



**TEACH  
WEST  
LONDON**

Teach West London Appropriate Body  
Induction Handbook

2024 / 2025

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## 1. Introduction

This handbook is intended to provide practical guidance which will help ensure that ECTs receive a high quality programme of monitoring, support and assessment in their induction period.

It also aims to ensure that all ECTs are able to reflect on their practice, and to assist schools, induction Tutors and mentors in giving effective support.

***This handbook does not replace DfE [Statutory Guidance](#), which must always be considered as the required document for ECT induction.***

If you have any queries or feedback please contact our Appropriate Body staff: Lesley Mackenney; Appropriate Body Lead and Head of Teaching School Hub  
[AB@teachwestlondon.org.uk](mailto:AB@teachwestlondon.org.uk)

As the Appropriate Body, Teach West London has the main quality assurance role in the induction process. The AB has a responsibility to ensure that early career teachers are receiving their statutory entitlements and that regard is had to the statutory guidance. They are also responsible for ensuring that the monitoring, support, assessment and guidance procedures in place are fair and appropriate. The school will submit all progress reviews and formal assessments to the AB. The AB will then make the final decision as to whether an ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendations. The AB will provide the Teaching Regulation Agency with details regarding ECT induction including the outcomes of induction.

## 2. The induction period overview

### Important information for ECTs and schools

Statutory ECT induction may not commence prior to the award of QTS  
This is a legal requirement in which there is no flexibility.

Any period of teaching that is served prior to the award of QTS cannot be counted toward the completion of the Statutory induction period.

It is vital that both teacher and school satisfy themselves that QTS has been awarded before Statutory ECT induction begins.

It is a requirement that all ECTs undertake a formal induction period. The period typically lasts for six full Terms.

Teachers cannot begin their induction until they are registered as a qualified teacher with the Teacher Regulation Agency.

Teachers with QTS have to complete an induction period of two academic years. The very few who do not meet the Teachers' Standards at the end of this period will not be eligible for employment as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

*ECTs must:*

- provide the school with original documents confirming their qualifications and award of QTS;
- present proof of an enhanced Disclosure and Barring Service (DBS) check.

*Between appointment and taking up post ECTs should:*

- be registered with the DfE on the [Manage ECT service](#).
- receive documentation which will help them to become familiar with the school's systems and expectations;
- have the chance to visit the school and meet key staff with whom they will be working, including their Induction Tutor and Mentor;
- receive sufficient information about the class or classes they will be teaching to be able to begin planning;
- have an introductory meeting with their Induction Tutor and Mentor

**For a quick guide on how to ensure your ECTs are ready to start their induction, click [here](#).**

*The ECT's induction programme must offer:*

- a 10% reduced timetable in the first year of induction and 5% reduced timetable in the second year of induction. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional protected time for ECTs is to be used for ECF activities;
- an individualized programme of monitoring and support, adapted to their needs as induction progresses;
- a planned programme of ECF-based professional development;
- regular and consistent ECF-related support from a designated Mentor. ECT and mentor sessions are expected to be timetabled during teaching hours;
- induction leadership and supervision from a designated Induction Tutor;
- focused observation of teaching and a follow-up discussion. We recommend ECTs are observed at least once a half-term. The first observation should be within the first four weeks of commencing induction. The ECT should have the opportunity for a prompt follow-up discussion and should receive a brief written record of each observation, indicating any development needs identified. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution;
- at least one professional review meeting with their Induction Tutor every term to discuss their progress, set new objectives and identify any support they may need;
- the opportunity to observe experienced teachers in their own school, and in another school, where particular areas of good practice have been identified;
- opportunities to work with the school SENCO or another teacher with significant expertise in teaching SEN pupils;
- support for parents' meetings;
- a named contact in the West London Appropriate Body (*Lesley Mackenney, Appropriate Body Lead and Head of Teaching School Hub, [AB@teachwestlondon.org.uk](mailto:AB@teachwestlondon.org.uk)*)

*By the end of the induction period ECTs may have an online or hard copy professional portfolio that includes evidence for the Induction Tutor of:*

- self-review against the Teachers' Standards;
- Objective setting (action plans) and evidence demonstrating the progress made during the induction period, referencing the Teachers' Standards;
- evidence of the ECF activities they have undertaken during induction;
- evidence of meetings attended with the Induction Tutor and Mentor.

