Appropriate Body Complaints, Concerns and Appeals Policy

This policy applies to ECTs, mentors, induction tutors, headteachers and schools engaged in the statutory induction process.

The Appropriate Body (AB) is committed to providing a high-quality, fair and transparent service in relation to the statutory induction of Early Career Teachers (ECTs). This policy outlines the procedures for raising, managing and resolving concerns, complaints and appeals relating to the induction process in schools.

The policy is underpinned by a commitment to resolving issues at the earliest possible stage, ensuring that all parties are treated with respect and fairness, and that the statutory entitlements of ECTs are upheld at all times. The Appropriate Body will handle all matters sensitively, confidentially and in accordance with relevant data protection regulations. All complaints will be considered as an opportunity to improve service quality and strengthen practice.

For any complaints against the Appropriate Body, please refer to SHARE MAT's Complaints Policy and Procedure.

A **concern** is an issue or difficulty relating to induction provision, support, progress or compliance, which is expected to be resolved through informal discussion and early intervention.

A **complaint** is a formal expression of dissatisfaction about the Appropriate Body service or the induction process which has not been resolved through informal routes.

An **appeal** is a formal challenge to the outcome of a complaint or to a statutory induction decision, including decisions relating to completion, extension or failure of induction.

The Appropriate Body distinguishes clearly between these categories to ensure that issues are managed proportionately and through the correct processes.

Concerns should be raised at the earliest opportunity and, wherever possible, resolved through professional dialogue at the appropriate level.

Where an ECT has a concern about their induction, this should initially be raised with the mentor and/or induction tutor, and subsequently with the headteacher if required. Where a school has a concern regarding an ECT's progress, this should be discussed directly with the ECT and appropriate support mechanisms implemented.

If concerns cannot be resolved at school level, they should be escalated to the Appropriate Body. The AB will informally support resolution through discussion, advice, mediation or quality assurance activity.

Early Intervention and Support

Where concerns arise regarding an ECT's progress towards meeting the Teachers' Standards, the Appropriate Body requires timely and structured intervention.

This will normally involve the implementation of an **Additional Input Plan (AIP)**. The AIP will:

- Set out clear, targeted areas for development
- Include agreed actions, persons responsible, support strategies and success criteria
- Be time-bound, typically lasting between three and six weeks
- Include a final evaluation and further points for a subsequent AIP, if required
- Be quality assured by the Appropriate Body

No formal judgement that an ECT is not making satisfactory progress should be made without evidence of appropriate support, including the use of an AIP where required.

Escalation to a formal complaint/grievance

If a concern develops into a grievance, or cannot be resolved locally, it should be raised with the school directly, following the school's complaints and grievance policy. for informal resolution in the first instance. If required, the Appropriate Body will support the investigation of the complaint, for example through gathering relevant information and providing clarity on statutory guidance.

Appeals Relating to Induction Decisions

Decisions relating to the statutory induction outcome of an ECT, including failure or extension, fall outside the internal complaints process.

ECTs have the right to appeal such decisions to the **Teaching Regulation Agency (TRA)**. Appeals must be submitted in writing within twenty working days of notification of the decision.

Appeals may be made on the grounds that:

- The ECT was not provided with appropriate support, monitoring or assessment
- The decision was not consistent with the evidence
- The Appropriate Body failed to apply statutory guidance correctly
- Relevant contextual factors were not considered

The Appropriate Body will ensure that ECTs are informed of their right to appeal and provided with the necessary information to do so.

ECT Additional Input Plan - template

This document should be completed by the school's Induction Lead/Tutor

ECT name		**Subject/Class**	
Induction Tutor name		**Mentor name**	
School		**Date set**	
Set & monitored by		**Date to be reviewed**	

Context:

Area for improvement 1 (including link to Teachers' Standards)	**Agreed Objective to address the area of concern**
Area for improvement 2 (including link to Teachers' Standards)	**Agreed Objective to address the area of concern**

Area for improvement 3 (including link to Teachers' Standards)	**Agreed Objective to address the area of concern**

Area for improvement 1

	Key action(s)	Support required and by whom	Review date	Evaluation

Area for improvement 2

	Key action(s)	Support required and by whom	Review date	Evaluation

Area for improvement 3

	Key action(s)	Support required and by whom	Review date	Evaluation

ECT (signed)	Date
Induction Tutor (signed)	Date
Headteacher/Principal (signed)	Date

Summary of outcome:

Further points for review and improvement including objectives to be included on a further additional input plan:

Review outcomes agreed by:

ECT (signed)	Date
Induction Tutor (signed)	Date
Headteacher/Principal (signed)	Date