



Twyford
C of E
Academies Trust



TEACH
WEST
LONDON

Document Title	Appropriate Body Policy
Committee Responsible for Policy	Board of Directors
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Assessment of the Impact of a Policy on Equality & Diversity

Policy: Appropriate Body Policy	
Impact assessed by: Richard Lane	Date: 29 th August 2023
1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else? A person with protected characteristics could receive a less favourable judgement than another trainee teacher.	
2. How would this be evidenced? Through close monitoring and moderation of judgements.	
3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else? No.	
4. If the answer to 3 is 'Yes', please provide details and evidence.	
5. How might the new policy change this?	
6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else? No.	
7. If the answer to 6 is 'Yes', please provide details and evidence.	
8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test? Pass	

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Introduction

1. Introduction

1.1. This policy is drawn up for the Teach West London Appropriate Body (AB) provision, which is part of the Twyford Church of England Academies Trust ('the Trust'). Teach West London (TWL) is the Teaching School Hub for the four London boroughs of Ealing, Harrow, Hillingdon and Hounslow. Teach West London is committed to providing a high-quality Appropriate Body Service to support the professional development of Early Career Teachers (ECTs).

1.2. It is the aim of Teach West London to:

- Provide excellent training and support for schools, to ensure high expectations of induction are met.
- Make a difference to the lives of children.
- Develop professional expertise today, to lead schools of the future.

In addition to the above, TWL aims to support with the retention of ECTs.

1.3. This policy is written for Teach West London employees and third parties supporting the delivery of the Appropriate Body Service, as well as schools registered with the Appropriate Body Service. The sections that follow in this document provide a synopsis of key issues to be aware of.

1.4. This document should be read in conjunction with other Twyford Trust Policies, most of which can be found at [Policies | Twyford CofE Academies Trust \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk/policies). Where appropriate, each section refers to the relevant Twyford Trust Policy that should be read. Other relevant policies that should also be read are:

- Data and Document Retention Policy
- Data Protection and Confidentiality Policy
- Whistleblowing Policy

1.5. This policy aims to clarify TWLs agreed approach where choices are available to appropriate bodies in the guidance. It will not include all aspects of an Appropriate Bodies role and responsibilities. For this reason, this policy should be read in conjunction with [DfE statutory guidance](#) and DfE [appropriate body guidance](#).

Monitoring of Support

1. Overview

1.1. TWL appropriate body will provide support to schools by offering:

- In-person Induction Tutor training delivered locally three times a year
- Online focused Induction tutor support briefings on: Supporting Induction for the first time, Supporting mentors, Working with cause for concern ECTs, Accurate assessment.
- A TWL bulletin at least three times a year for Headteachers (HTs) and Induction Tutors (ITs)
- An Induction Handbook
- A model School Induction Policy
- Support plan templates, guidance and examples to support ECTs experiencing difficulties.
- Guidance on ITTECF-based induction at the request of the HT or IT.
- Pre-induction information via the website, through TWL Bulletins to HTs and online briefings
- Bespoke support via email or phone

- 1.2. TWL will begin checking that support is in place for ECTs by issuing a quality assurance (QA) audit to all schools at the start of term 1 and term 4. HTs and ITs will have 10 working days to complete this audit and return to TWL (see appendix 1a)).
- 1.3. TWL AB may request to see mentoring timetables if concerns about mentoring time is raised with the AB. Mentoring timetables will also be reviewed as part of a QA visit.
- 1.4. Where TWL has concerns that the expected monitoring and support, and the coordination of assessment of an ECT is not being conducted effectively by an induction tutor due to insufficient time, these concerns will be raised with the HT of the school.
- 1.5. To check ECTs' access to entitlements during induction, TWL will:
 - Review the QA audit completed by schools in term 1 and 4.
 - Use the progress reviews and formal assessment forms to ask ECTs about their access to entitlements.
 - Provide a welcome letter, welcome event and 'keeping in touch' session to ECTs to make them aware of what they should expect and how to contact TWL if their entitlements are not met.
 - Conduct surveys of randomly selected ECTs to check access to entitlements.
 - Ask ECTs about their access to entitlements during quality assurance visits.

