



Department
for Education

Appropriate Bodies: CIP Fidelity Checking Resource Pack

July 2021

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1. ECF Fidelity Checking: extract from the Appropriate Body Guidance

This chapter is an extract of 'Chapter 4: ECF fidelity checking' from the appropriate body guidance. Fidelity checking is only one part of the appropriate body role, please refer to the [appropriate body guidance](#) and the [statutory guidance](#) for a full description of the wider roles and responsibilities of appropriate bodies. Please note that the paragraph numbers in this section appear as they do in the full appropriate body guidance.

From September 2021, appropriate bodies will be expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF). This check is referred to here as 'ECF fidelity' checking.

Extract of guidance chapter 4:

4.1 An ECF-based induction

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge. Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice, and ultimately accelerate pupil outcomes.

Building on the ECF, an ECF-based induction is an approach to induction that supports an ECT to understand and apply the knowledge and skills set out in the ECF's evidence statements ('learn that...') and practice statements ('learn how to...'). ECF-based training should be embedded as a central aspect of induction; it is not an additional training programme nor is it an assessment framework. The training programme should also be accompanied by support and guidance from mentors and induction tutors.

The way induction is delivered may take different forms depending on the school's choices and circumstances. From September 2021, schools will be expected to opt for one of three approaches to delivery of an ECF-based induction:

- **Full Induction Programme:** a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials.
- **Core Induction Programme:** schools can draw on the content of the high quality professional development materials accredited by

the DfE to deliver their own early career teacher and mentor support.

- **School-based programme:** school can design and deliver their own induction programme, based on the early career framework.

4.2 Level of ECF fidelity checking

The level of ECF fidelity checking expected of appropriate bodies will vary depending on the type of ECF-based induction being delivered. Appropriate bodies should inform their registered schools about the options and signpost them to the Full Induction Programme, or the Core Induction Programme materials. This way, appropriate bodies can support schools at the stage of planning induction to consider how they will ensure their induction complies with the expectation to offer full coverage of the ECF. More information is set out below under the four-step process.

In all inductions, the appropriate body should check that headteachers understand the expectation in the statutory guidance that they provide an ECF-based induction.

Where schools opt for the Full Induction Programme, which includes materials and funded training, the appropriate body does not need to carry out ECF fidelity checks. This is because the providers of Full Induction Programmes will already be subject to separate quality assurance through Ofsted¹ and contract management to ensure their training provides fidelity to the ECF.

Where schools deliver induction through a Core Induction Programme or choose to design their own school-based induction programme using the Early Career Framework, additional quality assurance will be necessary in order to safeguard ECTs' entitlement to an ECF-based induction. Schools delivering their own induction programmes will require an appropriate body to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.

¹ From September 2021 Ofsted will have a role in quality assuring the delivery of Full Induction Programme provider training for ECTs and mentors. Ofsted is the Office for Standards in Education, Children's Services and Skills. Further information is available at: <https://www.gov.uk/government/organisations/ofsted/about>

Induction type	Induction checks required?	ECF fidelity checking required?
Full Induction Programme	Yes	No
Core Induction Programme	Yes	Yes
School based programme	Yes	Yes

4.3 Responsibility for ECF fidelity checking

Appropriate bodies are expected to check that an induction’s design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.

Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.

4.4 How and when to conduct ECF fidelity checks

It is recommended that ECF fidelity checks formally take place at three points over the induction period. It is expected that the first check is used to verify that an appropriate plan to deliver a programme of support based on the ECF is in place before the start of induction, where possible.

Below is a suggestion of the timings for these checks, although appropriate bodies have flexibility to stagger checks according to their existing systems and processes.

- **At the planning stage:** before the start of induction where possible, an appropriate body is expected to check that an induction has been designed with fidelity to the ECF.
- **Review point 1:** before the end of term 3, an appropriate body should check implementation of the school’s plans.
- **Review point 2:** before the end of induction, an appropriate body should check actual delivery of the planned ECF-based induction.

It is recommended that appropriate bodies apply greater scrutiny where schools have opted to design their own school-based induction programme

due to the greater risk that a school-based induction could diverge from the ECF when Core Induction Programme materials are not used as the basis for an induction programme.