### 3. The Early Career Framework (ECF)

#### 3.1. ECF overview ([click here for a TWL quick guide](#))

The Early Career Framework sets out an entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.

All schools must offer their ECTs a support programme based on the ECF. They have a choice of how they do this:

- Use a DfE funded provider-led training programme for ECTs and mentors.
- Deliver their own training (to ECTs and mentors) using the DfE-accredited materials
- Design and deliver their own ECF-based induction programme to ECTs and mentors.

#### 3.2. Using a DfE-funded training provider

There are currently 6 DfE-accredited lead providers, who have put together a suite of training materials for schools to use with their ECTs and mentors. In most cases. These programmes are implemented through a Delivery Partner such as a Teaching School Hub.

Fidelity checks will not apply.

#### 3.3. Use the DfE-accredited materials to deliver your own training

Some schools may choose to develop their own induction programme using freely available DfE- accredited materials. Induction tutors will need to create an account for their ECTs and mentors in order to access these materials.

Materials available include:

- self-directed study materials
- ECT-mentor session guidelines
- training session outlines

These materials have been accredited by DfE and quality assured by the Education Endowment Foundation.

If schools choose this option, the Appropriate Body has to conduct fidelity checks which will incur additional costs.

#### 3.4. Design and delivery your own ECF-based programme.

Some schools may choose to design and deliver their own 2-year induction programme, including materials and training, for Early career teachers and their mentors based on the ECF.

If schools choose this option, the Appropriate Body has to conduct extensive fidelity checks which will incur additional costs.

## 4. Planning the induction programme

### 4.1. Planning the induction programme Overview

It is very important for ECTs to have an accurate overview of their induction and an ECF-based programme right from the outset. The Induction Tutor should discuss this with the ECT as soon as possible.

The school has the primary responsibility for setting up and managing induction – but ECTs should be expected to play an active role as well.

The ECF-based programme should enable them to take progressively more responsibility for their own professional development, as they become more experienced. This means making sure that the training and other activities ECTs take part in genuinely meet their context and needs. By the end of the induction period ECTs should be in a position to identify their own needs and plan their own professional development.

Most ECTs begin their induction period in September, but others may start at different times during the year. Commencement of induction must be agreed with the Appropriate Body. If you are employing an ECT who is working part time during the induction period you will find out when the progress and formal assessment dates via that ECT's details on ECT Manager.

The following pages give a simple induction planner that highlights the key elements that need to be included during the induction period. This is a very useful way for ECTs, Induction Tutors and Mentors to pace the induction period, ensuring that nothing gets missed out. This planner does not include ECF programme details, which will vary depending on the choice your school takes about how to provide an ECF-based induction programme to your ECTs.