2. Quality assurance visits

- 2.1. TWL will commit to visiting (in person or online) between 15% and 20% of schools per academic year.
- 2.2. These visits will be staggered over the academic year.
- 2.3. Schools can request a QA visit from TWL.
- 2.4. Where appropriate, TWL may agree with a school to conduct a QA visit when visiting the school in another capacity.
- 2.5. Schools will be notified at least 2 weeks in advance of a QA visit.
- 2.6. The induction school visit QA form (Appendix 1b) must be completed by the school and returned to TWL at least one week prior to the visit along with their school's Induction Policy
- 2.7. When planning how to prioritise quality assurance checks across their registered schools, TWL will factor in if schools:
 - Have a new headteacher, induction tutor or mentor.
 - Have multiple induction tutors; or a single induction tutor or mentor for a large number of ECTs; or a single individual offering both the mentor and induction tutor roles.
 - Are employing ECTs for the first time or have not employed ECTs recently.
 - Have opted for the school-led ITTECF induction training routes.
 - Have experienced difficulties with ECTs or induction in recent years.
 - Have submitted poor-quality progress reviews and formal assessment reports.
 - Have not engaged with the materials, correspondence and training provided by the appropriate body.
 - Have received an Ofsted judgement of 'needs attention' or 'urgent improvement'.
- 2.8. TWL will conduct a quality assurance visit where more than one of the above factors is present in

the same school.

2.9. TWL will also conduct quality assurance visits randomly (not triggered by factors above).

2.10. We would endeavor to visit all schools at least once every four to five years.

3. Informal support:

3.1. TWL will provide informal support to schools and ECTs by:

- Engaging with induction tutors, headteachers, and ECTs through regular bulletins (at least three times a year)
- Providing opportunities to submit questions prior to training sessions and producing FAQ documents after training sessions
- Engaging with ITs, HT and ECTs in training sessions to answer questions
- Providing schools and ECTs with an email address which will be monitored daily.
- Providing schools and ECTs with access to phone communication.
- Offering targeted support, training and follow-up sessions for new induction tutors or schools who request additional support.

4. Reductions:

4.1. When reductions are requested, TWL will issue the school with a reduction to ECT induction request form (see appendix 2a).

4.2. TWL will carefully consider the evidence provided. We suggest schools include:

- referrals from previous employers confirming the type and length of teaching experience
- performance management records or other documentation from previous employers
- a written submission from the headteacher or ECT addressing how previous teaching experience was significant and how it met the Teachers' Standards.

4.3. TWL will meet with Induction Tutors and ECTs where a request for a reduction has been submitted (usually an online meeting) before a decision is reached.

4.4. After considering the evidence provided and once the meeting has been held, TWL will write to the HT and IT to inform them of their decision.

4.5. TWL has the ability to use their discretion in deciding whether it is appropriate to reduce the induction period for ECTs who are completing induction on a part time basis. Except for part-time ECTs that have already qualified for a reduced induction based on extensive prior experience TWL will only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.

4.6. When a reduction is requested for a part-time ECT, TWL will issue the school with a reduction to ECT induction (part-time ECTs) request form (see appendix 2b).

4.7. After considering the evidence provided, TWL will write to the HT and IT to inform them of their decision.

4.8. The Appropriate Body advisory panel will review a sample of reduction decisions twice annually to ensure robust decision making.

Cause for concern

1. Supporting schools experiencing difficulties

1.1. If a school submits paperwork that gives TWL cause for concern, for example due to incorrect or incomplete information which the appropriate body requires to complete its checks the following procedures will be followed:

- In the first instance TWL AB will work with the headteacher to clarify the expectations and provide advice on the information that is required.
- If the headteacher and induction tutor cannot resolve the issue, TWL will seek to engage the school's or trust's governing body as appropriate.
- In exceptional circumstances where there is a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved with the school or its governing body then TWL will notify the Department for Education. Escalation to the Department should only be taken where collaborative steps, to ensure statutory guidance is followed, have been exhausted. This would not be a proportionate response in most cases where ongoing collaboration between TWL and schools is normally the most constructive route to resolving issues.