ECF fidelity checking templates (appendix A and B) have been designed for appropriate bodies to use or adapt, which set out the level and types of information needed to enable appropriate bodies to make sufficient checks. These have been co-designed with the sector to assist schools in checking that they are offering an ECF-based induction programme, and the appropriate body in verifying that. These template forms are recommended and designed to help the appropriate body know what to look for when checking that an ECT is receiving an ECF-based induction.

Fidelity checking forms are only one part of the quality assurance process and, as with other entitlement checks set out in Chapter 3, there are ways that appropriate bodies might also conduct additional ECF fidelity checks. Some appropriate bodies may want to incorporate supplementary ECF fidelity checking into observations and quality assurance visits which they already have planned as part of their normal processes. This could be most helpful where a school is designing their own induction; it is expected that the purpose of the visit is clearly communicated to the school.

The four-step process for ECF fidelity checking

Below is a more detailed set of steps to formalise these checks.

Step 1: Determine the type of induction schools plan to offer

Prior to the start of induction, appropriate bodies should inform the school of the different induction types and level of checking expected, and determine which induction type the ECT(s) will access.

To ensure ECTs benefit from the highest quality support and ease the burden and cost for both schools and appropriate bodies, it is recommended that schools choose a Full Induction Programme if it is available to them. If a provider-led programme is not available, it is recommended that schools plan their induction programme using Core Induction Programme materials, as these have been designed to deliver full coverage of the ECF over a two-year induction.

The appropriate body is expected to check that schools are aware of all three induction routes and have made an informed choice, aware of the benefits and checking requirements of their chosen route.

If the school has opted for a Full Induction Programme: ensure they understand that no ECF fidelity checks are required.

If the school has opted for Core Induction Programme / school-based induction programme: ensure they understand that this requires additional appropriate body checks to ensure that the induction has fidelity to the ECF. Greater scrutiny is expected to be applied where a school has chosen the

school-based option to safeguard the ECTs' entitlement to an ECF-based induction.

When offering guidance to schools on the ECF fidelity checks, appropriate bodies should consider:

- Ensuring schools are clear that ECF fidelity checking will be required before the start of induction.
- Ensuring that schools are clear that they are expected to supply a level of detail on planning and delivery in ECF fidelity checking, based on their chosen ECF-based programme.

Once a school has confirmed its chosen induction route, appropriate bodies are expected to clearly communicate to schools what information they must provide before and during induction, and how any ECF fidelity checking will be carried out, according to the appropriate body's own processes. This might include timings of checks and what paperwork/evidence will be required. If the appropriate body is using the optional templates (appendix A and B) provided with this guidance or their own alternative, these should be sent to the school with clear guidance on how the appropriate body expects the school to complete it.

Appropriate bodies should communicate ECF fidelity checking requirements at the earliest opportunity to allow schools to factor in time to plan an ECF-based induction programme and submit their plans to appropriate bodies prior to the start of induction.

Appropriate bodies may also consider sending schools a clarification of roles and responsibilities. Suggested responsibilities are outlined below. In different settings these may look different e.g. in some schools, there is a separate induction lead working in addition to an induction tutor whereas in other schools all aspects of induction will be planned and overseen by the same person.

- **Appropriate body:** check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- **Headteacher:** ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- **Induction tutor:** support the headteacher in planning an ECF-based induction as required. Ensure that mentor and ECT are aware of the plans for an ECF-based induction.
- **Mentor:** work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

Appropriate bodies are expected to give headteachers and other relevant staff the opportunity to clarify any parts of the process that are unclear to them.

Step 2: Review the school's plan prior to the start of induction (and notify the Teaching Regulation Agency² of the induction type the school has chosen)

It is recommended that appropriate bodies review the school's plan for delivering an ECF-based induction before the start of induction to ensure appropriate provision is in place for the ECT from the start. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ECF.

Appropriate bodies will need to inform the Teaching Regulation Agency (TRA) of the induction type the school has chosen for each ECT at the point they commence induction. Appropriate bodies will also need to update this information when they confirm to the TRA the outcome of an ECT's induction period. The TRA provide specific guidance on returning data, including relevant data return deadlines, directly to appropriate bodies.

