

Exchange Teaching Hub

Appropriate Body Handbook for ECT Induction

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Appendices

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Appendix 11	Quality Assurance - Process & Checklist	60		X	AB keep – uploaded to ECT manager (by AB)
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Section 1: Introduction

Welcome

Exchange Teaching Hub provide high quality professional development to early career teachers (ECTs), offering support to maximise their potential and enable them to successfully complete their induction period.

All ECTs are entitled to a well-structured and supportive induction programme based around the Early Career Framework and in return, there is an expectation that they will adopt a professional, reflective and self-evaluative approach to their work.

Thank you to mentors and induction leads for volunteering to guide, support and mentor ECTs through their induction. The role is one of extreme importance, which will require commitment, experience and skill to ensure the successful induction and retention of our teachers.

Please familiarise yourself with this handbook as well as the following documents:

[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/statutory-induction-guidance-2018.pdf)

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/teachers-standards-overview.pdf)

This handbook, together with the electronic ECT Manager system, will provide essential information and guidance, including an overview of the two-year period to all colleagues who are involved in ECT induction, supporting you to address the statutory requirements for which you are responsible.

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 Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

Professional development underpinned by ECF	Assessment of induction by the AB
Enables ECTs to meet the teacher standards through robust and structured professional development .	A rigorous process which ensures ECTs receive their statutory entitlements. Appropriate bodies make the final decision as to whether that teacher has met the Teachers' Standards.
Schools can choose to work with one of 6 providers accredited by the DfE who will design and deliver a comprehensive programme of face-to-face and online training to early career teachers and their mentors . Alternatively, they can deliver their own programme using the high-quality existing materials, or even design their own programme.	Appropriate Bodies will also check that an appropriate ECF-based induction is in place. Additional checks are required for schools designing or delivering their own programmes.

The programme in its entirety should support the early career teacher 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 two-year period.

Induction can be served in the following institutions:

- A relevant school in England – this includes: a maintained school; a non-maintained special school; a maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children's centre; and a pupil referral unit (PRU).
- A non-maintained nursery school.
- An independent school in England; academies; free schools; 16–19 academies; alternative provision academies; and city technology colleges or an independent nursery school subject to the circumstances set out in para 2.4 ([Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/statutory-induction-guidance-2018))
- An independent school overseas which:
 - o has been inspected by a DfE-accredited inspectorate within the last six years against the Standards for Inspection of British Schools Overseas.
 - o has satisfactorily met all of those standards/categories.
 - o is a member of an organisation which the DfE has determined may represent such schools.

Induction offer

**Option 1 (recommended): Schools using a national provider-led ECF programme.
£40 registration fee - £60 per term (£220 for one year, £400 for two years) per ECT**

For schools using a training provider to deliver ECF-based training and the appropriate body service via Exchange Teaching Hub, we offer:

- Full access to our appropriate body services.
- Appropriate body registration of ECTs on the TRA system and ECT Manager.
- Regular checks of progress reviews and formal assessments throughout years 1 and 2 of induction.
- Facilitation of additional support for ECTs not meeting Teachers' Standards.

**Option 2: Schools using the DfE-accredited materials to deliver ECF-based training.
£900 school registration fee + £40 registration fee - £60 per term (£220 for one year, £400 for two years) per ECT**

There are additional checks required for school using the DfE-accredited materials to deliver ECF-based training to ensure the induction meets the expectations. For schools accessing this option for ECF and the appropriate body service via Exchange Teaching Hub, we offer:

- Full access to our appropriate body services.
- Appropriate body registration of ECTs on the TRA system and ECT Manager.
- Regular checks of progress reviews and formal assessments throughout year 1 and 2 of induction.
- Where possible, a fidelity check before the start of induction by the AB to ensure the materials and sessions are in line with statutory guidance for induction and meet the ECF induction programme standard.
- Additional fidelity and induction checks of ECF programme throughout the two-year period.
- Facilitation of additional support for ECTs not meeting Teachers' Standards.

**Option 3: Schools designing and delivering their own training programme based on the ECF.
£1350 school registration fee + £40 registration fee - £60 per term (£220 for one year, £400 for two years) per ECT**

In line with the statutory guidance, fidelity checking and induction checks of the ECF-based induction on at least three occasions are required as part of the appropriate body service. For schools designing and delivering their own two-year induction programme based on the Early Career Framework [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and the appropriate body service via our Teaching School Hubs, we offer:

- Full access to our appropriate body services.
- Appropriate body registration of ECTs on the TRA system and ECT Manager.
- Fidelity checks before the start of induction (timescales-permitting) and throughout the two years to ensure:
 - ECTs receive a programme of support and training based on the ECF induction programme.
 - The induction is designed to cover the evidence-based statements of the ECF.
 - ECTs have received planned elements of induction.
- Desk top reviews, training observations and interviews with ECTs, mentors and inductions tutors across the two years to ensure that the school-based programme doesn't diverge from the ECF, facilitated by the Induction Lead in school.
- Facilitation of additional support for ECTs not meeting Teachers' Standards.

N.B. There may be additional charges for schools require support as a result of having non-compliant ECF programmes. Additional support can be commissioned from the Hub (price on application).

Exchange Teaching Hub would highly recommend the UCL Provider-led Programme as each ECT will receive access to the online materials and support to ensure all ECTs gain the maximum development during their ECT Induction. A thorough due diligence process was conducted by representatives from each Hub area to arrive at the decision to appoint UCL as the Lead Provider of ECF in our localities.

Section 2: The Induction Process

ECT Statutory Entitlement

Requirements of induction

All teachers who have obtained Qualified Teacher Status (QTS) after 7 May 1999, by whatever route, must complete an induction period if they are to work in maintained schools or in non-maintained special schools in England.

From September 2021, statutory induction for new teachers will change as part of the ECF reforms. All early career teachers (ECTs) in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ECF.

Statutory induction guidance sets out the responsibilities of school leaders, induction leads, and mentors, to support early career teachers undertaking statutory induction.

The end of an early career teacher's induction period will continue to be marked by a decision as to whether the teacher's performance against the Teachers' Standards is satisfactory. Following a programme based on the ECF should make it easier for teachers to demonstrate that they have met those standards at the end of induction.

Aims of induction

The induction period is designed to make sure that all ECTs are supported throughout their first two years of teaching and that their future professional and career development is built on a firm foundation. There are two main aspects:

1. Access to programme of support based upon the Early Career Framework with weekly support from a mentor to develop further.
2. Assessment against the Teachers' Standards.

Your induction period should help you to establish yourself, as quickly as possible, with the classes you teach. It should help develop your confidence and effectiveness as a teacher. It should build on the professional attributes, knowledge, understanding and skills you have already developed and demonstrated for the award of QTS. By the end of your ECT Induction period you will have demonstrated that your performance against the Teacher Standards is at least satisfactory and that you are equipped with the tools to be an effective and successful teacher.

Arrangements for Part-Time ECTs

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years. 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. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards, they may be able to have their induction period reduced.

As an ECT you have responsibility for being clear about how long your induction period should last if you are teaching part-time. If you are unsure how to calculate this, please check on ECT Manager or log a help desk ticket on ECT manager.

The Teachers' Standards

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. These Standards apply to all ECTs that have started, but not completed their induction by 1 September 2012.

The Teachers' Standards apply to all teachers regardless of their career stage and define the minimum level of practice expected of teachers from the point of being awarded QTS.

The Teachers' Standards are presented in three parts:

- **Preamble** – summarises the values and behaviours that all teachers must demonstrate throughout their careers
- **Part 1** – comprises the Standards for Teaching
- **Part 2** – comprises the Standards for Professional and Personal Conduct.