2. Supporting schools with struggling ECTs

2.1. TWL will work collaboratively with schools where there are issues around an ECT's performance and will encourage schools to put in place appropriate action plans.

2.2. TWL will also support schools with struggling ECTs by:

- Investigating, with the school and the ECT, the root cause of the issue.
- In some circumstances, ensuring the ECT has an additional observation conducted by someone other than the IT or someone external to the school.
- Offering additional or more intensive support during quality assurance visits
- Providing support plan proformas (appendix 6) and models.
- Reviewing the support plan put in place by a school and providing feedback where appropriate.
- Monitoring any support plan with regular check-ins.
- Signposting to CPD opportunities that might help the ECT.
- Ensuring ECTs are clear about who to speak to if they need to raise issues.
- Teach West London appropriate body will not carry out individual observations of ECTs but can review documentation including lesson observation feedback overtime.

Other regulatory restrictions on appropriate body operations

1. Working with Third Parties

1.1. TWL will work with Third Parties to deliver some functions of the AB Service. TWL will adhere to the Appropriate Body DfE guidance regarding this. Further detail can be found [here](#) (P20-24)

1.2. Third parties will be provided with annual training to ensure they are clear on relevant DfE AB guidance with regards to ABs working with third parties.

1.3. When working with third parties, Teach West London will remain directly responsible for all key decisions and functions, which includes:

- Confirmation of decisions on induction.
- Maintaining oversight of and accountability for all activities undertaken by third parties, recognising that the appropriate body role cannot be delegated.

2. Consistency of services and prices within an appropriate body:

- 2.1. TWL has a transparent and consistent pricing model that applies to all schools to which it offers appropriate body services.
- 2.2. Only TWL will charge schools for its appropriate body service.
- 2.3. Schools will make payment directly to TWL and not to any third party.
- 2.4. The services and prices will be consistent regardless of which third parties may be supporting individual schools.

3. Appropriate body oversight and quality assurance of its functions

- 3.1. TWL will have robust quality assurance processes in place to ensure that any third parties are delivering the appropriate body support to a high standard and consistently across the four boroughs. This will include termly formal meetings with any third party and quality assurance of activities undertaken by third parties at least once a term. Quality assurance visits to schools will also be used to quality assure the activities of third parties.
- 3.2. It will be clear to the schools and ECTs working with TWL that the services provided come from TWL.
- 3.3. Branding and information on all communication with schools and ECTs will make it clear TWL is the AB, including third Parties being issued with a TWL email address to communicate with schools.
- 3.4. All documentation provided to schools by third parties will make it clear TWL is the AB.

4. Checking and monitoring via third parties

- 4.1. Activities undertaken by third parties for TWL include:
 - QA visits (online / in person) to ensure an ECT's induction is being conducted in line with the guidance and regulatory requirements.
 - Follow up work with schools to point out where compliance and practice needs to be adjusted or put in place.
 - Support for a school and ECT where there are issues with that ECT's progress.
 - Reviewing progress reviews and Yr. 1 assessment forms.
 - Facilitating AB training (using TWL designed materials)
- 4.2. A clear information sharing system is in place to ensure third parties promptly notify TWL of any issues with an ECTs induction or progress. Information will be shared between Teach West London and third parties in the following ways:
 - Teach West London and third parties will meet once a term formally, with minutes shared after the meeting to both TWL and the third party.
 - Third parties will have access to Teach West London's ECT manager. Both Teach West London and third parties will log important information, either as administration notes or in the ECTs History section, on this platform.

- Third Parties will notify Teach West London as soon as possible, if they become aware that either a school is not meeting an ECT's statutory entitlement or that an ECT is having difficulties. This will either be through an alert on ECT manager or by emailing the AB Lead directly.

5. Ensuring the appropriate body takes decisions.

- 5.1. Third parties will not be asked to independently make any decisions which can only be undertaken directly by the appropriate body. This includes all individual decisions on induction assessment, and extensions and reductions to induction.
- 5.2. A third party may review information and make recommendations on decisions, but the decision can only be taken by TWL and TWL must actively agree to all proposed assessment outcomes, reductions and extensions.