As exemplified in the template forms provided, for Core Induction Programmes, appropriate bodies should look for plans to include a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction. If a school is delivering a Core Induction Programme, it should be clear to the appropriate body which provider's Core Induction Programme materials a school is using³. For school-based programmes schools are expected to provide a greater level of detail to explain how full coverage of the ECF is provided by their induction programme, including coverage of the ECF statements, and the sequencing/scheduling of content.

It is not necessary for schools to have planned in detail the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction.

In assessing the plans, appropriate bodies should consider the following:

Type of induction: Core Induction Programme

What to look for when verifying?

- Each provider's Core Induction Programme is structured differently. It should be clear that the school's plan is in line with the relevant Core

² Appropriate bodies are expected to submit data to the Teaching Regulation Agency through the Appropriate Bodies' Digital Service. This includes confirming the type of induction being accessed by an ECT.

³ More information on the different Core Induction Programmes is available at: <https://www.early-career-framework.education.gov.uk>

Induction Programme sequence.

What might raise a cause for concern?

- If it is unclear how the school will use the Core Induction Programme to deliver training.
- If the school's plan has diverged from the sequence as laid out in the Core Induction Programme without a clear explanation or rationale.

Type of induction: School-based Induction

Coverage:

What to look for when verifying?

- It is expected that greater coverage will be planned for year 1 as ECTs have additional time in the first year of induction.

What might raise a cause for concern?

- Disproportionate focus on one area of the ECF without rationale.
- Training programme has greater focus on the school's own processes rather than the ECF.

Content:

What to look for when verifying?

- It is expected that all ECF statements are covered in sufficient depth and breadth.

What might raise a cause for concern?

- It appears insufficient time in the programme has been given to focus on one or more ECF statements.
- Training practices/methods which are at odds with the practices advocated by ECF.
- Sufficient time has not been allocated – ECTs' reduced timetable should be used to undertake activities in their induction programme.
- Mentor session topics are not deliberately aligned with the ECT training or independent study.
- No reference to resources or evidence used.

Sequencing:

What to look for when verifying?

- There should be a robust rationale for sequencing the curriculum in the way they have chosen i.e. it should be based on evidence from widely accepted educational research.
- For example, appropriate bodies should expect to see training sessions focusing on the most essential support for ECTs in their first weeks, e.g. on behaviour near the start of the induction, and opportunities for consolidation of learning later in the induction.

What might raise a cause for concern?

- Plan is not appropriately sequenced or has no clear curriculum-based rationale for its sequencing. For example, if the rationale is based on previous cohort satisfaction with existing induction or if the order of topics simply replicates the order in the ECF document without good reason.

If the appropriate body is reviewing plans for a Core Induction Programme induction, they should check that the school's plan aligns with the sequence and materials set out within that specific Core Induction Programme. It is particularly helpful for appropriate bodies to be familiar with the expected sequence of each of the four Core Induction Programmes available.

Schools may need time to fully adjust to the changes to induction from September 2021 and may, due to resource or capacity, plan to deliver the Core Induction Programme in a way that differs from the handbook⁴. Each Core Induction Programme handbook explains how flexibility can be applied to the programme and appropriate bodies should refer to this guidance when reviewing plans and considering where a school has made suitable alternative provision and the rationale for its choices.

In all instances, appropriate bodies should adopt a supportive approach to ECF fidelity checking as schools adapt to new requirements but maintaining the expectation on schools that whichever induction type they are delivering, it is expected that ECTs receive full coverage of the ECF.

Cause for concern when checking ECF fidelity

If an appropriate body has cause for concern at any point when reviewing the fidelity checking paperwork, they should follow the cause for concern advice outlined in Chapter 3.

While schools adapt to the changes to statutory induction, and given the challenges and pressures created by coronavirus (COVID-19) through 2020, and now into 2021, appropriate bodies are encouraged to take a supportive approach to ECF fidelity checking for cohorts starting statutory induction in the 2021-22 academic year.

