



Appropriate Body Welcome Meeting October 6th 2026

For a recording of the session click [here](#)

Who is this session for?



- New ECTs who are starting induction in September 2026
- Induction tutors who are new to the role
- Experienced induction tutors who have not used TSH Berkshire as the Appropriate Body before
- ECTs who started induction in 2025-26 but didn't use TSH Berkshire as their Appropriate Body.

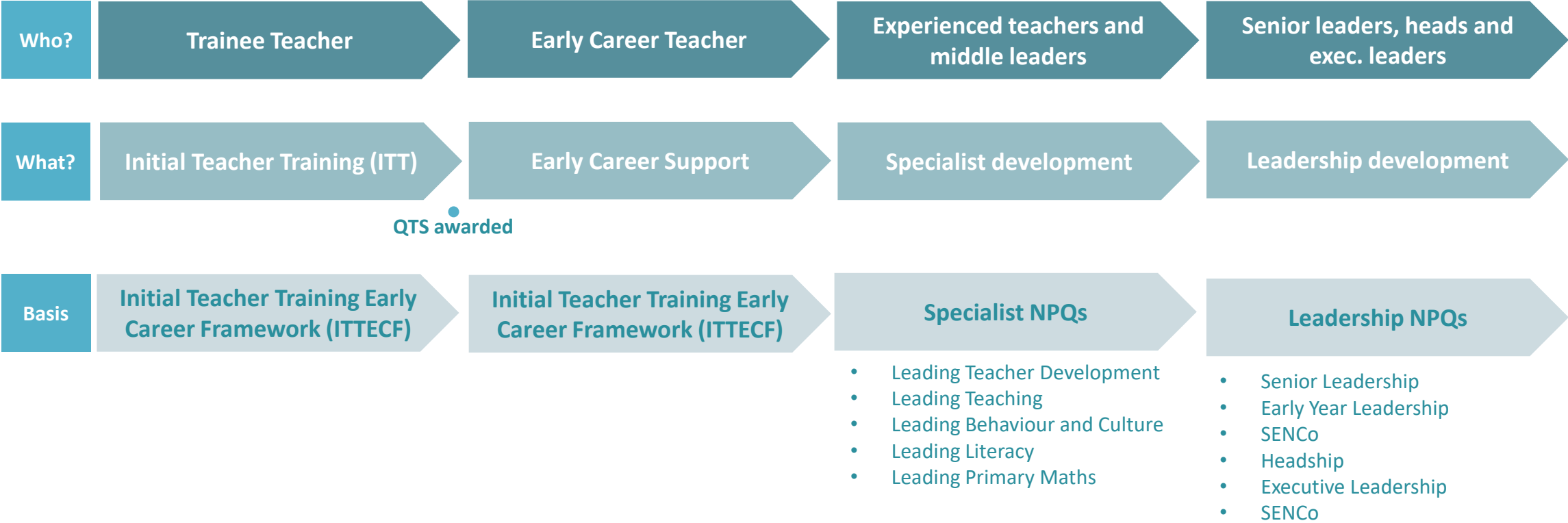
About TSH Berkshire



- Based at **Langley Grammar School**
- One of 87 **Teaching School Hubs** designated in 2021.
- The focus for Teaching School Hubs is on **teacher training and development**.
- The Teaching School Hub remit covers:
 - Delivery of **Initial Teacher Training (ITT)**
 - Delivery of the **Early Career Training Programme (ECTP)**
 - Providing **Appropriate Body (AB)** services for Early Career Teachers
 - Delivery of the **National Professional Qualifications (NPQs)** for middle and senior leaders
 - Signposting to other DfE-funded sources of **support and professional development** eg curriculum hubs, research schools etc.