6. Building strong relationships with schools

- 6.1. TWL and their third parties will use a single system to collect information from schools and ECTs (through TWL AB operational lead, AB Lead or administrator). Third parties will not systematically collect information from schools.

7. Managing conflicts of interest

- 7.1. In the circumstances listed below, TWL will seek the services of an alternative appropriate body.
 - TWL TSH cannot be the appropriate body for any ECT employed by Twyford CofE High School or who has served any part of their induction at a Twyford CofE High School
 - For an ECT whom Twyford CofE Academies Trust (operating as Teach West London ITT provider) recommended that the award of QTS should be made, appropriate safeguards will be put in place internally to manage conflicts of interest including review of decision making by AB advisory panel.
 - It should be noted that within the Teaching School Hubs the Appropriate Body is the designated Lead School which for Teach West London is Twyford CofE High School. Twyford CofE High School is part of a Trust (Twyford CofE Academies Trust) which assesses ECTs for the purpose of the award of QTS and as stated in TSH Handbook 26/27, the TSH can act as the Appropriate Body in these circumstances.

8. Record retention

- 8.1. Assessment reports will be retained by TWL for six years.
- 8.2. TWL will advise institutions to also retain assessment reports for six years.
- 8.3. TWL will advise ECTs to retain the original copies of their own assessment reports.

Early Careers Framework fidelity checking

1. Overview

- 1.1. Where schools deliver their own training programme based on the ITTECF, which may include using the school-led materials, additional quality assurance will be necessary in order to safeguard ECTs' entitlement to an ITTECF-based induction. TWL will check training programmes have been designed and delivered with fidelity to the ITTECF. This means that training and

support provided to the ECT has covered the ITTECF evidence statements in sufficient breadth and depth.

1.2. ITTECF fidelity checks will formally take place at three points over the induction period. Below is an overview of the timings for these checks:

- Fidelity check 1 - at the start of term 1. TWL check that an induction has been designed with fidelity to the ITTECF.
- Fidelity check 2 – during term 3. TWL check the implementation of the school's plans.
- Fidelity check 3 - during term 5 or 6. TWL check actual delivery of the planned ITTECF-based induction.

1.3. TWL will apply greater scrutiny where schools only use the school-led materials in part or not at all, to design their own training programme based on the ITTECF due to the greater risk that this type of induction could diverge from the ITTECF

1.4. An adapted DfE ITTECF fidelity checking templates (appendix 3) will be used by TWL AB

1.5. Fidelity checking forms are only one part of the quality assurance process. TWL will also incorporate supplementary ITTECF fidelity checking into routine quality assurance visits. This additional purpose of a QA visit will be clearly communicated to the school.

1.6. After explaining the fidelity checking process TWL will ensure headteachers and other relevant staff are given the opportunity to clarify any parts of the process that are unclear to them.

1.7. If TWL has cause for concern at any point when reviewing the fidelity checking paperwork, they will follow the cause for concern advice outlined above.

1.8. If a school has in the past struggled to adequately design and deliver their own training programme based on the ITTECF, TWL will signpost to the school-led materials available for free online to support the school in planning an ITTECF-based induction.

Monitoring of assessment

1. High quality, fair and consistent assessment

1.1. TWL will support high-quality, fair and consistent assessment of ECTs by:

- Offering training sessions and guidance to all Induction Tutors but also target induction tutors who are new to the role and need additional support in understanding the assessment process.
- Providing feedback on poor quality progress reviews or formal assessment reports and praise outstanding examples.
- Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the progress reviews or assessment forms.
- Set up independent moderation arrangements (AB advisory panel) to verify the consistency of TWL's approach to assessment reviews.
- Using an AB advisory panel to review evidence and make decisions, where a HT / Principle has indicated that a teacher has not met the Teachers' standards at the end of their induction period.

2. Progress reviews

2.1. TWL will take into account when in the term an ECT started their induction when setting dates for

progress review completion. An ECT who joined halfway through term one would be expected to have a progress review by halfway through term two (this applies to both full-time and part-time ECTs).

