



Department
for Education

Market engagement event

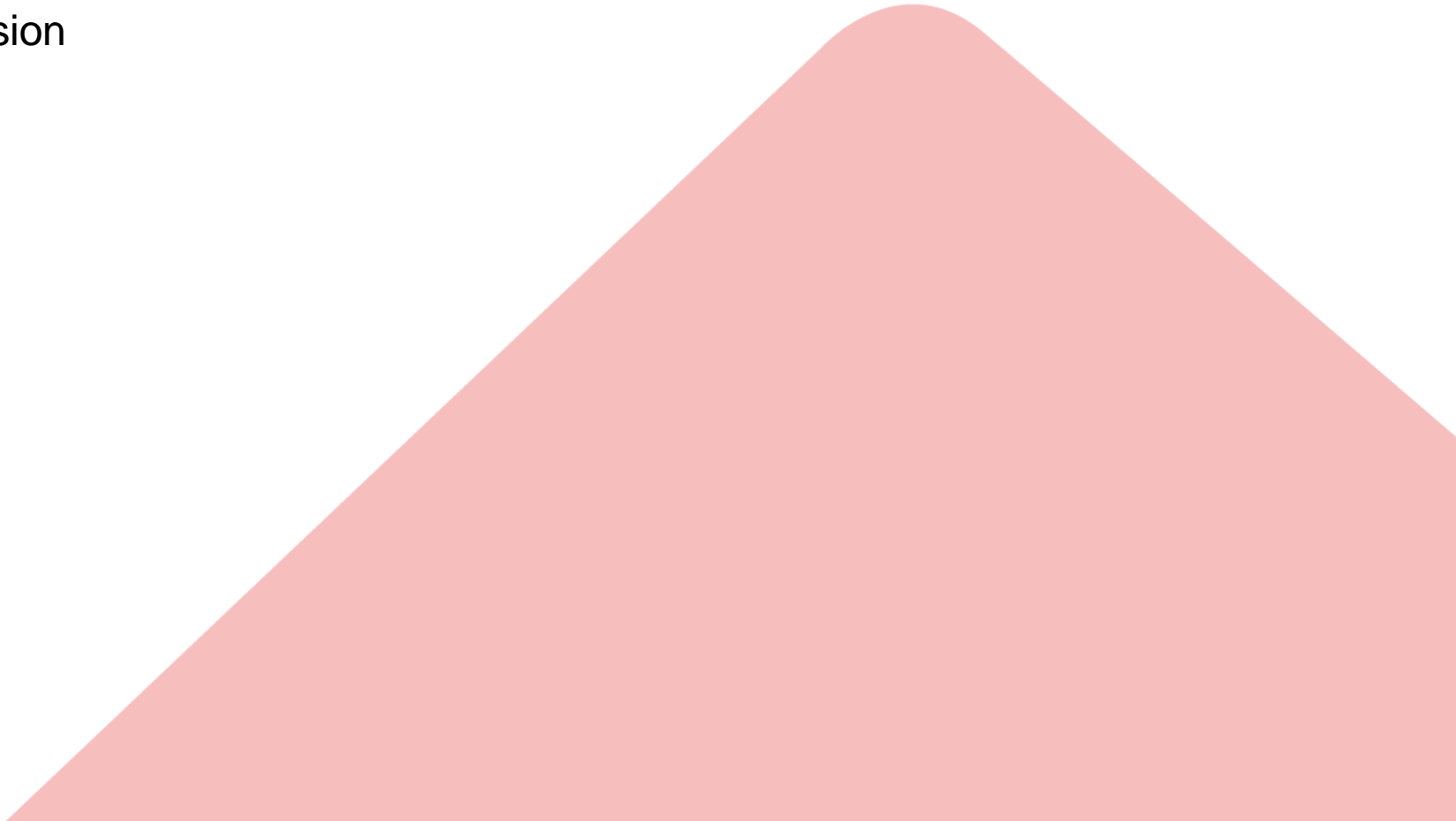
**Designation of appropriate bodies for British
schools overseas**

11 July 2023

INTRODUCTIONS

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AGENDA

1. Introduction and aims
2. Overview of the role
3. Suitable organisations
4. Timings for delivery



We will be accepting questions via the chat function and will aim to provide answers via the DfE eTendering portal (JAGGAER).