The Teaching School Hub Remit and the “Golden Thread”

[DfE slide]



Purpose of 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 ITTECF, with *monitoring and an assessment* of performance against the Teachers' Standards.
- The programme should *support the 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.*

Early Career Teacher Entitlement (ECTE)



Formal, statutory induction process

- Appropriate Body oversees
- Assessed against the Teachers' Standards
- Formal lesson observations
- Progress reviews and end of year reports
- ECTs have to pass
- Documentation and resources provided by Appropriate Body
- Underpinned by [Statutory Guidance](#)

Early Career Training Programme (ECTP)

- ECTP Provider oversees
- No assessment – [ITTECF](#) is **not** an assessment framework
- Developmental lesson observations – do not form part of assessment
- Supportive, developmental
- No formal reporting
- Documentation and resources on ECTP lead provider portal

School Roles and Responsibilities



Induction Tutor

- A senior member of staff
- Main point of contact for the whole induction programme
- Ensure that ECTs and mentors are supported with and held to account for their responsibilities
- Tracking and monitoring both elements of induction.
- Assessing the ECT's progress against the Teachers' Standards and completing reports for the AB.

Mentor

- An experienced practitioner
- Has the necessary skills and knowledge to support the ECT in developing their classroom practice
- Meet weekly with ECT to work through ECTP provider materials.
- Not normally involved in assessing the ECT against the Teachers' Standards

Induction for ECTs



- The standard length of induction is **2 years**.
- ECTs are entitled to a **10% timetable reduction** in year 1 of induction and a **5% reduction** in the second year.
- Schools are expected to deliver an induction programme which is based on the [Initial Teacher Training and Early Career Framework](#)
- ECTs should have **a dedicated mentor** who meets regularly with the ECT.
- The school should also have **an induction tutor** who oversees the induction process in the school, in particular the assessment of the ECT against the Teacher's Standards.
- There are **2 formal assessment points**, at the end of each year of induction.
- The formal assessments are supported by **regular progress reviews** which take place at the end of terms 1,2,4 and 5.

Role of the Appropriate Body



- The Appropriate Body will be a **Teaching School Hub (TSH)**
- The Appropriate Body is responsible for **quality assuring** the induction process in schools, based on the [Statutory Induction Guidance](#)
- Appropriate Bodies are also be required to check whether early career teachers are receiving a **programme of support and training based on the Initial Teacher Training and Early Career Framework.**

Role of the Appropriate Body



- Provide the **DfE records service** with details of ECTs and their induction status.
- Ensure the **monitoring, support, assessment and guidance procedures** in place are fair and appropriate.
- Agree **extensions/reductions** to induction period if necessary.
- **Review** end of term progress and assessment reports.
- Deal with **concerns or requests** that may be raised by the school or the ECT regarding progress or support.

The Role of the Appropriate Body and School HR Processes



- Appropriate Body follows the **DfE Statutory Guidance for induction**.
 - Any concerns a school or ECT has in relation to **applying the statutory guidance** should refer to the Appropriate Body.
 - This focusses mainly on **statutory entitlements** and **monitoring the ECT's** progress and assessment against the Teachers' Standards
- ECTs are employed members of staff and are therefore **subject to all HR policies for their school**. Examples include:
 - Probation
 - Disciplinary
 - Capability
 - Staff Code of Conduct
 - Grievance
 - Pay progression
 - Contractual arrangements
 - The only HR policy an ECT **should not be subject to** is the school's **Performance Management/Appraisal policy** during their induction period as induction is the mechanism by which an ECT's performance is reviewed.
 - Supporting a school or ECT where an HR policy needs to be applied is **outside the remit of the Appropriate Body**. Schools should advise their ECT to seek support from their Union Representative as needed. Where an ECT is placed on **Capability**, the Appropriate Body must be informed and **induction entitlements must continue alongside this process**.

Formal Assessments



- The induction tutor is expected to **review ECT's progress** against the Teachers' Standards throughout the induction period.
- **Formal assessment reports** are written at the end of each year of induction. These should be carried out by the Headteacher or the induction tutor, **not** the mentor. ECTs should be kept up to date on their progress and **there should be no surprises**. The formal assessment is usually a written report against each of the Teacher's Standards.
- If an ECT leaves before the end of the year, the school is required to complete an **interim assessment**. Induction tutors should contact the hub if this is the case.