- 2.2. Where, due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term, it may be that the ECT will only be required to do the formal assessment.
- 2.3. TWL will train Induction Tutors in the difference between progress reviews and formal assessment to help ensure that they do not follow unnecessarily burdensome processes for progress reviews.
- 2.4. Where schools exceed the level of detail required in a progress review TWL will be mindful of workload and provide feedback to induction tutors helping them adjust the level of detail they provide to ensure that progress reviews do not become an unnecessarily burdensome process.
- 2.5. TWL will provide Induction Tutors with a progress review template (DfE template) through ECT manager (Appendix 4)
- 2.6. TWL will be sent all progress review records and will follow up with schools where progress reviews have not been received.

3. Formal assessment

- 3.1. TWL will use the DfE standardised template for assessment to reduce unnecessary workload for induction tutors and ECTs and to improve consistency where a single school may end up working with multiple appropriate bodies (Appendix 5).
- 3.2. TWL will provide training and guidance to schools to ensure evidence gathering for assessment is not too burdensome for the ECT and school. Nevertheless, TWL might find it difficult to make an informed decision where a school has not provided sufficient detail or sufficient evidence, or where TWL has not been assured that the school has a fair and appropriate approach to assessment. In such cases TWL may request to see additional detail or evidence that supports the headteacher's recommendation.

AB Review and improvement cycle

1. Review and improvement

- 1.1. TWL will annually complete a self-evaluation of its service considering: Communication strategy with schools, Support and/or training provided, Governance structures and Assessment review processes.
- 1.2. TWL will also arrange for external moderation of the AB service annually.
- 1.3. TWL will be outward looking and seek to take part in collaboration with other Teaching School Hubs and appropriate bodies to pool knowledge, share good practice and seek advice/support when needed.
- 1.4. Where possible, TWL will seek to involve working with other Teaching School Hubs in their review and improvement cycle e.g. reciprocal moderation of AB services.

Complaints

- 1.5. Please see complaints procedures policy [here](#). This is available to ECTs and Schools and can be used for both complaints relating to the school's handling of induction or against the appropriate body itself.
- 1.6. If investigating the complaint entails any visits to the school Teach West London will make reasonable attempts to ensure that the complainant is made aware of the visit and given the opportunity to be present or spoken to individually,
- 1.7. The complainant be kept updated on the progress of their complaint and to alert them to the next steps open to them that are set out in the complaints policy .
- 1.8. • When setting out any conclusions, as part of the response to a complainant, the appropriate body should make clear any information they have considered or disregarded with reasons.
- 1.9. Where a complainant has exhausted our complaints procedure policy, they can then raise their matter directly with the DfE. The DfE can then consider contacting the appropriate body with the complainant's permission, in line with the DfE's remit.
- 1.10. The complaints procedure policy should not be used to make an appeal against a decision by TWL appropriate body (if an ECT fails induction, or has their induction extended). Instead, they should follow the [inductions appeals process](#). TWL will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

Appendix 1a Quality Assurance Audit 2026 / 2027

Appendix 1b Quality Assurance of ECT Induction visit / online review form 2026_27

Appendix 2a Reduction to ECT induction request form

Appendix 2b Reduction to ECT induction (part-time ECTs) request form

Appendix 3 ITTECF fidelity checking templates

Appendix 4 Progress review template

Appendix 5 Formal assessment template

Appendix 6 Documents to support cause for concern ECTs

Appendix 1a Quality Assurance Audit

Link to MS form: [Questionnaire - Quality Assurance of ECT Induction processes in a school \(2026 2027\) – Fill in form](#)

Appendix 1b Quality Assurance of ECT Induction visit / online review form 2026_27

Quality Assurance of ECT Induction processes in a school

As stated in [DfE appropriate body guidance](#), a key role of an Appropriate body is: Monitoring of support – Appropriate Bodies will check that Early Career Teachers are receiving their statutory entitlements, and that regard is had to the Statutory Guidance.