Satisfactory completion of the induction period

An ECT must complete induction satisfactorily in order to remain eligible to teach in maintained schools and most academies beyond the induction period. The decision about whether an ECT has met the Teachers' Standards to a satisfactory level by the end of the induction period will be made on the basis of:

- What should reasonably be expected of an ECT working in the relevant setting and circumstances, within the framework set out by the Standards
- An expectation that ECTs have effectively consolidated their training and are demonstrating their ability to meet the Standards consistently and over a sustained period of their practice.
- Demonstration that their practice is consistent with the definition set out in the Preamble, and that they have met both Part 1 and Part 2 of the Teachers' Standards.

ECTs are not expected, or required, to meet the Teachers' Standards **until the end of their induction period**. Thereafter, they are expected to continue to meet the Standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context.

A copy of the Teachers' Standards can be found in Appendix 1.

The Induction Process

Throughout the two-year induction, ECTs should receive weekly coaching and support in line with the chosen ECF induction programme.

Use the ECT Aide Memoire (Appendix 2) to ensure all elements of induction are met (see image below).

Aide Memoire for Induction

Terms 1, 2, 4 & 5

*in term 1 only

Activity	Outcome	Dates(s)	Evidence/Validated by
Register ECT with appropriate body via ECT Manager*	Access to ECT Manager		
Register ECT with chosen induction programme*	Access to ECF Induction		
Induction day for ECTs, prior to start of term (if possible) *	Receive school handbook, policies, timetable, and relevant information		
Initial discussion between induction tutor and ECT*	Discuss ITT targets		
Discuss evidence collection*	Set up evidence collection		
Arrange staff development activities arising from initial conversations*	Arrange dates for activities		
Arrange attendance at Welcome Event*	ECT to attend meeting Key information regarding induction		

Section 3: Roles and Responsibilities

Roles and Responsibilities of the ECT:

The ECT has a responsibility to participate fully in the induction programme and to work co-operatively and pro-actively with the school in all aspects of the support and assessment.

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction lead to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction lead how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- Provide evidence of their progress against the Teachers' Standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction lead as soon as practicable.
- Consult their appropriate body named contact directly or by logging an ECT manager helpdesk ticket at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction lead the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- Retain copies of all assessment reports, downloaded from ECT Manager.
- Use the 10% reduction of timetable to support their professional development in Year 1, and 5% reduction in Year 2.
- Take increasing responsibility for their own professional development.
- Act upon advice and feedback and be open to coaching and mentoring.
- To read, sign and comment on progress reviews and assessment reports.

The Roles and Responsibilities of the Mentor:

The role of the ECT mentor is the day-to-day responsibility to support, guide and coach the ECT throughout the induction period and to:

The mentor is expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback linked to ECF programme.
- 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.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

The Roles and Responsibilities of the Induction lead:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Write two formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- Write progress reviews in terms where a formal assessment does not occur on ECT Manager (terms 1, 2, 4 & 5).
- Discuss progress against the Teachers' Standards at each progress review or formal assessment.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

The Roles and Responsibilities of the Principal/Headteacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the ECT starting the induction programme, who will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction by registering on ECT manager.
- Ensure that the requirements for a suitable post for induction are met. (Paragraph 2.9 onwards [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/681112/statutory-induction-guidance-2018.pdf))
- Ensure the induction lead has the ability and sufficient time to carry out their role effectively.
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly and effectively, including through observations of and feedback on their teaching.
- Ensure that assessments are carried out and reports completed and sent to the appropriate body in line with deadline dates.

- Maintain and retain accurate records of employment that will count towards the induction period.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.
- Where suitable, apply for reduced induction for ECTs who may be eligible.
- Participate appropriately in the appropriate body's quality assurance procedures.
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

- Obtain interim assessments from the ECT's previous post.
- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- Notify the appropriate body as soon as absences total 30 days or more.
- Periodically inform the governing body about the institution's induction arrangements.
- Advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction.
- Notify the appropriate body when an ECT serving induction is leaving the institution.
- Provide interim assessment reports for staff moving school in between formal assessment periods.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

The Roles and Responsibilities of the Governing Body

The governing body:

- Should ensure compliance with the requirement to have regard to this guidance.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.

- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT.

The Roles and Responsibilities of the Appropriate Body

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- Headteachers/principals (and governing bodies where appropriate) are aware of and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction lead and mentor, and the reduced timetable.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that:

- Headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.
- Headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction leads have the ability and sufficient time to carry out their role effectively.
- Induction leads (not mentors) write the progress reviews and formal assessments.
- Mentors have the ability and sufficient time to carry out their role effectively.

- Headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates or wishes to introduce.
- Any agreement entered into, with either an FE institution or an independent school's governing body, is upheld.
- The headteacher/principal has verified that the award of QTS has been made.
- The school is providing a reduced timetable in addition to PPA time.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school.
- ECTs' records and assessment reports are maintained.
- All monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- Agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- Agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction.
- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and the relevant parties are notified.
- They provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The appropriate body should also (as local capacity, resources and agreements allow):

- Respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes.
- Provide information to the headteacher on the types of induction available.
- Respond to requests for assistance and advice with training for induction leads and mentors.

Appropriate Body Quality Assurance Process

As part of our quality assurance procedures the appropriate body and partners intend to monitor the experiences of our ECTs during their induction period by means of the following:

- Providing proformas and appendices to support induction.
- Provide access to ECT Manager to all involved in ECT Induction.
- Monitor progress via ECT manager.
- Inviting induction leads and headteachers to attend training events.

- Quality assurance of a sample of ECT evidence collection.
- Moderate and final checking of progress reviews and assessment forms.
- Quality assurance and moderation by conducting joint lesson observations of ECT with Induction lead in cases where a cause for concern has been identified.
- A quality assurance checklist is shown in appendix 11.
- Schools will be notified if they are to receive a visit in advance of this.

Additional QA visits and support can be requested from the appropriate body – these will be charged at SLE or NLE rate depending on the person carrying out the additional visits.

The AB will QA schools for a number of reasons including; schools new to ECT support, ECTs causing concern, complaints about induction, local intelligence or as part of the QA random sampling of schools.

Section 4 Induction Guidance

Evidence Collection against Teachers' Standards

Why do ECTs need to collect evidence?

- To be able to fulfil the statutory requirements outlined above in the Teachers' Standards.
- To show they are being reflective in reviewing and evaluating their progress.
- To build on strengths and address any missed opportunities and areas for improvement.
- To establish autonomy and control over their own development in your career.

What might ECTs include in their evidence?

- Key school documents linked to your induction programme.
- A CPD log showing any impact of activities.
- Evidence from ECF induction programme, observations and instructional coaching.
- Evidence of progress towards the teachers' standards.

How might ECTs organise their evidence?

- Organise evidence according to the Teachers' Standards and their sub levels.
- Use appendix 4 as folder dividers.
- Paper or electronic evidence – up to each ECT, must be well managed and available at different points for review.
- ECTs should be able to tell/show any person involved in their induction period where evidence of progress against each Teachers' Standard can be found at any time.

The Induction lead should review the 'evidence' regularly throughout the induction period to ensure confidence.

Guidance and Protocols for lesson observations for observers:

Lesson observations both formal (linked to assessment at the end of each term by the induction lead) and informal (regularly, linked to ECF programme by the mentor) are an essential ingredient of the induction period as they provide evidence to demonstrate an ECT is meeting the Teachers' Standards and are an important point of reference for the review and assessment meetings. See page 17 for details of formal observations. Formal lesson observations take place at the end of each term, in line with the assessment dates on ECT manager.