For example, if a school has struggled to adequately plan a school-based

⁴ Core Induction Programme materials are available at: <https://www.early-career-framework.education.gov.uk>

induction programme starting in September 2021 due to their reduced capacity as a result of coronavirus, appropriate bodies could signpost to the Core Induction Programme materials available for free online to support the school in planning an ECF-based induction.

Step 3: Check delivery of the ECF-based induction at agreed review points

Appropriate bodies are expected to request evidence that the school has delivered its programme of induction in line with its plan, with explanations for any instances where this has changed. Reasonable explanations for a school diverging from the planned sequence might include unforeseen staff absence or school closures. In these instances, schools would be expected to clearly explain their mitigations for any missed training.

The intention is not to penalise schools who are struggling due to reduced capacity or resource. In these cases, appropriate bodies are encouraged to take a supportive approach and work with the school to get the induction back on track. Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT(s) receives an induction programme that is faithful to the ECF.

For example, if a school is managing the unexpected short-term absence of an ECT's mentor they might agree that the ECT will use their reduced timetable for self-directed study while the mentor is unavailable, and work through any questions or problems that arise with the mentor on their return.

Appropriate bodies are advised to use their discretion in these instances to check the induction being delivered is ECF-based and meeting the needs of the ECTs on the programme. Wherever possible schools should be encouraged to follow the sequence set out by the Core Induction Programme or their own plan (if school-based) and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive full coverage of the ECF.

Step 4: At the final review point verify whether an ECT has received a full ECF-based induction

This step should mirror step 3, but the induction plans should be submitted in full and represent the induction process to that point. The appropriate body is expected to verify that ECTs have received an ECF-based induction and inform the school of the outcome of their final ECF fidelity check.

It is recommended that any feedback to the school be constructive and supportive. If schools have struggled to deliver aspects of their plan, appropriate bodies are expected to work with them and support them to address this for future inductions. This might include signposting them to

available resources or other alternative induction routes where appropriate. The Department recognises that appropriate bodies will need to adopt a supportive approach to cohorts starting in the academic year 2021-22, which will be the first year of delivering an ECF-based induction, and schools will be adapting to the changes.

Appropriate bodies should note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards (see Chapter 5 for details).

4.4 Appropriate bodies delivering ECF training

If an appropriate body also chooses to deliver its own ECF-based training to ECTs, for example to schools who are unable to access a Full Induction Programme, it is possible that in their capacity as an appropriate body they might be required to check the ECF fidelity of their own training programme⁵.

Appropriate bodies in this scenario are expected to have rigorous quality assurance processes to ensure they can demonstrate that the ECF underpins the training that they offer and are encouraged to use the Core Induction Programme materials as the basis for any ECF-based training as these have been independently verified as offering full coverage of the ECF.

⁵ Note that this does not apply to appropriate bodies acting as delivery partners of the Full Induction Programme as this training is independently quality assured.

2. ECF Fidelity Checking Template: Core Induction Programme

Below is a form which Appropriate Bodies (AB) can issue to schools offering an ECF induction based on a Core Induction Programme (CIP). This form can be used by schools to evidence to their AB how they have used a Core Induction Programme to plan and deliver training and mentor sessions. Guidance on using this form can be found in chapter 4 of the [Appropriate Bodies Guidance: Induction and the Early Career Framework](#). (A separate form for school-based induction is also provided in Appendix B of the Appropriate Bodies Guidance)

Form handling advice

- The member of staff responsible for planning the 2 year ECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body for verification

Part 1 – Early Career Teacher(s):

Appropriate Body	
School	
URN	
Headteacher	

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate.

Full name of ECT	
TRN	
Induction start date	
Mentor (name and role/position)	
Induction tutor (name and role/position)	

Part 2 – Core Induction Programme

Note: this form should not be used to describe every session delivered over the entire induction period but should give the appropriate body a clear understanding of how a Core Induction Programme materials will be used, including the sequencing of sessions.

Staff planning induction are expected to have good knowledge and understanding of the CIP materials available from their chosen CIP provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider's handbooks for further details on how their CIP programme is designed to be delivered.