Progress Reviews



- **Progress reviews** should take place in terms 1,2,4 and 5, when there is no formal assessment.
- This is to **check whether ECTs are on track** to successfully complete induction, to summarise the evidence collected by the induction tutor and to set agreed developmental targets.
- There is **no need for ECTs to create evidence** specifically for a progress review. You may be asked to provide copies of existing evidence to inform the review.

Evidence Gathering



- “Evidence for assessments **must be drawn from the ECT’s work** as a teacher during their induction. To ensure evidence gathering is **not burdensome** for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of **existing documents and working documents**. **There is no need for the ECT to create anything new for the formal assessment**, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers’ Standards and should not be made against the ITTECF.”

Lesson observations



- “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.”
- These formal observations should be **separate to developmental observations** which the mentor may do as part of the ECTP programme.
- Lesson observations are only **one example** of how ECTs can evidence progress against the Teachers’ Standards – judgements in reports and progress reviews **should be based on a range of evidence**.

Formal Assessments	Progress Reviews	Lesson observations	Evidence Gathering
- Induction tutor reviews ECT's progress against TSs throughout the induction period. Formal assessment reports - Headteacher or Induction Tutor write this (against TSs) at end of each year. - ECTs should be kept up to date on their progress and there should be no surprises.	Progress reviews should take place in terms 1,2,4 and 5, when there is no formal assessment. These are to: - Check whether ECT is on track to successfully complete induction. - Summarise the evidence collected by the induction tutor. - Set agreed developmental targets. <i>There is no need for ECTs to create evidence specifically for this but you may be asked to provide copies of existing evidence to inform the review.</i>	- ECT observed at regular intervals throughout induction - Based on TSs - By Induction tutor or suitable person from inside or outside the institution These formal observations should be separate to developmental observations which the mentor may do as part of the ECF programme.	Must not be burdensome but drawn from the ECT's work as a teacher during their induction (e.g. during progress reviews and assessment periods leading up to the formal assessment). <u>There is no need for the ECT to create anything new for the formal assessment,</u> Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ITTECF."

Induction and Absence



If an ECT has **30 days or more absence**, that year of induction is automatically extended by the number of days absence – **all absences count**, with a few exceptions. See **para 3.6** of the statutory guidance:

*“The induction period is automatically extended prior to completion 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, parental bereavement leave, or carer’s leave** (see para 3.7). In these circumstances the relevant year of induction 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 or equivalent must be served in a new school/institution.”*

Induction and Maternity Leave



- Maternity leave **does not count as absence**. See para 3.7 of the statutory guidance.
- ECTs who go on maternity leave have 2 options:
 - The ECT can choose to **extend their induction** by the number of days they have been on maternity leave. This means in effect that they would pick up induction at the point at which they went on maternity leave, and continue with their induction period until they had completed two years (or the equivalent if they are part time). In this case, the ECT would retain all their entitlements (timetable reduction and mentor support etc) and the remaining progress reviews and assessments would be written as normal. If an ECT decides to take this option, the school must allow them to continue their induction.
 - An ECT can decide that they **want their maternity leave to count as part of their induction period**. In this case, when they return to school, the school and the Appropriate Body will calculate how much (if any) of the induction period remains, and what progress reviews or assessments are still to be completed. It is often the case that ECTs choosing this option only have the final assessment due, and the school and the Appropriate Body will decide when this assessment should be submitted. In this case, the ECT will lose all their induction entitlements (timetable reduction, mentor support etc) once the final report is submitted. Schools will also often be making a judgement about whether the ECT has met the Teachers' Standards based on evidence collected before the ECT went on maternity leave. Depending how much of the induction period the ECT has completed before going on maternity leave, this evidence may be limited – if the school felt it was not enough to say that the ECT has successfully met the Teachers' Standards, then they could request an extension to the induction period in order to have time for the ECT to evidence meeting the standards.
- Schools should **contact TSH Berkshire** before an ECT goes on maternity leave to discuss these options.