## 4.2. Induction Planner

<b>Induction planner (assuming 1.0 FTE ECT)</b>
<p><b>Term 1</b></p> <p>ECF fidelity check by the AB.</p> <p>Return QA audit to AB (to confirm ECTs are receiving statutory entitlements)</p> <ul style="list-style-type: none"> <li>● <b>INTRODUCTORY MEETING WITH IT:</b> Meeting with the Induction Tutor (IT) to go through professional induction checklist and to review targets and areas of focus from the end of ITT. Set objectives for the term.</li> <li>● <b>INTRODUCTIONS:</b> Introduction to Mentor, Introduction to ECF programme</li> <li>● <b>SCHOOL INDUCTION:</b> Programme of school induction (ie: safeguarding, policies and procedures)</li> <li>● <b>MENTORING:</b> Regular and consistent Mentor meetings.</li> <li>● <b>OBSERVATIONS:</b> Observation of ECT to be completed by the end of week 4.</li> <li>● <b>VERBAL AND WRITTEN FEEDBACK:</b> Observer and ECT meet to discuss feedback and brief written record provided.</li> <li>● <b>ECF TRAINING PROGRAMME:</b> ECF engagement reviewed, including how mentors are supporting with ECF based training programme. Training for mentors, where necessary.</li> <li>● <b>PROFESSIONAL REVIEW MEETING:</b> Progress meeting between ECT and IT to take place by the end of Term. Discuss strengths and areas for development with reference to Teachers standards. <b><u>Discuss whether ECT is on track to meet the Teachers standards.</u></b> Objectives to be reviewed and new objectives agreed for term 2. CPD opportunities to be reviewed and identified.</li> </ul> <p><b>SUBMIT REPORT:</b> First progress review completed by IT and submitted to AB via ECT Manager. All parties digitally sign the reports promptly.</p>
<p><b>Term 2</b></p> <p>Induction quality assurance visits (in person or virtual) by the AB may take place in Term 2-5</p> <ul style="list-style-type: none"> <li>● <b>MENTORING:</b> Regular and consistent Mentor meetings.</li> <li>● <b>OBSERVATIONS:</b> At least one further observation of ECT (recommend 1 per half-term)</li> </ul>



- **VERBAL AND WRITTEN FEEDBACK:** Observer and ECT meet to discuss feedback and brief written record provided.
- **ECF TRAINING PROGRAMME:** ECF engagement reviewed, including how mentors are supporting with ECF based training programme. Training for mentors, where necessary.
- **PROFESSIONAL REVIEW MEETING:** Progress meeting between ECT and IT to take place by the end of Term. Discuss strengths and areas for development with reference to Teachers standards. **Discuss whether ECT is on track to meet the Teachers standards.** Objectives to be reviewed and new objectives agreed for term 3. CPD opportunities to be reviewed and identified.

**SUBMIT REPORT:** Second progress review completed by IT and submitted to AB via ECT Manager.

### Term 3

ECF fidelity check by the AB (towards end of term 3)

- **MENTORING:** Regular and consistent Mentor meetings.
- **OBSERVATIONS:** At least one further observation of ECT (recommend 1 per half-term)
- **VERBAL AND WRITTEN FEEDBACK:** Observer and ECT meet to discuss feedback and brief written record provided.
- **ECF TRAINING PROGRAMME:** ECF engagement reviewed, including how mentors are supporting with ECF based training programme. Training for mentors, where necessary.
- **PROFESSIONAL REVIEW MEETING:** Formal assessment meeting between ECT and IT to take place by the end of Term. Discuss progress made towards meeting EACH Teachers' standard. Discuss 2 or 3 areas for development (it is not necessary to have one area for development for each standard) **Discuss whether ECT is on track to meet the Teachers standards.** Objectives to be reviewed and new objectives agreed for term 4. CPD opportunities to be reviewed and identified.

**SUBMIT REPORT:** First assessment form completed by IT and submitted to AB via ECT Manager.

#### Term 4

ECF fidelity check by the AB.

Return QA audit to AB (to confirm ECTs are receiving statutory entitlements)

- **MENTORING:** Regular and consistent Mentor meetings.
- **OBSERVATIONS:** At least one further observation of ECT (recommend 1 per half-term)
- **VERBAL AND WRITTEN FEEDBACK:** Observer and ECT meet to discuss feedback and brief written record provided.
- **ECF TRAINING PROGRAMME:** ECF engagement reviewed, including how mentors are supporting with ECF based training programme. Training for mentors, where necessary.
- **PROFESSIONAL REVIEW MEETING:** Progress meeting between ECT and IT to take place by the end of Term. Discuss strengths and areas for development with reference to Teachers standards. **Discuss whether ECT is on track to meet the Teachers standards.** Objectives to be reviewed and new objectives agreed for term 5. CPD opportunities to be reviewed and identified.
- **SUBMIT REPORT:** Fourth progress review completed by IT and submitted to AB via ECT Manager. All parties digitally sign the reports promptly.

