

Quality Assurance Visits

Purpose of the Visit

- The purpose of the school visits is to **quality assure the induction process** in school, and to ensure that the statutory guidance is being adhered to and that ECTs have all their statutory entitlements, and the school is providing any necessary support to ECTs, mentors and the induction tutor. It is also an **opportunity for ECTs and induction tutor to raise any questions** they might have and should be seen as an important part of **building relationships between TSH Berkshire and our schools**. The purpose is not to judge the progress of the ECTs towards meeting the Teachers' Standards, **nor is it a test or an inspection**.
- Quality assurance visits should normally be **in person**.
- AB Local Leads should arrange the visits at a mutually convenient time with the school. Schools should normally be visited **approximately once every 3 or 4 years**, unless there is a need to visit more often. Circumstances that might trigger an earlier visit include:
 - a change in induction tutor or headteacher.
 - one person having multiple roles e.g. induction tutor also being the mentor, or headteacher also being induction tutor and/or mentor
 - concerns over the quality of reports and assessments.
 - concerns about the induction process raised by the ECT or the school.
- We will aim to visit **newly registered schools**, or schools **new to offering induction** within the first year of registration.

Before the visit

- The AB Local Lead should contact the induction tutor to arrange the date/time of the visit.
- Exact timings will depend on the number of ECTs a school has, but **example timings** of a visit may be as follows:

○ Induction tutor	15 mins (background, introduction)
○ ECTs year 1	20/25 mins, depending on numbers
○ ECTs year 2	20/25 mins, depending on numbers
○ Mentors	20/25 mins
○ Headteacher	15 mins
○ Induction tutor	30 mins (summary, actions, questions)

During the visit

- The local lead will discuss the questions on the report with the relevant group. The **focus should be on the Statutory Guidance** and the roles and responsibilities of the school/induction tutor/mentor as outlined there. The local lead will ask questions about ITTECF engagement as part of the discussion, but the ITTECF is not an assessment framework and ECTs are not judged on how much of the programme they have done. Schools should, however, be supporting their ECTs and mentors to engage in the training.
- It is **not necessary for schools to create any documentation** especially for the visit, but if there are working documents that the induction tutor/ECTs wish to show during the visit, that can be helpful. If there have been concerns over an ECT's progress it is expected that the school will have documented evidence of support provided.
- **Individual conversations should be kept confidential.**

After the visit

- The local lead will **write up the report within a week** of the visit taking place.

- The report is a **formal document** and should be written in appropriate, professional language. It should be **anonymised**, with no named references to ECTs or mentors. Any **recommendations should be phrased in respectful terms**, taking into account the context in which the school is operating.
- The local lead will send to the induction tutor, with the Headteacher and TSH Berkshire director copied in. **The report should not be shared directly with ECTs or mentors.**
- The Appropriate Body will save a **private copy** of the finalised document into ECT manager. To ensure confidentiality this document will **only be available to the Appropriate Body**.
- If it has not been possible to see all ECTs and mentors during the visit, the local lead may **contact them afterwards**, so that they have the opportunity to give their feedback.

Raising Concerns

- If the visit raises **specific concerns**, the Local Lead should contact the TSH Berkshire Director before sending the report to the school. If serious concerns arise, the Local Lead should tell the head/induction tutor that the TSH Berkshire Director will contact them to discuss these.

ECT Induction Process - Quality Assurance by the Appropriate Body



School	
Date of visit	
Reviewer	

Part 1 - Background

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Part 2 - Review of [Statutory Induction Guidance](#)

The appropriate body should assure itself that:	Requirements being met?	Comments	Recommendations (if necessary)
The Headteacher has verified that each ECT employed has been awarded QTS.			
The Headteacher has provided a suitable post for induction.			
Each ECT has a reduced timetable.			
Each ECT has a dedicated mentor.			
There are regular meetings between ECTs and their mentor focussed on the ECF (weekly y1 and fortnightly y2)			
An ITTECF based induction programme is in place for ECTs. Is the school using a funded provider/core materials/their own programme?			
The induction tutor reviews the ECT's progress against the Teachers' Standards.			

Assessments and progress reviews are being completed in line with requirements.			
The ECT's teaching is observed regularly with feedback following the observation.			
The ECT has the opportunity to observe experienced teachers.			
Induction tutors and mentors have the ability and sufficient time to carry out the role effectively			
Monitoring and record keeping are done in the most streamlined and least burdensome way.			
Feedback from current ECTs on induction process, including: • Overall quality of support provided by school • Monitoring and evidence gathering process. • Awareness of judgements being made regarding progress against Teachers' Standards. • Awareness of who to contact if there are concerns. • Feedback regarding ECF programme.			

Feedback from current mentors on induction process, including: • Overall quality of support provided by school for mentors to carry out the role. • Monitoring and evidence gathering process. • Awareness of who to contact if there are concerns. • Feedback regarding ECF programme.			
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Part 3 - Review of induction support and guidance		
The appropriate body should assure itself with regard to the following:	Comments	Recommendations (if necessary)
Where ECTs have experienced difficulties, what action has been taken?		
Have any changes been made to the length of the induction period for individual ECTs? Was this discussed and agreed with the Appropriate Body?		
What QA processes does the school have in place to ensure consistency in decisions regarding ECTs' performance against the relevant standards?		

Has the school requested support, guidance or assistance regarding the induction of individual ECTs? If so, was the school happy with the support it received?		
Have any concerns about the school's induction process been raised by ECTs or other parties? If so, how did the school respond to these?		
General feedback from Headteacher / Senior Leaders / Induction Co-ordinator • How does the induction tutor relay the ECT information to the head? • How do you report to governors? • Are relevant induction policies in place?		

Part 4 – Quality of progress reviews and assessments		Recommendations (if necessary)
Are reports submitted on time?		
Do the reports follow the suggested TSHB structure?		
Is there a clear evidence base for judgements being made?		

Part 5 – Conclusions	
Overall summary	
Further action identified	

Response from the School (Optional)
Please use this space if you would like to respond to any of the points in the report, especially if you feel it doesn't reflect the situation or the discussions on the day of the visit.