q: Can you clarify the difference between funding with the full and core? Does the full get 20 hours + 36 hours and the core just gets the 20?

A: From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career.

Schools receive their core funding through the dedicated schools grant (DSG), which is calculated using the NFF. The NFF allocates funding primarily based on the characteristics of the schools and their pupils.

Schools initially received funding for the time off timetable through the “standards fund”. Nowadays the year 1 funding is incorporated into the core schools funding that schools now receive through the DSG. As such, schools are expected to meet the cost of the 10% release time for newly qualified teachers as part of their core funding.

The NFF does not “ earmark” a certain amount of funding which schools receive for, or should spend on, their NQTs. It is up to head teachers to manage the funding they receive.

For year 2, the funding amount will be calculated by taking the average salary of mentors and early career teachers, split by region.

This covers 5% off timetable in the second year of induction for all ECTs.

ECT's Unit Cost (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded ECT's Unit cost	£1,200	£1,500	£1,400	£1,300

This is funding for mentors to spend with early career teachers in the second year of induction and is based on 20 hours of mentoring across the academic year.

Mentor's Unit Cost (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded Mentor Unit cost	£900	£1,100	£1,000	£900

For those on the FIP, there will be an additional payment to schools for the time that mentors of ECTs spend on Department-funded mentor training, which will consist of 36 hours of backfill time over two years per mentor.

Mentor's Unit Cost (years 1 & 2) Time off timetable for training	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
36h cost (2 years of training)	£1576.10	£1929.24	£1737.14	£1623.24

Q: Please can you clarify what funding schools will receive in Year 1 if they are choosing to design their own programme or use the online materials?

A: Year 1 funding to deliver induction has been rolled into the National Funding Formula.

Schools receive their core funding through the dedicated schools grant (DSG), which is

calculated using the national funding formula (NFF). The NFF allocates funding primarily based on the characteristics of the schools and their pupils.

Schools initially received funding for induction through the “standards fund”. Nowadays the funding is incorporated into the core schools funding that schools now receive through the DSG. As such, schools are expected to meet the cost of induction for newly qualified teachers as part of their core funding.

The NFF does not “ earmark” a certain amount of funding which schools receive for, or should spend on, their NQTs. It is up to head teachers to manage the funding they receive.

Q: Did you say schools won’t actually receive any funding until 2023?

A: Funding for the ECT time off timetable and mentor time off timetable for mentoring will be awarded to schools based on the number of second year ECTs they have as identified in the School Workforce Census return. Schools should expect this payment to be made in the summer term of Year 2.

To note, Lead Providers will be paid directly by the DfE for the provision of training to schools who have signed up to the Full Induction Programme; schools will not therefore face any payment burdens.

Q: Will both MENTOR and INDUCTION TUTOR be funded for the second year (for 5% time)?

A: There is no additional funding provided for the role of induction tutor. There is however mentor funding available to schools for delivery of the Early Career Framework:

For those on the FIP, there will be an additional payment to schools for the time that mentors of ECTs spend on Department-funded mentor training, which will consist of

36 hours of backfill time over two years per mentor.

Mentor's Unit Cost (years 1 & 2) Time off timetable for training	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
36h cost (2 years of training)	£1576.10	£1929.24	£1737.14	£1623.24

The following table shows the amount depending on region will be paid to state schools providing statutory induction and is funding for mentors to spend with ECTs in the second year of induction. It is available to all state schools regardless of which delivery approach they choose to provide an ECF based induction.

Mentor's Unit Cost (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded Mentor Unit cost	£900	£1,100	£1,000	£900

Q: Do the independent schools get funding for the 5% timetable?

A: Funding is for state-funded schools only. Independent schools will not receive any additional funding.

Q: If each of the ECF training programmes start in Sept for each Ay what happens to ECT's training that don't start their induction until Spring or Summer term?

A: Headteachers should ensure that ECTs can access an ECF based induction regardless of

what point in the year they start their teaching post.

Every lead provider will have a policy on how to support ECTs who join their school during the academic year. It is the responsibility of the provider and its delivery partners to support mentors and ECTs in this circumstance by providing training. This means that ECTs will be able to start their induction outside of the September window.

Q: Will the ECT need to be identified via the payroll for the Workforce Census. Currently NQTs are not given the job title of NQTs for payroll purposes, they are a "Teacher". If we have to set them up as an ECT 1 and then ECT 2, there will be other work to do transfer them to a "Teacher" at the beginning of year 3 if full time, if part time it will take longer.