Part-time ECTs



- Part-time ECTs should serve **the full-time equivalent** (FTE) of two full school years (based on a school year of three terms).
- However, it is for the school and appropriate body *“to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT’s working pattern.”* **So a part-time ECT can still complete induction in 2 years, if they can demonstrate that they meet the Teachers’ Standards.**
- In this case the school must formally **request a reduction** in the induction period from the Appropriate Body.
- Part-time ECTs **do not necessarily have to complete all the modules** of the ITTECF programme to complete induction.
- **See para 2.36-2.37 of statutory guidance.**

Completing Induction



- At the end of two years, the school makes a **recommendation** to the Appropriate Body, saying whether the ECT **has met or not met the Teachers' Standards**.
- If the decision is that the ECT has not met the standards, they can recommend that an ECT **fails induction**, or they can ask for **an extension** to the induction period.
- This should have been **discussed with the ECT** well before the final report and should not be a surprise.
- The vast majority of ECT pass induction.

Concerns



- If you have any concerns about your induction, please **speak to someone**:
 - Your mentor
 - Your induction tutor
- Raise a **“helpdesk” ticket** on ECT manager to contact TSH Berkshire.
- If schools have **concerns about an ECT’s progress** against the Teachers’ Standards, appropriate **support should be put in place**.
- Contact us or see the **guidance in our Appropriate Body Guide**.
- Section in our [AB Guide](#) on supporting **neurodivergent ECTs** – but these strategies would be **useful for everyone**.

ECT Manager



[Help & Support](#)

TSH Berkshire's online ECT support and induction management system

Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.

 [Click here](#) if you don't know your login details or can't access your account

Login

If you don't know or can't remember your username/password [click here to reset it.](#)

Username:

Password:

☐ Show Password

Log In

[Can't access your account?](#)

Register Your School

If you are from a school and your school is new to this website, your school's induction lead will need to register their details. They will then need to be authorised by the Appropriate Body.

Register your school



User Manuals

Need some extra help? Then our user manuals are here to get you up and running. [Download them now.](#)

<https://tshberkshire.nqtmanager.com/Login.aspx>

ECT Manager terminology



- **Induction lead** – you may call this the induction coordinator or induction tutor. This is the person who will usually be assessing ECTs and writing progress reviews and end of year reports.
- **Tutor** – sometimes schools will appoint another member of staff to write the formal reports for ECTs. This is not the same as the mentor.
- **Mentor** – when ECTs are registered on the system, schools have to give the name of the mentor. Mentors do not need an account on ECT manager as they should not be involved in the assessment of ECTs.

ECT Manager – Tutor/Induction Lead Dashboard



Logged in as Training Tutor 

[Log Out](#)[Help & Support](#)

[Your ECTs](#)[Assessments](#)[Tutors](#)[Courses](#)[Resources](#)[My Account](#)[Help & Support](#)

Dashboard



[Upcoming Assessments](#)

See assessment status and due dates.



[Register ECT](#)

Add a new ECT, or transfer an existing one to your school.



[Update My Personal Details](#)

Change your name, email address and phone numbers.



[Update My Login Details](#)

Change your login, email address and your password.



[User Manuals](#)

Manuals to help guide you through the ECT process.



[Helpdesk](#)

Add a helpdesk ticket if you are having problems using the site.



[Resources](#)

See documents and links that have been uploaded by your Appropriate Body.



[Available Courses](#)

Courses available for your ECTs to go on.



[Booked Courses](#)

Courses you have already booked for your ECTs.