#### Term 5

Induction quality assurance visits (in person or virtual) by the AB may take place

- **MENTORING:** Regular and consistent Mentor meetings.
- **OBSERVATIONS:** At least one further observation of ECT (recommend 1 per half-term)
- **VERBAL AND WRITTEN FEEDBACK:** Observer and ECT meet to discuss feedback and brief written record provided.
- **ECF TRAINING PROGRAMME:** ECF engagement reviewed, including how mentors are supporting with ECF based training programme. Training for mentors, where necessary.
- **PROFESSIONAL REVIEW MEETING:** Progress meeting between ECT and IT to take place by the end of Term. Discuss strengths and areas for development with reference to Teachers standards. **Discuss whether ECT is on track to meet the Teachers standards.** Objectives to be reviewed and new objectives agreed for term 3. CPD opportunities to be reviewed and identified.

**SUBMIT REPORT:** Fifth progress review completed by IT and submitted to AB via ECT Manager.

### **Term 6**

ECF fidelity check by the AB (towards end of term 6)

- **MENTORING:** Regular and consistent Mentor meetings.
- **OBSERVATIONS:** At least one further observation of ECT (recommend 1 per half-term)
- **VERBAL AND WRITTEN FEEDBACK:** Observer and ECT meet to discuss feedback and brief written record provided.
- **ECF TRAINING PROGRAMME:** ECF engagement reviewed, including how mentors are supporting with ECF based training programme. Training for mentors, where necessary.
- **PROFESSIONAL REVIEW MEETING:** Final formal assessment meeting between ECT and IT to take place by the end of Term. Discuss progress made towards meeting EACH Teachers' standard. Discuss 2 or three areas for development (it is not necessary to have one area for development for each standard) **Discuss whether ECT has met the Teachers standards.**

**SUBMIT REPORT:** FINAL assessment form completed by IT and submitted to AB via ECT Manager.

## **5. Quality Assurance**

### **5.1. QA Overview**

Teach West London AB are statutorily required to quality assure the ECT induction processes in schools as the designated Appropriate Body.

All schools are expected to complete an annual QA audit. A selection of approximately 15-20% of schools will then be subject to a QA visit (in person or virtual) during the period of induction.

Members of the Teach West London TSH AB or suitably experienced local partner staff normally undertake the quality assurance visits.

In general, this is a two-hour visit (in person or virtual) followed up by an induction quality assurance report.

The purpose of the visit is to verify the judgements made by the school and support a high quality induction experience for the ECT.

## 5.2. Roles and responsibilities (Before, During and After a visit)

Before the induction quality assurance visit:

The school (headteacher and Induction Tutor)	TWL AB
	Contact the school to arrange the visit, sending the induction quality assurance form.
<p>Completes the induction quality assurance form and returns it to the person conducting the process at least one week prior to the visit.</p> <p>Ensures that the headteacher and/or the Induction Tutor is available for interview during the planned visit and that the ECTs will have the opportunity to meet the quality assurer.</p>	<p>The quality assurer scrutinizes the questionnaire prior to undertaking the induction quality assurance visit.</p> <p>Confirms that the headteacher and/or the induction Tutor is available for interview during the planned induction visit and that there will be the opportunity to meet the ECTs to establish contact.</p>

During the visit:

The school (headteacher and Induction Tutor)	TWL AB
<p>Enables the ECTs and mentors to meet the quality assurer.</p> <p>Discusses the questionnaire at the visit and produces supporting evidence as appropriate, including documentation kept by the ECTs, as well as by the Induction Tutor.</p>	<p>Meets the ECTs and mentors to establish contact.</p> <p>Discusses the questionnaire and reviews the supporting evidence with the headteacher and/or the Induction Tutor.</p> <p>If desired, the ECTs may also have further access to the quality assurer, although this would generally only be necessary in cases where an ECT is experiencing significant difficulties.</p>

After the visit:

<b>The school (headteacher and Induction Tutor)</b>	<b>TWL AB</b>
Receives a final report which is a verification or amendment of the induction questionnaire	Provides the school with a final report which is a verification or amendment of the induction questionnaire.  This report should be provided as soon as possible after the visit.