- ❖ *Please review the ECT induction quality assurance form below. **Please complete the 'good practice to be discussed' column only.** and return this form to AB@teachwestlondon.org.uk at least one week prior to your QA visit / online review. Please ensure the Headteacher has reviewed and signed the document prior to sharing with the Appropriate Body.*
- ❖ *Please ensure that you also provide your schools' induction policy at least one week prior to your QA visit / online review.*
- ❖ *Please ensure that the headteacher and/or the Induction Tutor is available for interview during the planned visit/online review and that the Mentor(s) and ECT(s) will have the opportunity to meet the quality assurer.*
- ❖ *As part of the visit, the Appropriate Body will also ask to see documentation which demonstrates your procedures and implementation of your induction policy (see email for further details)*

Teach West London will provide the school with a final report (a completed ECT induction quality assurance document). This report will be provided as soon as possible after the visit.

ECT Induction QA School Visit / online review	
School	
Headteacher	
Induction tutor	

Teach West London moderator		
Date of visit		
Summary of evidence (Please tick/highlight)	☐ QA Form ☐ Induction Policy ☐ Other (please add detail)	☐ Discussion with Induction Tutor(s) ☐ Discussion with ECT(s) ☐ Discussion with mentor(s) ☐ Document review
Induction Assurance Focus	Good practice to be discussed	Moderator Notes – Strengths and Areas for Development
Section 1: ECT monitoring and assessment and leadership of ECT induction		
ECT induction policy	Date reviewed: Is this ratified by your governing body? Does your day-to-day practice match the policy? If not, outline where it differs and why.	
Termly objective setting	Who sets termly objectives? When are the termly objectives reviewed? Do ECT reports refer to progress made against previous objectives?	
How do you support transition? <i>Have you reviewed targets from ITT or previous terms of induction? How are these targets responded to? How are ECTs supported in relation to these targets</i>		
Lesson observations (of ECT) including feedback	Who conducts formal lesson observations? How often? How is feedback provided?	
Professional review meetings (both progress review meetings and Formal assessment meetings)	Who carries out professional review meetings? What is discussed in these meetings?	
Use of the Teachers' Standards	When / who discusses the Teachers' Standards with ECTs?	

	How are ECTs encouraged to reflect on the Teachers' Standards?	
Monitoring and record keeping / Evidence requested	What documents do you keep in an ECTs electronic file? What are your expectations of ECTs in relation to evidence gathering?	
Collaboration between Induction Tutor (monitoring and assessment) and Mentor (support and development / ECT training programmes) AND Who holds these two key roles and how well do they understand their roles and responsibilities?		
Section 2: ECT Training, support and development		
ECT training programme Who is your Lead Provider and who is your delivery partner?		
How satisfied are you with the training programme your ECTs access? 1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied Give a reason for your answer		
ITTECF based induction programme Comment on the following -		

- <i>How does mentoring support a high quality ECT training programme?</i> - <i>ECT engagement with ECT development programme (% engagement and how is high engagement supported)</i> - <i>Induction Tutor coordination / knowledge of the programme</i> - <i>Do you review ECT evaluations which ECTs have completed as part of their programme? (this should be a routine part of your termly meetings) What do these evaluations tell you about engagement with and impact of the training programme?</i>		
NEW ECT Mentor development: - <i>Which of your mentors are completing mentor development training this year?</i> - <i>Induction Tutor coordination / knowledge of the mentor development programme</i> - <i>Mentor engagement with the development programme (% engagement and how is high engagement supported)</i> - <i>What impact is mentor training</i>		

<i>having on your mentors / ECTs / wider school?</i>		
Regular meetings with Mentor (<i>in teaching hours</i>)	Please confirm	
Timetable reduction: 10% teaching timetable reduction for induction-related activities in Y1 5% teaching timetable reduction for induction-related activities in Y2 <i>-Please confirm this reduction is <u>in addition to</u> PPA time that all teachers receive</i> <i>-Please outline what activities ECTs carry out in this time off timetable.</i>		
Section 3: Accountabilities		
If the induction Tutor is not the Headteacher – how is the Headteacher kept informed of ECT progress?		
What procedures are in place to monitor the induction programme and engagement with ITTECF training (including compliance with Statutory Guidance)? What is the Headteacher's role in this?		
How is the governing body is made aware of the arrangements that have been put in place to support ECTs serving induction (including compliance with Statutory Guidance)?		