ECT Manager – ECT Dashboard



TS-BERKSHIRE

Logged in as training ECT ⚙️

Log Out

Help & Support

OverviewResourcesMy AccountHelp & Support

Overview - training ECT

ECT Overview

Personal Details

Training Information

Tutor & Mentor

Contract Details

ECF Details

Print Details

Previous Schools

Documents

Available Courses

Booked Courses

Induction Type: Two year ECF induction (starting on or after 1st Sept 2021)

Status: Authorised

Teacher Ref No. (DfE): N/A

Date QTS was Awarded: Not Eligible (Not Verified)

DOB: 28/06/2000

Start Date of Induction: (at this school) 01/09/2021

School: [4444444] Training School

Tutor: Training Tutor

Completed FTE: 0

Contract FTE: 1

Remaining FTE: 6

Assessments Completed: 0

Next Assessment Due: Not available

Estimated End Date: Not Available

Number of Days Absence: 0

Termly Assessments



ECT Manager - Resources



[Logged in as Training ECT](#)
[Log Out](#)
[Help & Support](#)

[Overview](#)
[Resources](#)
[My Account](#)
[Help & Support](#)

Resources

On this page is the list of resources provided to you by your appropriate body.

To navigate the resources, simply click on the folder which the resource is in, then click on the resource you would like to view

- [Extension and Reduction requests Sept 2023](#)
- [Privacy Notice](#)
- [Progress Reviews and Assessment Reports](#)
- [Resources 202223](#)
- [Resources 202324](#)
- [Teachers Standards](#)



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[Overview](#)
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Resources

Resources 202324

- [Back to Resources](#)
- [ECT guide 2023-24](#)
- [ECT tracker](#)
- [Induction tutor guide 2023-24](#)
- [TSH Berkshire Support Plan](#)

Resources to support schools are also available on our website [here.](#)

Local Leads



- Review end of term reports
- Carry out quality assurance visits
- Support TSH Berkshire in carrying out the Appropriate Body role
- Work with schools to support ECTs

Local Leads



- Claire Murray (RBWM)
- Gillian Cole (Wokingham)
- Helen Jonas (Bracknell Forest primaries)
- Jenny Evans (Bracknell Forest secondaries)
- Jeanette Jones (Reading)
- Stacy Mason (Slough/Wokingham)
- Rob Buck (Slough)
- Angela Kemp (Wokingham, West Berkshire)
- Kiran Sharma (Slough, West Berkshire, Bucks, RBWM)
- Janet Roberts (out of area)

What are you looking forward to?



What are you most concerned about?



The best thing about my first year....



- “Being challenged and having the opportunity to develop as a teacher”
- “Meeting such fantastic people who have given me great support”
- “Having independence to make my own decisions”
- “Watching the children develop – I did that!”
- “The feeling of accomplishment”
- “Getting through the challenging times – I know there will be more but at least I know that I will get through it.”
- “The confidence to experiment and explore my own teaching style”
- “Getting to know the other new teachers”
- “My mentor – great support and care”

I wish I'd known/done differently...



- “To ask more questions and not be afraid”
- “Be brave and try out different teaching strategies”
- “Have faith in myself and believe I can do this”
- “Not tried to get everything perfect for the very start of term”
- “I can’t fix everything in one day”
- “Not stress about workload”
- “Be kind to yourself”
- “Have an overview/plan of the year and know when things are happening”
- “Observed other teachers more”
- “Not to take things so personally”