## 6. ECT Manager.

### 6.1. Overview

ECT Manager is a widely used online management tool to support the induction period. It logs every stage and includes Induction Tutor and ECT feedback through progress reviews and assessment forms. The Headteacher/Principal, the Induction Tutor and the ECT work collaboratively to agree and sign off each stage of the process.

<https://teachwestlondon.ectmanager.com/Support/Default.aspx>

### 6.2. New school with TWL AB

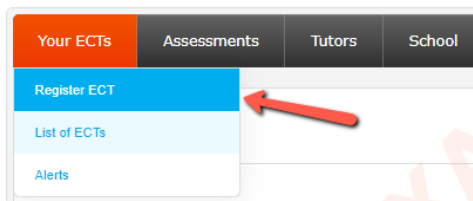
To register your school and ECTs on Teach West London's ECT Manager platform, click [here](#).

Once you have been registered and received login details and a password you will be given access to your own dashboard on ECT Manager.

To make it easier to navigate the system - click on "Help centre" or "help and support" on your Dashboard.

### 6.3. Registering an ECT

Once you are registered, you can register your ECTs. Click on "Register an ECT" on your dashboard and follow the instructions.



[Click here to watch a video on how to register your school on ECT Manager.](#)

The last name, date of birth, and teacher reference number (TRN) must match **exactly** with what is registered with the Teaching Regulation Agency.

Information required to register an ECT on ECT Manager

[Click here for a list of information required to register an ECT on ECT Manager](#)

Two features to note:

1. Please make sure your ECTs only use school email addresses, not personal ones.
2. If you leave the system part way through inputting the data, the system will log you out after 10 minutes and will not save the new information.

Please note:

The registration deadline is September 2nd for all ECTs starting with you in September 2024.

For ECTs starting at other times of the year, ECTs must be registered with the Appropriate Body before they take up post in your school.

If you have ECTs registered with a local authority appropriate body (AB) that won't have finished their induction by September 2024, please request that your local authority transfer these ECTs across to Teach West London Appropriate Body service.

## 7. Reviewing and Assessing Progress

### 7.1. Using the Teachers' Standards to assess an ECT's progress

The standards should be used by schools to assess the extent to which an ECT can demonstrate their competence by the end of their induction period.

The Teachers' Standards are available using this [link](#).

The standards are presented as separate headings, each of which is accompanied by a number of bulleted sub-headings. The bullets are an integral part of the standards and should not be interpreted as separate standards in their own right, but used by those assessing teachers to:

- track progress against the standard
- determine areas where additional development might be needed, or
- identify areas where teachers are already demonstrating excellent practice.

There is no requirement to record detailed judgements against each of the bullet points.

The two assessments must include written evidence of the ECT's progress against each of the standards. Each standard is used as a heading to provide evidence. Induction Tutors also need to confirm that part two of the Teachers' Standards is being met.

The ECT's performance should be assessed against the Teachers' Standards to a level that is consistent with what should reasonably be expected of an early career teacher. This reasonable level needs to be met by the end of the induction period.

ECTs need to work towards and meet the Teachers' Standards at Induction level to successfully complete their induction period. They will need to evidence their progress against these standards. This evidence will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme (e.g. through Objective setting (action plans), lesson observations, lesson resources, ECF and other professional development activities, progress reviews and formal assessments.)

## 7.2. Observations

ECTs should be observed teaching within their first four weeks of induction commencing and then at regular intervals during induction, including prior to progress reviews and assessments. ECTs should also be involved in observing the lessons of other more experienced teachers as part of their induction programme. In both cases links to the Teachers' Standards must be made.

ECT observations should focus on particular aspects of their teaching, with the focus informed by objectives (which may have arisen from previous observations or review meetings). Similarly, when they are observing other colleagues it is good practice to have a clearly identified and agreed objective or focus. Whatever the focus, observations are part of a developmental process supporting the ECT, in refining and developing knowledge, skills and abilities and should reference the Teachers' Standards.