1. Which provider's Core Induction Programme is being delivered?

Information on the four options can be found online at: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://www.education.gov.uk/early-career-framework-core-induction-programme)

- Ambition Institute
- Education Development Trust
- Teach First
- UCL Early Career Consortium

2A. With reference to the provider’s Core Induction Programme material, outline how the ECT training sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

2B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of ECT training sessions has diverged from the planned sequence. Explain what mitigations are in place.

3A. With reference to the provider's Core Induction Programme material, outline how the mentor sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

3B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.

4A. With reference to the provider’s Core Induction Programme material, outline how the self-directed study will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

4B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of self-directed study has diverged from the planned sequence. Explain what mitigations are in place.

Part 3 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
Date (DD/MM/YYYY)	

GDPR statement on data collection: As documented in Statutory Guidance, ABs are responsible for the collection, retention and storage of data. ABs are responsible for submitting relevant data to the TRA via the DQT.

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3. Core Induction Programme Training for Appropriate Bodies

From September 2021 schools can choose from three approaches to enable the delivery of an ECF-based induction:

- a funded provider-led programme
- to deliver their own training using DfE-accredited materials and resources
- to design and deliver their own ECF-based induction

To provide more information on the second of these options (also referred to here as the Core Induction Programme or 'CIP') and to help appropriate bodies prepare for their ECF fidelity checking role, in July 2021, the Department for Education hosted four online Core Induction Programme (CIP) training sessions for appropriate bodies with the authors of the four sets of DfE-accredited CIP materials; Ambition Institute, Teach First, UCL Early Career Teacher Consortium and the Education Development Trust. Each provider introduced their CIPs in four separate 1-hour sessions. Links to the video recordings of these sessions are set out below.

CIP Training: Ambition Institute

Presented by Associate Dean, Learning Design, Kyle Bailey from Ambition Institute.

<https://www.youtube.com/watch?v=7923jycTIHE>

CIP Training: Teach First

Presented by Director of Teacher Development, Faye Craster and Curriculum Design Lead, Claire Sullivan from Teach First.

<https://www.youtube.com/watch?v=gCkE7LayGsU>

CIP Training: UCL Early Career Teacher Consortium

Presented by ECF Onboarding Lead, Stephen Calladine-Evans from UCL Early Career Teacher Consortium.

<https://www.youtube.com/watch?v=14gg9CGAGI0>

CIP Training: Education Development Trust

Presented by Senior Education Adviser, Dr. Nicky Platt from the Education Development Trust.

<https://www.youtube.com/watch?v=gIFkN5iY-Zs>

4. Core Induction Programme Materials

The '[Choose study materials for your early career teachers](#)' webpage provides an overview of the CIP materials and programme structure. It may be helpful for appropriate bodies to direct schools that are uncertain of their induction needs to these resources.

The Department has also put together the following webpages for induction leads containing each CIP's handbooks and training outlines. Appropriate bodies may also find it useful to reference this information and be familiar with the advice given to schools, as part of fidelity checking the induction of schools using the DfE-accredited CIP materials and resources.

Ambition Institute

The webpage contains a programme handbook that outlines how Ambition Institute's coaching and mentoring programme works, a lead handbook that provides an overview of the ECF lead's role and responsibilities, and training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/ambition-institute/year-one>

Education Development Trust

The webpage contains materials that outline how Education Development Trust's coaching and mentoring programme works as well as containing its training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/education-development-trust/year-one>

Teach First

The webpage contains implementation guidance that outlines how Teach First's coaching and mentoring programme works, a sequence document that provides an overview of how the programme is structured across the 2 years of induction, and training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/teach-first/year-one>

UCL Early Career Teacher Consortium

The webpage contains a programme handbook that outlines how UCL's coaching and mentoring programmes works, module summaries that show what early career teachers will learn in each module during their induction, and training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/ucl-institute-of-education/year-one>

5. Frequently Asked Questions

Q: What is the difference between the Full Induction Programme (FIP) vs the 'Core Induction Programme' (CIP)?

A: Schools choosing either the provider-led programme (FIP) or DfE-accredited materials and resources (CIP) will have support available to them in the form of:

- Time off timetable funded for early career teachers and mentors in the second year of induction.
- Access to a sequenced two-year programme based on the Early Career Framework (for schools to deliver if on CIP vs via externally delivered training for FIP).
- Self-directed study materials for early career teachers including videos and evidence-based reading.
- Materials to support mentor sessions designed to reduce mentor workload.