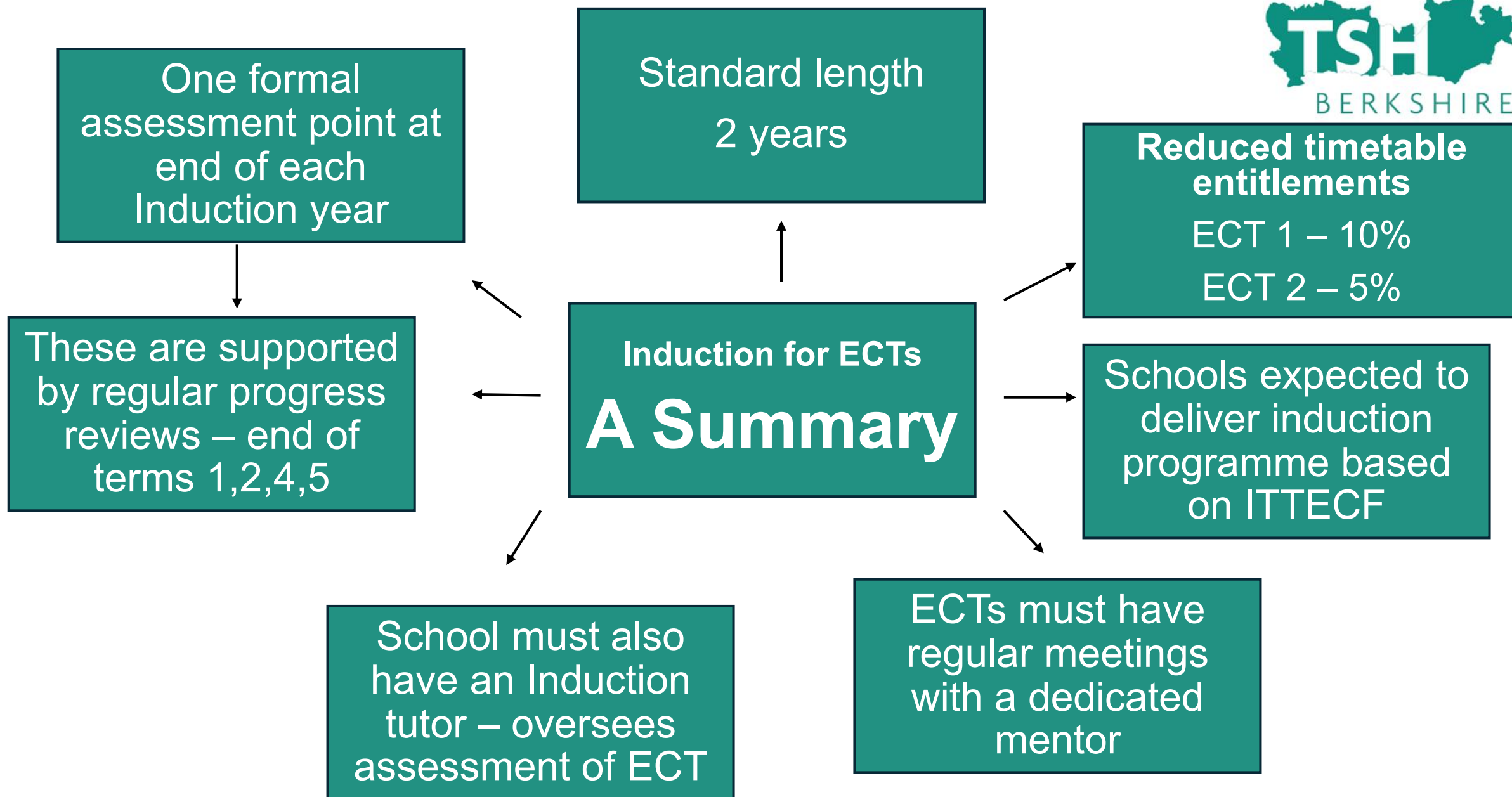
Advice to ECTs starting in September



Miscellaneous!



- Join a **union** – doesn't really matter which!
- Any decisions regarding **pay and pay progression are the responsibility of the school**. Your pay scale is not linked to the statutory induction process, but some schools may put that in your contract so it is worth checking.
- ECTs are **exempt from the school performance management** system until the end of induction.
- Can an ECT take on **additional responsibility** in year 2? There is nothing anywhere to say that you can't, but it shouldn't interfere with your ECT training programme, so be aware of taking on additional workload.



Contacts



Who	What
Janet Roberts Teaching School Hub Director janetroberts@lgs.slough.sch.uk	Formal elements of induction process including assessment
Sue Watson Teaching School Hub Operations Manger susanwatson@lgs.slough.sch.uk	Administrative queries, including ECT manager “Named contact” for general queries and concerns
ECTP lead provider	Operational queries regarding ECT and mentor training sessions (times, dates, materials etc)
@TSHBerkshire www.tshberkshire.org	

DfE Statutory Guidance



- [Statutory Induction Guidance](#)
- [Initial Teacher Training and Early Career Framework](#)
- [Teachers' Standards Sept 2021](#)

QA Check



- ECTs - please complete this short [survey](#) as part of our quality assurance procedures.