Preparing for an observation

- Is the time verified with the ECT?
- Have you negotiated the focus for your observation? Is this linked to the TS and/or development plan?
- Have you encouraged and reassured the ECT?
- Have you arranged a time and place for feedback?

Always use appendix 5 for formal lesson observations linked to progress reviews and formal assessments

Giving feedback

- As soon as possible after the lesson, find a private place to talk.
- Allow the ECT to say what they saw happening in the lesson first.
- Start positively and recognise what has developed since the last observation.
- Depersonalise the feedback and talk about the 'teaching behaviours' and the impact on learners, attitudes to learning and progress. Stick to the evidence from the lesson and what you saw.
- Focus on the things that went well and give practical and constructive advice on missed opportunities in the lesson.
- Try to create an open dialogue about the lesson observation.
- Be honest and do not avoid any difficult issues.
- Identify and prioritise a manageable number of development areas and check the ECT knows how to address these.
- Link the development points to targets and Teachers' Standards.
- Offer support/additional help and ensure the ECT knows they are responsible for making sure this is taken up if needed. Ensure all staff involved in offering support are aware of their role.
- Summarise the strong points and any points for action.

ECT Meetings with Induction lead

Progress Review Meetings:

- Take place following formal observations and feedback by induction lead in terms 1, 2, 4 & 5 (in line with dates on ECT manager) dates may vary depending on start date of ECT and contract details.
- Involve the induction lead and ECT.
- Progress review meeting should provide the opportunity to discuss achievements and agree any changes to the induction programme in terms of objectives or actions.
- During the meeting identify the strengths of the ECT.
- Review and revise targets moving forward.
- Review the ECTs self-evaluation form focusing on the progress since start of induction or last review point.
- Identify further areas for development.
- Review progress in relation to the Teachers' Standards and the portfolio of evidence.
- Consider next steps.
- ECT will need to read and respond to the progress review form.
- Form to be completed and submitted on ECT manager.

Formal Assessment Meetings:

- Take place following formal observations and feedback by induction lead in terms 3 & 6 involving induction lead and ECT.
- The focus will be on the progress made towards the Teachers' Standards.
- Judgements about progress should be based on at least two lesson observations, progress reviews, the full range of work and a range of evidence.
- The appropriate assessment report will be discussed. This could be drafted before the meeting, at the meeting or following the meeting.
- ECT will need to read and respond to the formal assessment form.
- Form to be completed and submitted on ECT manager.

Statutory requirement to submit an interim report

An interim report must be submitted if an ECT leaves a post after completing more than one term in a school, but before the next formal assessment would be required (term 3 or 6). This should take place before the ECT leaves his/her post in order to ensure that the ECT's progress and performance, since the last assessment, is recorded and the ECT has the opportunity to read and comment upon their review. This is especially important where concerns about progress may have arisen.

The information on the interim report will serve as the starting point for any future Induction lead and ensure effective continuity of induction provision. If you are receiving an ECT partway through their induction, you should always refer back to their previous assessment(s) or interim report. It is the responsibility of the employing School to obtain any previous induction reports. An interim report can be added on ECT manager at any point. If help is required, please log a helpdesk ticket on ECT manager.

Progress Review and Assessment Report Forms

Following each progress review and formal assessment meeting, a report will need to be completed on ECT manager. There are different report templates depending on the ECT's stage in the induction programme:

Progress Review form – end of terms 1, 2, 4 & 5*

Formal assessment form, end of year 1 – end of term 3 (year 1 of induction)*

Formal assessment form, end of year 2 – end of term 6 (year 2 of induction)*

The progress reviews and formal assessment report forms ask you to indicate whether the ECT's progress is such that they will/will not be able to meet the Teachers' Standards. The forms also include judgements against each Teacher Standard, using the observation form to support the decision. If you have concerns about the ECT's progress towards meeting the Standards, an overall C or D judgement should be selected. This system is important as it enables the appropriate body to target its monitoring and additional support to those who need it most. Schools with an ECT with a D judgement rated ECT will be contacted by the appropriate body to discuss additional support needs and arrange a QA visit.

*Example progress reviews and formal assessments are available on ECT manager.

Section 5: Unsatisfactory Progress and Appeals

Unsatisfactory Progress

Most ECTs make satisfactory progress during their induction period. Nevertheless, some ECTs will, at different stages during the induction period, experience difficulties that could put them at risk of not meeting the Teachers' Standards. If this occurs, early action should be taken in order to support the ECT to make any necessary improvements. There should be no surprises.

It is vital that:

- Action is not delayed until a progress review or formal assessment meeting has taken place; it is better to discuss concerns and implement the correct level of support. Use appendices 12, 13 and 14 dependent on the support needed.
- The ECT is absolutely clear about and thoroughly understands the the areas in which they need to improve their practice.
- There is an immediate stepping up of support and monitoring in the form of a bespoke informal action plan (appendix 12) or a formal support process using support plan stage 1 - concern identified (appendix 13) or stage 2 support plan – sustained concern (appendix 14). This may include setting more specific or shorter-term objectives, more frequent meetings etc.
- All areas for improvement and development must be linked to the specific Teachers' Standards, making the stages of support very clear in the support plan.
- Concerns should be communicated to all involved in the induction process including the ECT and the appropriate body via an ECT manager help desk ticket.
- The Principal puts in writing to the ECT that they are at risk of not meeting the Teachers' Standards and the implications of failing to meet the requirements at the end of the induction period at the point a SP Stage 2 is implemented. There is a letter template available from the AB – please contact ECTinduction@exchangeteachinghub.org.uk for a copy of this letter.
- A third party reviews the evidence and observes the ECT (e.g. teaching and learning lead or other experienced teacher in School)
- The Principal and the appropriate body are assured that the assessment of the ECT as not achieving the core Standards is well founded and accurate.
- The Principal, the appropriate body and all concerned are conversant with the areas in which improvement is needed.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant Teachers' Standards using the support plan procedure.
- Records of any observations, advice and support given and any outcomes from progress meetings are signed and dated.
- The school reinforce with the ECT that whilst they will support and guide their progress, the ECT must also take responsibility for the induction programme and should view it positively.
- The ECT is made aware that continued unsatisfactory progress will not go unchallenged.
- The ECT is advised to make contact with their professional association representative as an additional source of advice given.

Action Plan Process (informal)

If, at any point during the induction period, the ECT, the mentor or the induction lead feels that the ECT would benefit from additional support the action plan process can be used using appendix 12.

This process is used to support an ECT who requires more support. This could be for a number of reasons e.g., mental health, family issues, bereavement, time off or early identification of an area for development towards the teacher standards. If appendix 12 is used relating to mental health or personal circumstances the action plan can stay in place for a number of weeks unless the progress against the Teachers' Standards begin to suffer. At this point the support plan process may need to be used.

Support Plan Process (formal)

If an ECT isn't making progress towards the Teachers' Standards the following support plan process can be used to formalise the support the ECT will receive from school as well as the steps the ECT will take in order to successfully meet the Teachers' Standards.

SP Stage 1 – Concern identified – Appendix 13 – If the action plan process isn't successful in ensuring progress towards the Teachers' Standards this would move to a formal stage 1 support plan. If this support is successful, upon review, the ECT can be taken off this process altogether or an action plan put in place to continue low level support. If an ECT is making some progress but not ready to have the SP removed, then another SP1 can be put in place. If this process isn't successful, then the concerns would be escalated to a SP Stage 2.

SIP Stage 2 – Sustained Concern – Appendix 14 – If SP Stage 1 hasn't been successful then a Stage 2 will be put in place. If progress isn't seen against the stage 2 then an ECT will be at risk of failing their induction.