In addition to the above, only schools on the FIP will have:

- Funded training delivered directly to early career teachers by an external provider.
- Funded training delivered directly to mentors by an external provider.
- Additional funding to backfill mentor time spent undertaking training in addition to the funding for time off timetable.

Q: Can schools on the core induction programme use materials from more than one provider to deliver their induction?

A: If a school is delivering a core induction programme, it should be clear to the appropriate body which provider's materials a school is using. If a school is using multiple provider's materials this would instead be classed as a 'school-based programme' and they would need to ensure their induction programme covers all the ECF statements in sufficient depth and breadth.

It is recommended that an ECT stays with one provider. Materials have recommendations for week-by-week activities and have a clear sequence including time set aside for assessment and progress reviews, which will give assurance that the Early Career Framework is manageable within the time off timetable.

We recommend that, if a school wishes to make changes to the CIP programme being following, they do not do this mid-way through induction but instead align any changes with a new cohort of ECTs to ensure teachers follow a consistent programme.

Q: Are mentoring coaching materials available for schools choosing CIP?

A: Yes, schools that have registered to deliver the CIP will have access to the mentoring coaching materials for their chosen CIP. However, schools on the CIP will not have access to funded training delivered directly to mentors.

Q: How much adaptation will be allowed for schools that feel the CIPs are not meeting their needs?

A: Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT(s) receive an induction programme that is faithful to the ECF. For schools who are struggling due to reduced capacity or resource, appropriate bodies are encouraged to take a supportive approach and work with the school to get the induction back on track.

Wherever possible schools should be encouraged to follow the sequence set out by the Core Induction Programme chosen, or their own plan (if school-based) and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive an ECF based induction that covers all the ECF statements in sufficient depth and breadth.

Q: How do appropriate bodies conduct ECF fidelity checks on a non-standard induction, for example where a reduced induction has been agreed?

A: Teachers serving a reduced induction should 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. This may not include full coverage of the ECF but there should be an ECF-based programme of training and support in place that meets the needs of the ECT and is proportionate to the length of induction being served.

Appropriate bodies are expected to check that the ECT receives appropriate ECF-based training as agreed for the individual circumstances. If the training is based on a single set of CIP materials, appropriate bodies should conduct fidelity checks for a 'core induction programme' induction route. If the training includes elements of different CIP materials, appropriate bodies should conduct fidelity checks for a 'school-based programme' induction route. You should refer to **chapter 4** of the appropriate body guidance for further information on the different levels of fidelity checking.

Q: What about ECTs who transfer during an induction period and experience a change of CIP?

A: It is the responsibility of headteacher/principle to ensure an appropriate ECF-based induction programme is in place. In the event that an ECT transfers from a school offering a different CIP headteacher/principles are expected to assess the statements of the ECF the ECT has already covered and agree with their appropriate body that any necessary adjustments made to the CIP will result in the ECT having covered the ECF statements in sufficient breadth and depth at the end of their induction.

In addition to questions about the CIPs and the fidelity checking role, appropriate bodies also asked some questions about the wider AB role, the FIP and the ECF. This document does not cover these areas in full and you should refer to [Early career framework reforms](#) for further information on ECF policy. However, below is some information in response to specific questions from the sessions.

Q: What role does the appropriate body play in quality assuring mentors and their training?

A: Appropriate bodies are expected to take steps to ensure that mentors have the ability and sufficient time to carry out their role effectively. Appropriate bodies are not expected to quality assure the training a mentor receives from a third party, however are expected to ensure mentors are capable of carrying out their role as described in **section 5.7** of the [statutory guidance](#).

As allowed by local capacity, resources and agreements, appropriate bodies should also respond to requests for assistance and advice on training for mentors as they would for induction tutors.

Q: What can appropriate bodies do if a school is not meeting its statutory duties towards an ECT?

A: In the first instance appropriate bodies are expected to work with the headteacher to clarify the expectations and provide advice on the information that is required. If the headteacher and induction tutor cannot resolve the issue, appropriate bodies may seek to engage the governing body as appropriate.