A: The SWC which will be released in 2021 will collect different data on ECTs to previous years. The ECT field will not be linked to a post or a contract status. Schools will need to select the ECT status by selecting the NQT1 or NQT2 fields for each staff member who qualifies. Different school systems may operate in different ways, but it is the department's expectation that selecting this field for a staff member will be via a check box or a single click operation. This field will then need to be updated as the staff member moves through the ECT process. Contracts, Posts and payroll status should not be affected. Further guidance will be released shortly for schools on how to record the status of a part-time ECT.

Early Career Framework – DfE-funded training providers ("Full induction programme")

Q: Is there a deadline for schools to sign up for a lead provider programme (FIP)? We hear that TSHs are pushing schools hard to make decisions now – they can't because they have not employed ECTs yet.

A: We recognise that schools might not know whether they will be employing an ECT, or indeed the number of ECTs they will be employing, until late in the summer term or even early in the Autumn term. Therefore, the intention is for registration to sign up with your chosen provider will be open into the autumn term.

If a school has decided to use an approved training provider or use the DfE accredited materials, they should ensure details of all early career teachers and mentors have been added to the online service before induction starts.

If a school has used the online service to indicate how they wish to proceed, they will be able to correct that option if their circumstances change.

Q: Who can be delivery partners and when will delivery partners be announced?

A: Decisions on who is chosen as a delivery partner is a decision for Lead Providers. We expect Lead Providers to be able to confirm the delivery partners they will be working with in due course.

Q: What if an ECT does their induction at a school and moves to another school but the schools follows a different ECF programme (by lead providers)?

A: Where possible, an Early Career Teacher should continue on their existing programme. If this is not feasible, the two Lead Providers should work together to make arrangements to accommodate the Early Career Teacher.

Lead Providers are expected to have their own policies and guidance set out in relation to moving between providers.

Please see the statutory guidance for more details on the actions which headteachers/principals and appropriate bodies should take if an ECT leaves the institution before completing the induction period.

Q: If a school does not wish to engage with their local TSH as they, for example, wish to

use a different lead provider, how do they go about that?

A: Schools do not have to access provision through their local teaching school hub, although it is anticipated that the majority of schools will do this. If a TSH isn't offering the school's first choice of lead provider, schools can contact the lead provider directly to find out if provision is available in their area.

Q: Can schools work with other TSHs outside their local area?

A: If a school wishes to work with a TSH outside of their area, that is fine as long as that TSH is content to do so. We built this flexibility into the programme to allow for the fact that some existing relationships or MAT structures may cross borders, or there may be peculiarities of local geography/transport that mean a different TSH may be more appropriate for a specific school. We do not however encourage TSH to actively advertise in other areas, and all decisions should ideally be made with the mutual consent of all affected TSHs.

Q: Can the LA run their ECF programme (school-based)?

A: There are three approaches schools can choose from to enable the delivery of an ECF based induction. The three approaches are:

- **A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education (DfE) who will design and deliver a programme of face-to-face and online training to early career teachers (ECTs) and their mentors. This programme is funded by the DfE. Lead providers will be subject to a quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers.
- **Schools deliver their own training using DfE accredited materials and resources** (the Core Induction Programme) - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the DfE and quality assured by the Education Endowment Foundation. In this option, appropriate bodies will have a role in ensuring the ECT receives a programme of training and support based on the ECF.
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF.** In this option, appropriate bodies will have a role in ensuring the ECT receives a programme of training and support based on the ECF.

It is for the headteacher to ultimately decide the best approach for their school reflecting the needs of their ECTs and Mentors. Under the second and third approaches schools are responsible for delivering their own training and may sign up for training programmes developed and delivered by other organisations, for example an LA's ECF programme.

There is no additional funding (beyond the overall funding offer set out on our dedicated GOV.UK page) for schools, LAs or other organisations to develop their own programmes – as DfE has accredited and funded providers to design and deliver an ECF induction programme for schools. Other induction programmes designed and delivered by schools, LAs etc will not be accredited; schools who opt to deliver their own training or design and deliver their own induction programme will each be subject to checks by their own appropriate body.

Q: Why have the DfE allow the providers to only put on limited parts of the materials? Certain things are not accessible, such as videos, so if schools want a funded ECT place but can't get one then they are getting a lesser ECT experience.

A: The current programmes available online do not have any restricted materials. Due to Covid-19, there are currently videos and recordings missing from some of the programmes as

providers have not been able to film within schools, instead providers have used alternatives such as scripts for the videos. The online materials will continue to be freely available for schools to access and it is intended that once providers can, they will add any missing content.

Q: If training is provided (provider or TS) why would a school choose to do their own?

A: We recognise that some schools or trusts already have really strong training programmes that align with the ECF and schools may wish to continue to deliver this training themselves.

Appropriate bodies

Q: Who is to fulfil the role of the appropriate body?