Capability processes – As induction is two years and an ECT can't fail until the end of induction there may be occasions where an ECTs progress against the Teachers' Standards, even with the support plan process followed, isn't suitable for the children/students they are teaching. In these rare cases, and only following conversations with the appropriate body an ECT could be placed on the school capability procedures.

All actions plans and support plans should be completed, uploaded to the ECT's document area and emailed to ECTinduction@exchangeteachinghub.org.uk It is vital that the Appropriate Body are aware of all ECTs with action and support plans in place.

Unsatisfactory Progress Checklist

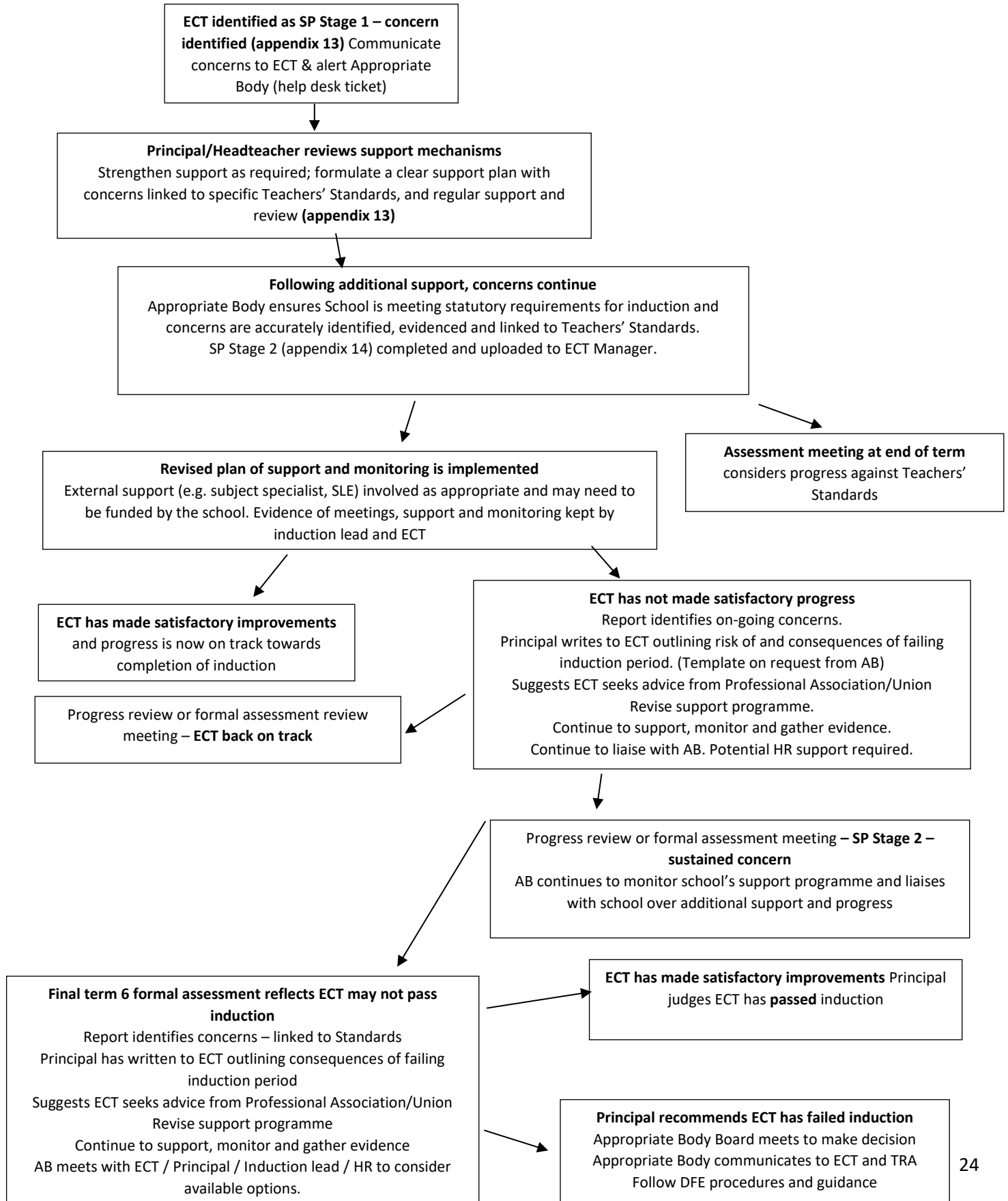
Guidance Support and Monitoring	Yes	No
Is the ECT aware of the school's concerns with reference to specific Teachers' Standards?		
Is the Headteacher aware of the concerns?		
Has immediate and early action been taken to support and advise the ECT to enable him/her to make any necessary improvements?		
Has the ECT had the opportunity to express his/her concerns and has the school provided specific support?		
Is there an informal action plan with clearly identified support that addresses the agreed areas for improvement?		
Is there a formal support plan with clearly identified support that addresses the agreed areas for improvement?		
Does the ECT meet more frequently with the induction lead FOR SPECIFIC SUPPORT, ADVICE AND GUIDANCE		
Are specific targets set and reviewed?		
Is progress monitored?		
Is progress recorded and shared with the ECT?		
Is the assessment of the ECT well-founded and accurate?		
Is there a broad evidence base of monitoring with written feedback? For example: <ul style="list-style-type: none"> • lesson observations • pupil work scrutiny/sampling • formal and informal assessment records for pupils • information about liaison with others, such as colleagues and parents • the ECT's planning file, records and evaluations • the ECT's self-assessment and record of professional development • induction lead meeting minutes, standards tracker and action plan 		

Are pupils making the expected progress?		
Is there written feedback identifying strengths and areas for development?		
Does the ECT have a copy of all written documentation?		
Has the Headteacher observed the ECT teaching and has feedback been given? Verbal? Written? NB if the Headteacher is the induction lead has a third party reviewed the evidence and observed the ECT?		
Have the school concerns been conveyed to the appropriate body?		

Tips for providing support for ECTs who are not meeting the Teachers' Standards

- Identify a buddy who will provide non-judgemental support for the ECT and who is not involved in assessing the ECT.
- Plan and team-teach a lesson with this buddy or mentor.
- Paired observation in another School accompanied by the mentor.
- Ensure the ECT fully understands the Teachers' Standards.
- Use of buddy and/or Pedagogy coach.
- Use weekly ECF coaching to further support. Previous ECF modules can be re-visited to support areas of development.

Action to be taken in the event of unsatisfactory progress



Section 6: Special Circumstances

ECTs with an Extended Period of Induction

On occasion, an appropriate body may decide to extend the induction period for an ECT when there is:

- Insufficient evidence on which a decision can be based
- Where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the relevant Teachers' Standards. These might include personal illness, personal crises, disability, and issues around support.

The ECT may be able to, or choose not to, serve a post-completion extension in the school in which he/she completed the original induction period. This means that the ECT will need to find another post in which to complete the extended induction period.

Schools appointing ECTs with extended induction periods must:

- Get copies of induction reports from the previous school(s) appropriate body so that a support programme can build on previous development.
- Ensure that an enhanced support programme is provided from the outset of the appointment.
- SP Stage 2 – Concern identified – completed with the ECT to ensure support is in place Should the reason for extension require this. Appropriate body can advise.
- Notify the appropriate body using the messaging system as soon as the ECT is registered.
- Upload copies of the previous induction reports to ECT Manager

Extending an induction period to account for absences

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, or parental bereavement leave). In these circumstances the induction period 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.