INTRODUCTION AND AIMS

The Department for Education is launching a competitive process to enable organisations with relevant skills and experience in providing appropriate body (AB) services to British schools overseas (BSOs) to apply for designation as an AB to offer specialist AB services to BSOs.

- An ECF-based induction
- Why do we need a specialist AB for BSOs?
 - Experience and expertise
 - Geographical reach
- What is 'designation'?

As set out in section 4(2)(a) of The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, the Secretary of State (SOS) has the power to determine an organisation to act as an AB.

OVERVIEW OF DESIGNATION

- The core role set out in the 2012 regulations and [statutory guidance](#) applies to all ABs without exception and will apply to any BSO AB designated through this competitive process.
- The key difference for an AB determined directly by the Secretary of State is that its specialist remit and governance will be set out in a letter of designation which must be reviewed and overseen by the DfE. The designated ABs will be limited to operating only overseas.
- The designated AB must operate within the restrictions on working with third parties as defined in regulations and chapter 3.5 of the [appropriate body guidance](#).

OVERVIEW OF THE AB ROLE

The AB has the **main quality assurance role within the teacher induction process**. They ensure that ECTs are receiving their statutory entitlements (e.g. time off timetable, a mentor) and that they are fairly and consistently assessed against the Teachers' Standards.

Key AB responsibilities (not an exhaustive list):

1. **Early career teacher assessment** - Verification of the final decision on performance against the Teachers Standards, and other decisions on induction (e.g., length of induction). Also reviewing progress reviews and checking schools are providing support to struggling ECTs.
2. **Early career framework fidelity checking** - Appropriate bodies are expected to check that all ECTs have access to an induction programme based on the ECF, ('ECF fidelity' checking).
3. **Checking statutory entitlements** - Checking that the school is providing ECTs with entitlements (e.g., mentoring and time off timetable)
4. **Managing non-compliance** - Providing the ECT with a named contact for raising concerns. And contacting the school with any concerns *if* they aren't fulfilling their statutory duties.
5. **Record keeping** – Verifying that the ECT has QTS and that the ECT's post is suitable for induction and maintaining accurate ECT records including completing data returns to the Teaching Regulation Agency (TRA).
6. **Induction information** - Providing information to Headteachers on types of induction. Respond to requests for guidance, support and assistance with ECTs' induction programmes. Respond to requests for assistance and advice with training for induction tutors and mentors.

Which BSOs can offer induction?

For BSOs, regulations* specify that statutory induction can be served in:

“an independent school overseas, provided that—

- (i) such a school is a member of an organisation which the Secretary of State has determined may represent independent schools overseas; and
- (ii) an inspection within the previous six years by an inspectorate accredited by the Secretary of State has confirmed that the school complies with the standards issued by the Secretary of State for such schools;”

* [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012 \(legislation.gov.uk\)](#)

SUITABLE ORGANISATIONS - CRITERIA

The criteria we will be looking at to determine whether an organisation is suitable for designation are likely to include (subject to confirmation in the application pack):

1. Expertise and experience
2. Staffing and resource
3. Geographical reach
4. Governance and financial arrangements
5. Conflict of Interest

The competition may result in the designation of one or more organisations as BSO ABs depending on the strength of bids received.

NEXT STEPS

Timeline for competitive process (indicative)	
July 2023	PIN updated with webinar information and Q&A
August 2023	Launch of competition – application pack published via JAGGAER
September 2023	Competition closes (deadline for applications 5-6 weeks after launch)
November-December 2023	Outcomes of competitive process confirmed.
January 2024 onwards	Letters of designation and constitutions to enable operation from Academic Year 2024-25

Questions

Questions submitted in the chat during this session will be collated and anonymised with answers then provided either via the PIN or the DfE eTendering portal (JAGGAER).

You can also send enquiries about the BSO AB designation process to ab.bso@education.gov.uk

Please note information sent in reply may also be shared in anonymised form via JAGGAER wherever applicable to ensure that all interested organisations have access to the same information.

Further sources of information:

- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Induction statutory guidance](#)
- [AB guidance](#)
- [Teachers' Standards](#)
- [Early Career Framework](#)
- [AB reforms consultation 2022](#)



A stylized mountain graphic composed of three overlapping triangular shapes. The base is a solid light blue. The middle layer is a slightly darker blue with a rounded top. The top layer is the darkest blue, also with a rounded top, creating a layered mountain effect. The text 'Thank You' is centered within the mountain.

Thank You

Department for Education

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