In exceptional circumstances where there is a concern that induction is not meeting statutory guidance and that concern cannot be resolved with the school or its governing body, the appropriate body can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department should only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted.

Q: Can part time ECTs receive a reduced induction?

A: The standard length for all ECTs should be the full time equivalent of 2 school years.

We have added a new provision to statutory guidance which allows appropriate bodies to reduce length the induction of part time teachers (regardless of FTE rate) after they have completed 2 calendar years. The new provision added to guidance recognises the fact that many part-time ECTs will experience the academic year pinch points at the same rate as full-time ECTs and may be supported by their school to complete ECF learning at the same rate as full-time ECTs.

Similar to standard reductions to the induction period, which are decided prior to the start of induction in cases only where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards, reductions for part time teachers should only be used in exceptional cases where it is clear that the ECT has sufficiently met the Teachers' Standards. The decision of whether a reduction may be appropriate is for the appropriate body to determine, taking into account advice from the headteacher/principal.

Q: If an AB signs an ECT off after one term, do they still need to check that the ECT is following an ECF-based induction?

A: Once the ECT has completed their induction period, including where this has been reduced to one term, there is no expectation for the teacher to continue to receive ECF based training or that the AB continues to quality assure any training that the teacher receives.

Q: Can an ECT who starts in middle of the year/ induction, join the FIP at any point of the induction?

A: Every lead provider will have a policy on how to support ECTs who join their school during the academic year. Schools should contact them directly for further information. Their details are:

- Best Practice: chrisludlow@bestpracticenet.co.uk (0117 920 9209)
- Teach First: teachingschoolhubs@teachfirst.org.uk
- Ambition Institute: Ambition.org.uk (Contact your regional school partnership lead)
- Education Development Trust: KPartners@EducationDevelopmentTrust.com
- UCL: ECFNPQPartners@ucl.ac.uk
- Capita: ECF@Capita.com

Q: Can independent schools access the full induction programme?

A: Funding is only provided for state schools in England. Independent schools will not receive additional funding.

Independent schools who want to offer their ECTs the provider led programme may enter into arrangements with lead providers directly. 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 (CIP) materials and resources or to design and deliver their own programmes based on the ECF itself.

Q: What communication will there be between ECF providers and Appropriate Bodies, with regards to schools' engagement in the FIP?

A: For ECTs that formally withdraw from the FIP programme, DfE is exploring the options for sharing this information with ABs since we recognise that there is a need for ABs to conduct ECF fidelity checks on any alternative induction for ECTs that withdraw from FIP training.

For ECT engagement with FIP training, ABs would not be expected to monitor the detail of FIP engagement systematically, but we would encourage ABs to work actively in engaging head teachers and induction tutors to provide this information informally, where needed. This could be through progress reviews, particularly if there are any concerns with levels of engagement, or to consider FIP engagement as a potential factor if an ECT is failing to progress as expected.

Q: Are there examples of correctly completed ECF fidelity forms?

A: At this time, the Department will not be providing examples of completed forms. The CIP materials have been designed to allow for some adaptation to different school settings and timetables. We expect that schools will use this flexibility to adapt the sequencing of the CIP materials to suit their school needs resulting in some variation in what a correctly completed ECF fidelity form looks like. We encourage ABs to engage in peer moderation, to join AB networks, share examples of completed ECF fidelity forms and discuss case studies.

We will keep engaging with the sector throughout the national roll-out of the ECF and will provide further support when needed. In the meantime, please refer to pg. 6-12 of this document (pg. 20-26 of the AB guidance) that sets out parameters that could raise concerns when fidelity checking.

Q: Will the evidence base be regularly reviewed and updated or is the ECF and the associated materials a static document?

A: The ECF will be kept under review as the evidence base evolves. As in any profession, the evidence base is not static and research insights develop and progress

Further Information

For further questions regarding special circumstances of the induction period please refer to **Section 3** of the [statutory guidance](#). See **paragraphs 3.2 to 3.5** for information on reduced inductions and **paragraphs 3.6 to 3.11** for information on extensions to inductions.