Extension of the induction period prior to completion due to maternity, paternity, adoption, shared parental or parental bereavement leave

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers'

Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Extension of the induction period after induction has concluded

The appropriate body has the option, when making its decision at the end of the induction period to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- issues around the support during induction;
- where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance about the appeals process is available at: [Induction appeals procedures - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-appeals-procedures)

Some examples of grounds for appeal and serious weaknesses in the induction programme

- Lack of clarity/late notification of concerns
- Lack of support from induction lead or mentor
- Lack of support for ECT once issues identified
- More than one mentor
- No access to an induction programme
- Failure to provide observations/feedback/delays in reporting back. Mixed messages given in verbal and written feedback. **There must be no surprises.**
- Teaching more than 90% in year 1 or 95% in year 2.
- Unreasonably difficult or inappropriate classes
- School inadequate with serious weaknesses/ in Special Measures
- Lack of support for identified disability
- Progress reviews and assessment reports lack detail and do not clearly identify development areas
- Progress reviews and assessment reports are not linked to Teachers' Standards
- Delays in contacting the appropriate body once concerns identified

Appendices

Key documents:

These can be found in Documents on ECT Manager.

Appendix 1

Teachers' Standards

Preamble: Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1: Teaching

Set high expectations which inspire, motivate and challenge pupils

1	<ul style="list-style-type: none"> Establish a safe and stimulating environment for pupils, rooted in mutual respect Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
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Promote good progress and outcomes by pupils

2	<ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these Guide pupils to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching Encourage pupils to take a responsible and conscientious attitude to their own work and study.
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Demonstrate good subject and curriculum knowledge

3	<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
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Plan and teach well-structured lessons

4	<ul style="list-style-type: none"> Impart knowledge and develop understanding through effective use of lesson time Promote a love of learning and children's intellectual curiosity Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired Reflect systematically on the effectiveness of lessons and approaches to teaching Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
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Adapt teaching to respond to the strengths and needs of all pupils

5	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
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Make accurate and productive use of assessment

6	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
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Manage behaviour effectively to ensure a good and safe learning environment

7	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy • Have high expectations of behaviour, and establish a framework for Discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
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Fulfil wider professional responsibilities

8	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the School • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievements and well-being.
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Part 2: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2

The Induction Process

Aide Memoire for Induction

Terms 1, 2, 4 & 5

*in term 1 only or when joining the Exchange Teaching Hub appropriate body.

Activity	Outcome	Dates(s)	Evidence/Validated by
Register ECT with appropriate body via ECT Manager*	Access to ECT Manager		
Register ECT with chosen induction programme*	Access to ECF Induction		
Induction day for ECTs, prior to start of term (if possible) *	Receive school handbook, policies, timetable, and relevant information		
Initial discussion between induction lead and ECT*	Discuss ITT targets		
Discuss evidence collection*	Agree evidence collection plans		
Arrange staff development activities arising from initial conversations*	Arrange dates for activities		
Watch the Appropriate Body welcome video* Arrange to attend drop in to ask individual questions	ECT to better understand induction Answer any remaining questions		
One (or more) lesson observation of experienced teachers with specific focus	Reflection on elements of teaching and learning that can be used in own practice		
Weekly support in line with ECF programme	Instructional coaching and self-study		
Attend ECF training sessions online or face to face	Discuss with tutor and consider impact on practice		

Half Term

Activity	Outcome	Date(s)	Evidence/Validated by
One (or more) lesson observation of experienced teachers with specific focus	Reflection on elements of teaching and learning that can be used in own practice		
Weekly support in line with ECF programme	Instructional coaching and self-study		
Attend CPD training appropriate to subject/phase	Discuss issues with tutor		
Formal lesson observation by induction lead	Lesson observation form completed and uploaded to ECT Manager		
ECT self-evaluation of progress so far	Self-evaluation form complete and discussed with induction lead		
Progress review meeting between ECT and induction lead	Progress review form on ECT Manager		
Induction lead completed progress review	Completed on ECT manager		
Set targets for following term	Targets on progress review form		
Induction lead to monitor evidence collection against teacher standards	Support given in collecting evidence for teacher standards		

Terms 3 & 6

Activity	Outcome	Date(s)	Evidence
One (or more) lesson observation of experienced teachers with specific focus	Reflection on elements of teaching and learning that can be used in own practice		
Weekly support in line with ECF programme	Instructional coaching and self-study		
Attend CPD training appropriate to subject/phase	Discuss issues with tutor		

Half Term

Activity	Outcome	Date(s)	Evidence
One (or more) lesson observation of experienced teachers with specific focus	Reflection on elements of teaching and learning that can be used		
Weekly support in line with ECF programme	Instructional coaching and self-study		
Attend ECF training sessions face to face or online	Discuss impact with tutor		
Formal lesson observation by induction lead	Lesson observation form completed and uploaded onto ECT Manager		
ECT self-evaluation of lesson observation	Self-evaluation form complete and discussed with induction lead		
Formal assessment meeting between ECT and induction lead	Using feedback from lesson and ECT's self evaluation form		
Formal assessment report completed on ECT manager	Formal assessment form on ECT manager		

Set targets for following term (all but term 6)	Targets on progress review form		
Induction lead to monitor evidence collection against teacher standards	Support given in collecting evidence for teacher standards		
Term 6 only – recommendation for completion of Induction	Signed off on TRA – Induction completed		

Appendix 3

ECT CPD Log

Name of ECT	
School	

CPD Title and summary of content linked to teachers' standards	Date	Location	What have I learned?	How can I / have I used this? What impact has it had on my practice?

Copy this form as many times as needed

Appendix 4

Evidence Tracker

You may wish to use the pages in this appendix as folder dividers in your portfolio

1 Set high expectations which inspire, motivate and challenge pupils			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
1a) establish a safe and stimulating environment for pupils, rooted in mutual respect			
1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.			
1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.			

2 Promote good progress and outcomes by pupils			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
2a) be accountable for pupils' attainment, progress and outcomes			
2b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these			
2c) guide pupils to reflect on the progress they have made and their emerging needs			
2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
2e) encourage pupils to take a responsible and conscientious attitude to their own work and study.			

3 Demonstrate good subject and curriculum knowledge			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			
3b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
3c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject			
3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
3e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.			

4 Plan and teach well-structured lessons			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
4a) promote a love of learning and children's intellectual curiosity			
4b) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
4c) reflect systematically on the effectiveness of lessons and approaches to teaching			
4d) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).			

5 Adapt teaching to respond to the strengths and needs of all pupils			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
5a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			
5b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
5c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development			
5d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.			

6 Make accurate and productive use of assessment			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
6a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
6b) make use of formative and summative assessment to secure pupils' progress			
6c) use relevant data to monitor progress, set targets, and plan subsequent lessons			
6d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.			

7 Manage behaviour effectively to ensure a good and safe learning environment			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
7a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy			
7b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
7c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
7d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			

8 Fulfil wider professional responsibilities			
Standard	Brief Description of Evidence	Where evidence is found, date of evidence	Evidence validated: date and initials
8a) make a positive contribution to the wider life and ethos of the School			
8b) Develop effective professional relationships with colleagues, know how and when to draw on advice and specialist support			
8c) deploy support staff effectively			
8d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
8e) Communicate effectively with parents with regard to pupils' achievements and well-being.			