A: From 1st September 2021, organisations that can act as appropriate body will be:

- Local authorities
- Teaching school hubs (subject to conditions)
- The [National Teacher Accreditation](#) (NTA)
- The [Independent Schools Teacher Induction Panel](#) (ISIP) (for their members and associate or additional members only)

Q: How many schools does the DfE expect to be checked per AB? Can AB combine both the statutory and fidelity checking?

A: Where possible, appropriate bodies are advised to have regular contact with the schools and early career teachers that they support. They may consider committing to visit a minimum percentage of their schools per academic year and could plan these visits to suit their individual circumstances.

The level of checking required will depend on the induction route chosen by the school. Fidelity checking, in addition to the other statutory checks, will be required for all schools not enrolled on the funded programme.

Q: As the AB is responsible for fidelity checking. Will the DfE provide a brief summary of each providers' programme as we may need to be familiar with 6 different programmes with a vast amount of content?

A: All providers and their materials are linked to from the GOV.UK pages:

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Q: Presumably where a school registers an ECT with us, we will need to ask which route they are taking as part of the registration?

A: Yes, appropriate bodies are expected to determine the type of induction a school plans to offer as this will impact on the level of checking required.

Appropriate bodies – forms

Q: In the recently published AB guidance it is all HTML version - could we have a word version so we can extract and use the template forms please?

A: Gov.uk restricts us to publishing pdf versions of documents but we're aware schools will need to access these documents in Microsoft Word - we'll aim to get editable versions sent around to appropriate bodies so that they can share with schools.

Q: Can the DfE please provide to and engage with LA ABs in the same way a TSC seems to be liaising with TS ABs who seem to have much more information- could the TRA AB circulation list be used for a comms channel with us all?

A: We plan to share the information from today, and relevant communications in the future, with all appropriate bodies via the Teaching Regulation Agency.

Appropriate bodies and delivery partners

Q: I am assuming that this will have an impact on the number of ECTs, who are currently

registered with an LA (AB) if the majority of schools link with a provider? In other words what is their role?

A: The appropriate body role and ECF delivery partner role are distinct. Schools are free to choose the appropriate body that best suits their needs, regardless of induction route.

Appropriate bodies – Teaching School Hubs

Q: A teaching school hub that is an accredited ITT provider cannot be the appropriate body for an ECT for whom it recommended that the award of QTS should be made; and
• A teaching school hub cannot be the appropriate body for an ECT whom it employs, or who has served any part of their induction at that school. Will anybody be checking that TSH ABs are adhering to this?

A: The activity of teaching school hubs will be regularly monitored by the Department. We will also investigate reports of any appropriate body flouting the relevant regulations.

Q: Can TSH register their own ECTs with their AB service?

A: Regulations set out circumstances where a teaching school hub may not act as an appropriate body to avoid a possible conflict of interest:

- A teaching school hub that is an accredited initial teacher training provider cannot be the appropriate body for a teacher for whom it recommended that the award of qualified teacher status should be made;
- A teaching school hub cannot be the appropriate body to a teacher who has served any part of their induction period at that school.

Q: Do TSHs have to show through their numbers that they are not just offering the AB service but have registered ECTs. will it affect their funding if they don't?

A: Teaching school hubs will be expected to provide appropriate body services to meet local need. Their funding is not linked to number of early career teachers registered.

Q: if we have a teacher currently on Induction who is part time and running into next year, how will this work? As the AB we are currently using won't be an AB anymore as they are not a Super Teaching School.

A: Schools that are currently using a teaching school appropriate body should make arrangements with an appropriate body that can operate from September.

Appropriate bodies – Providers

Q: When will an overview of the providers' materials be available for ABs to review?

A: All providers are linked to from the GOV.UK pages:

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Appropriate bodies – charging

Q: How are you dealing with the discrepancy of pricing between teaching school hubs and LA's?

A: It is for appropriate bodies to determine their pricing based on their costs and operating models. The services offered by appropriate bodies, and therefore associated cost, can vary and schools have the choice to use whichever appropriate body best suits their needs.

We recognise that from September, some appropriate bodies may choose to adapt their fees to reflect reforms to induction, balancing factors such as longer induction period, fewer formal assessment points, revised checking expectations and options around induction routes.

Appropriate bodies are encouraged not to charge for additional support where it is needed in exceptional circumstances to ensure schools are not discouraged by cost from seeking out support where this is required.

Q: I take the point about why you don't offer guidance on funding. However, anecdotal evidence suggests that some ABs are offering a very cheap service- will you be quality ensuring such provision?

A: We want all appropriate bodies to meet high standards and will review options around quality assurance of appropriate bodies through accreditation. We will consult with the sector on the possible criteria and options for accreditation in due course.