Observations should follow arrangements that are agreed in advance and there should always be a follow-up discussion. A brief written record should also be made on each occasion. This is also important for ECTs when observing other teachers. This record should relate to their objectives for development, indicating clearly what progress is being made towards those objectives and also any further steps that need to be taken. If, as a result of the observation,

new objectives are identified, these should be recorded at the review meeting.

The Induction Tutor is likely to undertake most of the formal observations of an ECT's teaching. A mentor may also be involved in observation and feedback activities related to ECF. Other people from within or outside the school may also be involved in observations, for example teachers with specialisms or responsibilities; members of the school's senior leadership as part of their normal quality assurance and consultants. Such observations should be coordinated by the Induction Tutor.

### 7.3. The review meeting

A formal review should take place between the ECT and Induction Tutor six times over the course of the induction period: four progress reviews (Terms 1, 2, 4 and 5) and two formal assessment meetings (Terms 3 and 6).

ECT's progress in working towards and meeting the Teachers' Standards and the ECT's engagement with ECF-based professional development should be reviewed.

There should be no surprises for the ECT.

### 7.4. Assessment and progress review forms

After each review meeting the Induction Tutor should complete either a progress review or assessment form, on which he or she will make comments on the ECT's progress towards meeting the standards and an overall judgement about whether the ECT is making satisfactory progress.

The deadlines for the submission of forms is provided on ECT Manager and the dates are adjusted according to the number of days in each Term and the FTE of the ECT.

A copy of the forms will be stored on ECT Manager for 6 years and schools should ensure that they securely retain assessments for the same duration.

The following aide-memoire lists the key issues that demonstrate good practice when completing the **assessment forms** (see quick guide Appendix 3)

Best practice is seen when:

- all forms are signed as required by the headteacher, the ECT and the Induction Tutor;
- any absences must be recorded;
- comments are correctly spelt and punctuated;
- ECTs have added a comment reflecting on their progress and areas for development.
- Approximately 50-100 words per Teachers' Standard is advised.



- ❑ Each response starts with 'Evidence currently suggests that the ECT is on track / not on track to meet this standard as shown by these key examples.....
- ❑ N.B. There is no expectation to write an area for development for each standard.  
*When describing areas for development:*
- ❑ Include reference the Teachers' Standard(s) which each area for development relates to
- ❑ 2 – 3 areas for development in total would be appropriate in most circumstances
- ❑ Include actions the ECT can take to move forward with their area for development as part of the description
- ❑ Add detail to narrow down the focus of the area for development where appropriate / make it specific, so it is achievable in approximately a term.
- ❑ the previous assessment form is to hand and referred back to when writing the next set of comments, so that targets can be followed through and progress clearly displayed against meeting the standards;

Guidance on the level of detail required in **progress review** forms (see quick guide Appendix 4).

Depending on how far into induction the ECT has progressed, more or less detail may be suitable:

- Term 1: it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working.
- Term 2: it is probably most helpful to consider how likely the ECT is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.
- Terms 4 and 5: for ECTs who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.

## 7.5. The professional portfolio

As part of induction ECTs **may** keep a professional portfolio as required by their schools. Please note **that any portfolio is not a requirement of statutory induction and is not assessed by the AB.**

ECT workload should be considered when considering requirements for ECTs in your school.

A portfolio may be useful for an ECT to:

- reflect on their range of experience
- highlight successes and demonstrate a professional approach
- support confidence

- make the best of interview or review time
- record CPD activities undertaken and the impact they have had on teaching and learning
- reflect progress and achievements against Teachers' Standards.

## 7.6. ECTs experiencing difficulties

The vast majority of teachers are successful in their induction period and steadily develop their skills and expertise. Nevertheless, some ECTs will be assessed by the Induction Tutor as not making satisfactory progress against the Teachers' Standards.

The Induction Tutor must ensure that there are no surprises for the ECT and that they are kept fully informed. ECTs should have every reasonable opportunity to show that they can meet the Teachers' Standards.

The headteacher/principal should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the ECT in making progress towards the standards e.g. regular observations / drop-ins.