Appendix 5

Formal Lesson Observation Form Against Teachers' Standards

Name of ECT:	Class:
Name of Observer:	Date:
Context:	
<p>Comment on the quality of the ECT's teaching in relation to the Teachers' Standards, i.e., STRENGTHS AND AREAS FOR DEVELOPMENT. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson.</p>	

Setting high expectations (TS1) - Strengths	Areas for Development	Clear strength Good practice Further development needed Significant development needed
<p><i>establish a safe and stimulating environment for pupils, rooted in mutual respect</i> <i>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i> <i>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</i></p>		

Promote good progress and outcomes by pupils (TS2) - Strengths	Areas for Development	Clear strength Good practice Further development needed Significant development needed
<p><i>be accountable for pupils' attainment, progress and outcomes</i> <i>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</i> <i>guide pupils to reflect on the progress they have made and their emerging needs</i></p>		

demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
encourage pupils to take a responsible and conscientious attitude to their own work and study

Subject and curriculum knowledge (S3) - Strengths	Areas for Development	Clear strength
		Good practice
		Further development needed
		Significant development needed
<p>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>		

Plan and teach well-structured lessons (S4) - Strengths	Areas for Development	Clear strength
		Good practice
		Further development needed
		Significant development needed
<p>impart knowledge and develop understanding through effective use of lesson time</p> <p>promote a love of learning and children’s intellectual curiosity</p> <p>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>		

Adapt teaching to respond to strengths and needs of all pupils (S5) - Strengths	Areas for Development	Clear strength
		Good practice
		Further development needed
		Significant development needed

<p><i>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</i></p> <p><i>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</i></p> <p><i>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</i></p> <p><i>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</i></p>		

Make accurate and productive use of assessment (S6) - Strengths	Areas for Development	Clear strength
		Good practice
		Further development needed
		Significant development needed
<i>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</i> <i>make use of formative and summative assessment to secure pupils' progress</i> <i>use relevant data to monitor progress, set targets, and plan subsequent lessons</i> <i>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</i>		

Manage behaviour effectively to ensure a good and safe learning environment (S7) - Strengths	Areas for Development	Clear strength
		Good practice
		Further development needed
		Significant development needed
<p>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>		

maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities (S8) - Strengths	Areas for Development	<div>Clear strength</div> <div>Good practice</div> <div>Further development needed</div> <div>Significant development needed</div>
<p><i>Make a positive contribution to the wider life and ethos of the school</i> <i>Develop effective professional relationships with colleagues</i> <i>Deploy support staff effectively</i> <i>Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues</i> <i>Communicate effectively with parents</i></p>		

Personal and Professional Conduct (P)	<div>Clear strength</div> <div>Good practice</div> <div>Further development needed</div> <div>Significant development needed</div>
<p><i>Treat pupils with dignity, build relationships rooted in mutual trust, observe proper boundaries appropriate to a teacher's professional position</i> <i>Have a regard for the safeguarding of pupils</i> <i>Show tolerance of and respect for the rights of others</i> <i>Ensure that personal beliefs are not expressed in ways which may exploit pupils' vulnerability</i> <i>Have proper and professional regard for the ethos, policies and practice of the school</i> <i>Maintain high standards of attendance and punctuality</i> <i>Understand and act within the statutory frameworks which set out professional duties and responsibilities</i></p>	

Information from post lesson discussion
<p><i>Reflects systematically on the effectiveness of lessons, approaches to teaching</i> <i>Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching</i> <i>Contributes to the design and provision of an engaging curriculum</i> <i>Demonstrates an understanding of how and when to seek advice and specialist support</i></p>

Recommendations and possible targets from the lesson

Signed

Signed

Date

Appendix 6

ECT Self-Evaluation Form

ECT Name: _____ Date of observation: _____ Year group: _____

* Remember to link to Teacher Standards

What progress have you made against the Teachers' Standards since your last review (or start of ECT induction)?

What went well in your formal lesson observation?

What changes would you make to your observed lesson if you were to repeat it?

Reflect on your personal areas for development. What targets would you suggest moving forward?

What support do you require to be successful?

Where will you get the above support? Who will you work with?

Reflect on your evidence against the Teachers' Standards. What does your evidence look like?

Please use this space to record anything else you wish to discuss with the induction lead

Date completed:

ECT signature:

Induction lead signature:

Appendix 7

Progress Review Form — Completed directly on ECT manager.

ECT Induction Progress Review

Progress review for the end of the Third Term

ECT's Personal Details

Full Name: Training ECT
Date of Birth: 05/03/2000
Teacher Reference Number: N/A
Date of award of QTS: N/A

Reviewed
Exchange Teaching Hub
25/07/2023 14:16:39

Recommendation

The ECT is on track - Based on current performance and rate of progress, the ECT **is on track** to successfully complete induction by the end of their induction

Confirmation of Induction

Start Date: 17/04/2023	Days Completed: 63
End Date: 22/07/2023	Days Absent: 0
The ECT worked Full Time throughout this report period	Year 1 Absences Prior to this report period: 11

Institution Details

Name: Demo School
DfE Number: 12345
Head Teacher/Principal: Professor Dumbledore
Tutor: Training Tutor
Mentor: Terry Mentor
Address: Education House, Spawd Bone Lane, Knottingley, West Yorkshire WF11 0EP
Telephone: 07855067609
Email: Claire.Rowley@deltatrust.org.uk

Appropriate Body

Name: Exchange Teaching Hub
Address: Education House,
 Spawd Bone Lane,
 Knottingley,
 West Yorkshire
 WF11 0EP
Telephone: 07855067609
Email:
 Claire.Rowley@ExchangeTeachingHub.org.uk

ECT Progress

Give details for the reason(s) for your recommendation against each teacher standard.

TS1 - Vera has worked hard to create a purposeful, engaging classroom environment. The children in her classroom feel safe and routines have been clearly embedded. There is a visual timetable for all children as well as extra support for those with extra needs. Vera has adopted the school's policies on working walls, as well as using her own initiative to provide extra support for pupils. Vera plans lessons effectively, ensuring that high expectations are within all learning areas. She differentiates effectively for SEND, making sure she uses teaching assistants effectively in this area. Vera demonstrates that she is a positive role model for all her pupils and always conducts herself professionally in school. She shows a passion for the environment she works in and has become actively involved with projects throughout school.

TS2 - Vera has completed her first assessment point during this term. She has assessed all her pupils at their relevant level and has completed RWI assessments personally for a SEND child. Vera has marked with her partner teacher so she can build her understanding and knowledge of the assessments. Vera reflects well on sessions she has taught and uses feedback from plenaries and marking to adapt her planning. She marks her books well. She has used editing stations in her classroom to help children have ownership of their own learning.

TS3 - Vera has a good subject knowledge in the areas she teaches. In many areas, such as ICT, she excels in her understanding and ability to teach. Vera ensures that she researches any topics that she is unsure about so that she has a good, solid understanding. Vera is proactive in asking for advice when there is an area she is unsure about. She knows which teachers specialise in subjects and makes sure she discusses any questions she has with them.

TS4 - Vera plans sessions well. She uses PPA time effectively and makes sure she outlines a full sequence of learning. Vera uses relevant documentation to inform her planning. She differentiates her planning for all her learners, including those SEND who need an entirely adapted learning plan. Vera is able to plan and teach a series of lessons building on what the children in her class need.

TS5 - Vera understands differentiate well and knows how to adapt for the many needs of her pupils. She is managing to cater for two children with EHC plans very well and ensures that work is suitable for their working level. Vera ensures that children are supported in lessons where necessary and plans this in effectively as she knows the current working levels of all her children. Vera has demonstrated a good understanding for children with other needs, such as EAL. She knows to scaffold and give extra time for new vocabulary, and this is demonstrated in how she plans and teaches her lessons.

TS6 - Vera has just completed the first formal assessment point in her class. She has spent time with her partner teacher analysing the next steps for each child. As well as using formative assessment to address whole-class next steps and personalised targets, she uses continuing assessment to address and adapt planning. Vera understands the need for constant assessments throughout a lesson to evaluate the session so she can clear up misconceptions quickly.

TS7 - Vera has excellent behaviour management and always deals with any issues effectively with a conclusion for children. She will proactively contact parents when necessary. Vera promotes a reflective ethos in her classroom and uses restorative language to deal with situations that may occur. Vera knows the importance of documenting things and uses the CPOMs system effectively for both safeguarding and behaviour.

TS8 - Vera has built up excellent working relationships with her colleagues since starting in September. She works very well with the teaching assistants she has in class and directs them well. She has begun to use them in a wider capacity in learning. Vera is already demonstrating a

Appendix 8

Formal Assessment Form – End of year one and year two - Completed
directly on ECT manager.

ECT Induction Assessment Assessment for the first year (or equivalent) of Induction	
ECT's Personal Details	
Full Name: Training ECT Date of Birth: 05/03/2000 Teacher Reference Number: N/A Date of award of QTS: N/A	Reviewed Exchange Teaching Hub 25/07/2023 15:07:44
Recommendation	
Making satisfactory progress - The above named teacher's performance indicates that they are making satisfactory progress against the Teachers' Standards within the induction period.	
Progress Grading	
B: This ECT currently has many strengths with a few areas for developments that are being worked on – good practice against many teachers' standards.	
Confirmation of Induction	
Start Date: 07/06/2021 End Date: 22/07/2023 Days Completed: 260 Days Absent: 11 Year 1 Absences Prior to this report period: 0 The ECT worked Full Time throughout this report period	
Institution Details	Appropriate Body
Name: Demo School DfE Number: 12345 Head Teacher/Principal: Professor Dumbledore Tutor: Training Tutor Mentor: Terry Mentor Address: Education House, Spawd Bone Lane, Knottingley, West Yorkshire WF11 0EP Telephone: 07855067609 Email: Claire.Rowley@deltatrust.org.uk	Name: Exchange Teaching Hub Address: Education House, Spawd Bone Lane, Knottingley, West Yorkshire WF11 0EP Telephone: 07855067609 Email: Claire.Rowley@ExchangeTeachingHub.org.uk
No.56148 this assessment was generated by ectmanager.com	
Page 1 of 8	

Progress made towards meeting the Teachers' Standards

1. Set high expectations which inspire, motivate and challenge pupils

Please select: Achieving

Supporting Comments

Vera has worked hard to create a purposeful, engaging classroom environment. The children in her classroom feel safe and routines have been clearly embedded. There is a visual timetable for all children as well as extra support for those with extra needs. Vera has adopted the school's policies on working walls, as well as using her own initiative to provide extra support for pupils. Vera plans lessons effectively, ensuring that high expectations are within all learning areas. She differentiates effectively for SEND, making sure she uses teaching assistants effectively in this area. Vera demonstrates that she is a positive role model for all her pupils and always conducts herself professionally in school. She shows a passion for the environment she works in and has become actively involved with projects throughout school. Vera has the highest expectations of all the children in her class regardless of their prior achievement or background. The children offer Vera the highest levels of respect as a result.

2. Promote good progress and outcomes by pupils

Please select: Achieving

Supporting Comments

Vera has completed her first assessment point during this term. She has assessed all her pupils at their relevant level and has completed RWI assessments personally for a SEND child. Vera has marked with her partner teacher so she can build her understanding and knowledge of the assessments. Vera reflects well on sessions she has taught and uses feedback from plenaries and marking to adapt her planning. She marks her books well and is able to use her feedforward journal to make assessments of the children that can be used to plan the next session or sessions. She has used editing stations in her classroom to help children have ownership of their own learning. Vera has a good knowledge of how pupils learn and is able to use these skills to get the most out of the children at all opportunities.

3. Demonstrate good subject and curriculum knowledge

Please select: Achieving

Supporting Comments

Vera has a good subject knowledge in the areas she teaches. In many areas, such as ICT, she excels in her understanding and ability to teach. Vera ensures that she researches any topics that she is unsure about so that she has a good, solid understanding. Vera is proactive in asking for advice when there is an area she is unsure about. She knows which teachers specialise in subjects and makes sure she discusses any questions she has with them. Vera is able to use her subject knowledge to plan for and address misconceptions that the children may have in their learning. She also understands the steps before and after those being taught to enable her to effectively support or challenge the children. Vera always models the highest levels of written and spoken English and is able to support the children in this area but carefully correcting the use of non-standard English.

4. Plan and teach well structured lessons

Please select: Achieving

Supporting Comments

Please see the complete progress review example in the resources section of ECT manager.

Appendix 10: Sample ECT Policy

Model policy

➤ Make this policy your own!

1. Insert your school name and logo where indicated on the next page
2. Read through the document and make changes as instructed in [...] or yellow highlight. Delete the instructions as you go. Note: you don't need to edit the contents list directly (see step 4)
3. When you have finalised your document, make a note of step 4 below and then delete this cover page. (Right-click on the blue border above this text and select 'Cut')
4. Refresh the contents list so that the page numbers are correct. (Right-click anywhere on the contents list, click on 'Update field', then select 'Update entire table' and 'OK')
5. Save the document as normal

➤ Important:

All our policies take account of relevant requirements and good practice but are designed for you to adapt to suit your context.

Academies, including free schools: please ensure, where applicable, that your adapted policy meets any relevant conditions in your funding agreement/articles of association, as these can vary.

To keep things simple we use the term 'school'* as standard to mean the educational establishment that is adopting this policy.

Similarly, we use 'governing board' and 'governor'* to mean the accountable body for the school and the representatives on that body.

You are welcome to change these references to suit your context. In all cases you should ensure that roles and responsibilities meet requirements.

**Except in policies that apply only to academies, for example, or when explaining requirements for specific school types*

Early career teacher (ECT) induction policy

(for ECTs starting their induction on or after 1 September 2021)

[Insert school name]

Delete and
replace with
school logo

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Contents

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2. Newly qualified teacher (NQT) induction transitional arrangements	56
3. Legislation and statutory guidance	56
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1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found [\[insert location of your ECT induction policy\]](#). They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021

- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

Academies, including free schools, check and add:

This policy complies with our funding agreement and articles of association.

4. The ECT induction programme

The following sets out the statutory minimum for ECT induction programmes. Please adapt this section to fit your context, such as if you offer more than this.

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by [name your appropriate body (i.e. the body responsible for quality assuring your induction process, such as a local authority or a teaching school hub)], our 'appropriate body'.

4.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction lead, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- Their designated induction lead, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction lead will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by **[either the headteacher or the ECT's induction lead]**.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction lead and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction lead or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards

- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction lead or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

The following is based on recommendations from the statutory guidance, linked to above. Edit the list as necessary, such as if you have other members of staff with specific responsibilities related to ECTs.

5.1 Role of the ECT

5.2 Role of the headteacher

5.3 Role of the induction lead

5.4 Role of the induction mentor

5.5 Role of the governing board

For responsibilities for the above roles please see pages 9-14 in the ECT induction handbook

6. Monitoring arrangements

This policy will be reviewed **annually** by [name/job title of individual]. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

List any other related policies and procedures that the school has here.