If it becomes apparent that the ECT is not making satisfactory progress, this should result in an immediate stepping up of support systems. These may, for example, include setting more specific or shorter-term objectives included in a support plan, closer monitoring, recording of progress, joint observation with an experienced colleague from another school and additional/alternative support. Action should not be delayed until a progress review or formal assessment meeting has taken place.

Where there are concerns, written records of meetings should be kept with both the ECT and Induction Tutor signing the record to confirm accuracy (good practice).

In this very small number of cases, it is important that the school alerts the AB contact below as soon as possible. *Lesley Mackenney, Appropriate Body Lead and Head of Teaching School Hub.*  
[AB@teachwestlondon.org.uk](mailto:AB@teachwestlondon.org.uk)

As soon as there is any concern about an ECT's progress, both the headteacher and the AB should assure themselves that:

- the assessment of the ECT's progress is accurate;
- areas in which improvement is needed have been correctly identified;

- appropriate objectives have been set to guide the ECT towards meeting the standards;
- a relevant support programme is in place to help the ECT to meet these objectives.

The AB will moderate the support plan to ensure it meets the expectations of induction under Statutory Guidance.

Note: Where the Induction Tutor is not the head teacher, the head teacher or another senior teacher should observe the teaching of any ECT considered not to be making satisfactory progress and review the available evidence. Where the Induction Tutor is the headteacher, the headteacher should ensure that a senior teacher reviews the evidence and observes the ECT.

At the next progress review or assessment point, if there are still concerns about the ECT's progress, the headteacher should inform the AB that, at their current rate of progress, the ECT is at risk of not completing their induction satisfactorily.

## 7.7. ECTs leaving during their induction period / interim assessments.

ECTs can complete their induction in more than one school / institution. If an ECT decides to leave their post before the end of their induction period, the school completes an interim assessment.

An interim assessment is expected to be completed before the ECT leaves their post to ensure that the ECT's progress, performance, the length of induction completed and the number of days absent since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher/principal is still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

Please notify the Appropriate Body as soon as an ECT resigns from their post or employment is terminated for other reasons.

## 7.8. Extensions to the induction period

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; or • 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.

The headteacher should contact the AB lead to discuss any possible extension. The AB will consider each case individually on its merits.

The induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more. In these circumstances the relevant year of induction must be extended by the aggregate total of days absent.

The Statutory Guidance does not permit the granting of an extension based solely on poor performance.

## 7.9. Action in the event of serious capability problems

In a few particularly serious cases it may be necessary for an employer to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure.

The appropriate body should be informed however it is the employer that has a responsibility to manage its capability procedures and decisions relating to the outcome of these.

The role of the appropriate body relates only to the ECT's performance in relation to induction.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

## 8. Preparing for the post-induction period

As part of the final review meeting in Term 6 the ECT and their Induction Tutor should not only focus on whether they have met the Standards, but also on how the final assessment can inform development after the induction period.

This process will feed into the appraisal or performance management cycle within the school, in which the ECT will participate after the completion of assessment.

### Appendix 1:

#### Roles and responsibilities

Please refer to page 47-55 of the [statutory guidance](#) for the roles and responsibilities of those involved in induction

### Appendix 2:

#### [Progress review quick guide](#)

### Appendix 3:

#### [Assessment forms quick guide](#)

### Appendix 4:

#### [Blank support plan.](#)

### Appendix 5:

#### [Important updates to guidance to be aware of.](#)

#### What's new in 2023/2024?

- Schools are expected to provide ABs will copies of all progress reviews (including development targets).
- ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable. The headteacher/principal and

appropriate body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of their ECTs.

- ABs and headteachers are now jointly responsible for seeking out and securing ECT records when ECTs move schools
- Interim assessments must be completed, even if the ECT has already left the school

### What's new in 2024/2025? (see [P10](#) for all of the changes)

- Carer's leave has been added to the list of types of absences which are exempt from counting towards an automatic extension.

*In addition the following clarification to existing guidance have been made about appointing suitable mentors:*

- The headteacher/principal should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Where possible, this includes having the skills and experience to provide mentoring for the specific subject and/or phase of their ECT. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.