Appendix 11

Appropriate Body Quality Assurance Checklist

Name of ECT	
Name of School	
Name of Principal/Headteacher	
Name of Induction lead	
Name of QA assessor	

Notes below follow discussion with the school's ECT Induction lead or Principal and sampling of evidence

Statement	Established	Developing	Not in place	Comments/evidence
At start of induction				
<ul style="list-style-type: none"> School has evidence of ECT's QTS and grade achieved (year 1 or new ECTs only) 				
<ul style="list-style-type: none"> Transferring ECTs – previous documents seen from previous School/Appropriate Body 				
<ul style="list-style-type: none"> Use has been made of transition from ITT reviews and/or other evaluations from ITT to inform identification of development needs (year 1 or new ECTs only) 				
<ul style="list-style-type: none"> The Induction lead has watched the Appropriate Body welcome video 				
<ul style="list-style-type: none"> School has a policy for ECT induction 				
<ul style="list-style-type: none"> Members of the Governing Body are periodically updated & involved as to ECTs progress and status What does this look like? Ofsted more frequently asking. 				
<ul style="list-style-type: none"> The Principal/Headteacher is aware of his/her role 				
<ul style="list-style-type: none"> ECT Induction lead has read the ECT induction handbook 				
<ul style="list-style-type: none"> The ECT has been told how long the induction period is (part-time ECTs) 				
<ul style="list-style-type: none"> Induction roles and responsibilities have been discussed and are clear to all involved 				
Induction processes				
<ul style="list-style-type: none"> The Induction lead liaises regularly with mentors – what does this look like? 				
<ul style="list-style-type: none"> The ECT has a designated and trained mentor and meets weekly with them to carry out the ECF coaching 				

<ul style="list-style-type: none"> • 10% release time (5% in year 2) has been provided for the ECT to undertake induction-related activity in addition to PPA time 				
<ul style="list-style-type: none"> • The ECT has access to regular CPD opportunities 				
<ul style="list-style-type: none"> • The school has taken responsibility for creating a CPD programme for the ECT 				
<ul style="list-style-type: none"> • The ECT's teaching has been observed as part of the ECF programme when required 				
<ul style="list-style-type: none"> • The ECT has/will have opportunities to observe other teachers – in school and externally 				
<ul style="list-style-type: none"> • Means of recording review meetings, observations and other induction activities are in place 				
Assessment processes				
<ul style="list-style-type: none"> • Termly progress review meetings take place between induction lead and ECT 				
<ul style="list-style-type: none"> • Self-evaluation form is used as part of the review process. 				
<ul style="list-style-type: none"> • The ECT's teaching has been/will be formally observed each term and the progress review or formal review updated on ECT manager 				
<ul style="list-style-type: none"> • School submits reports on time to the Appropriate Body 				
<ul style="list-style-type: none"> • School's judgements about ECTs are supported by a range of evidence – what evidence is used? 				
<ul style="list-style-type: none"> • School has ways of ensuring consistent and equitable induction provision and judgement for each ECT (where school has more than one ECT) 				
<ul style="list-style-type: none"> • There is evidence of robust, systematic & on-going monitoring and evaluation of the ECTs progress towards Standards and targets and the school providing a suitable induction programme which reflects the DFE statutory guidance 				
Raising and managing concerns				
<ul style="list-style-type: none"> • The school knows how to raise any concerns with the Appropriate Body 				
<ul style="list-style-type: none"> • Additional support provided (what/who) 				
<ul style="list-style-type: none"> • ECT aware of status/concerns 				
<ul style="list-style-type: none"> • Written confirmation of "at risk" status (report & letter from Principal) along with stage 2 support plan 				
<ul style="list-style-type: none"> • Appropriate Body informed 				

Notes below follow discussion with the ECT and sampling of evidence

Statement	Established	Developing	Not in place	Comments/evidence
At start of induction				
• ECT watched welcome session video				
• The ECT has a current Induction Handbook				
• Induction roles and responsibilities have been discussed and are clear				
Induction processes				
• The ECT is meeting weekly with a trained Mentor				
• The ECT has the opportunity to observe other colleagues within and beyond their own school				
• The ECT receives weekly coaching in line with ECF programme				
Assessment Processes				
• The ECT is fully aware of the formal assessment procedures and significance of the Induction period				
• The ECT is formally observed termly, and progress reviews or formal assessments are completed by induction lead				
• ECT has been observed in line with statutory requirements and had prompt useful feedback				
• ECT collates evidence of progress towards the teacher standards				
• ECT has opportunities to network with other ECTs				
• ECT received 10% ECT time (year 1) and 5% ECT time (year 2)				
Raising and managing concerns				
• The ECT is fully aware of the induction arrangements and mechanisms through which professional concerns can be raised in the School and with the Appropriate Body				

- The ECT is taking responsibility for own induction & professional development

Bold statements = statutory requirements

Conversation with ECT:

Any information needed from conversation with ECT.

Additional Information provided by the school:

Discussion with the Principal or Induction lead

General comments:

Including strengths and recommendations

Signature of Quality Assurance Assessor

Date of QA visit

Appendix 12

Informal Action Plan

ECT name -

Targets and actions				
Target Agreed	Actions by ECT	Actions by school	Expected Impact	Review date

End of Stage Review

Have actions been undertaken by ECT?

Yes ☐ No ☐

Has agreed support from school been provided?

Yes ☐ No ☐

Summary of Impact

--

Agreed next step

Continue with informal action plan ☐ Move to SP step 1 ☐ Remove informal action plan ☐

Please remember to upload this document to the ECT's document section on ECT manager and email to ECTinduction@exchangeteachinghub.org.uk

Appendix 13

Formal Support Plan Stage 1 – Concern identified

ECT support needs	
Current ECT strengths in relation to Teacher Standards	
Current development needs of the ECT	

Targets and actions				
Target Agreed	Actions by ECT	Actions by school	Expected Impact	Review date

End of Stage Review

Have actions been undertaken by ECT?

Yes ☐ No ☐

Has agreed support from school been provided?

Yes ☐ No ☐

Summary of Impact

Agreed next step

Continue on SP step 1 ☐

Move to SP step 2 ☐

Move to informal action plan ☐

Remove additional support completely ☐

Please remember to upload this document to the ECT's document section on ECT manager and email to ECTinduction@exchangeteachinghub.org.uk

Appendix 14

Support Plan Stage 2 – Sustained Concern

Name of ECT	
Name of School	

Are the following in place?	Yes / No	Date	Summary / staff involved
Has the school got an ECT induction policy?			
Has the school given the ECT 10% extra time for professional development?			
Has the ECT got a plan of activities for this extra time?			
Does the mentor meet regularly with the ECT providing support against the ECF?			
Does the induction lead or other named person meet regularly with ECT to provide additional support?			
Is progress reviewed regularly? Which targets is the ECT currently working on? Please give details.			
Does the ECT understand the procedures and implications of not meeting the standards?		When was the discussion?	
Has the ECT received writing notification that they are 'at risk' of not meeting the teachers' standards?		When was this given?	

	Teacher Standard	Area of weakness (please identify learning targets and give brief details)	Summary of proposed action and dates
1	Set high expectation which inspire, motivate and challenge pupils.		
2	Promote good progress and outcomes by pupils		
3	Demonstrate good subject and curriculum knowledge		
4	Plan and teach well-structured lessons		
5	Adapt teaching to respond to the strengths and needs		

	of all pupils		
6	Make accurate and productive use of assessment		
7	Manage behaviour effectively to ensure a good and safe learning environment		
8	Fulfil wider professional responsibilities		
Part 2	Personal and Professional Conduct		
Give details of any observations carried out with dates and written feedback given.		Observation dates	Targets set
What support has the ECT already had?		Support already given with dates:	Impact of this support:
What support does the ECT still need?			
What support does the school need?			
Are there any other issues which may affect the Induction process? E.g., attendance of ECT.			
Signed ECT:			Date:
Signed Induction lead			Date:
Signed Principal			Date:

Review of Support Plan – stage 2

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Please remember to upload this document to the ECT's document section on ECT manager and email to ECTinduction@exchangeteachinghub.org.uk