Section 4: Systems to support struggling ECTs

What procedures do you follow if an ECT is failing to make progress against Teachers' Standards		
Signed Headteacher or Induction Tutor		Full Name :

Summary of Induction processes

- ❖ Statutory entitlements are in place – Yes / No / partially
- ❖ Assessment and monitoring procedures follow statutory guidance – Yes / No / partially
- ❖ Further support / evidence required – Yes / No
- ❖ If yes, provide further details below:

Date of QA Visit		Date of report	
-key strengths			
-Areas for development			
Signed AB Moderator		Full Name :	

Useful links:

*DfE Statutory guidance for ECT Induction
Teachers' Standards*

Appendix 2a Reduction to ECT induction request form

Request to reduce the length of ECT Induction for teachers with significant teaching experience

Statutory Guidance 3.2-3.4 states

- Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction.
- In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.
- An appropriate body in England has the discretion to consider reducing the 2-year length of the Induction period being served under the English legal framework (the 2012 regulations) in recognition of part of an induction served in Wales under the Welsh induction regulations subject to evidence of induction records.
- In making such a decision they should take account of advice from the headteacher/principal and must gain the agreement of the teacher concerned.
- If a teacher wishes to serve the full induction period they must be permitted to do so.
- The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment.
- Reductions should only be considered where an ECT has **extensive** prior experience of teaching **whole-classes** to the Teachers' Standards.
- Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route. Both examples are not Schedule 1 exemptions, and this means that teachers who have taught in the independent sector or who have gained QTS via the AO route are still required to satisfactorily complete induction in a relevant school in England.
- In all cases, if a reduced induction is considered appropriate when determining the length by which the induction is to be reduced appropriate bodies are expected to consider the remaining progress that is to be made against the Teachers' Standards.
- Where the length of induction is reduced to one term, only the final assessment meeting and report will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate.
- The appropriate body will then follow the induction process in the normal way.

Additional note on ECT induction arrangements for a reduced induction period: the school will need to provide the usual entitlements, monitoring and assessment activities that any ECT would have, for the reduced induction period, as outlined in [DfE statutory guidance](#).

For example:

- Provide the ECT with an ITTECF-based induction programme, a mentor and an induction tutor.

- Provide the ECT with a reduced timetable.
- Set objectives/targets for your ECT. These might be initially agreed from previous performance management targets, final assessment information (if they have completed an Assessment Only route to QTS), or based on an initial lesson observation
- Carry out formal lesson observations (we recommend 2 per term for ECTs) against Teachers' Standards to support ongoing monitoring and assessment of performance and progress against the Teachers' Standards.
- A formal assessment and recommendation that they are meeting the Teachers' Standards at a level to pass induction at the final assessment point – which will be at the end of term 3 (if reducing to one year, and at the end of term 1 if reducing to one term)
- If reducing to one-year, professional progress reviews will be completed at the end of terms 1 and 2

Having reviewed the information above, please complete and return the template on the following page to submit this request

Information requested by AB	Information from school:
1. Name of school	
2. Name and Teacher Reference Number for the ECT	
3. Name and email address of the Headteacher	
•	
4. Name and email address of the Induction Tutor	
•	
5. Is the teacher requesting a reduction to their ECT induction period? Please include the ECT in your return email, as verification that they have requested this reduction.	
6. Is the Headteacher recommending a reduced induction for this ECT? • Please include the Headteacher in your return email, as verification that they are recommending the reduction.	
7. Proposed length of induction (usually 1 term or 1 year, depending on ECT experience and current performance)	
8. Details of their previous teaching experience which supports a request for a reduced induction period	Please complete the grid below
9. Evidence to support your judgement that the teacher is currently on track to meet the Teachers' Standards at an appropriate level at the end of the reduced induction period.	

Evidence may be lesson observation notes, performance management records and/or reports or assessments from an Assessment Only route qualification / final report. If the ECT is new to your school, we may require evidence from their previous employer.

Please include this evidence as attachments, links or embedded documents in this template

10. Details of the targets / objectives which will be set for the ECT. These can be taken from evidence used in question 9.

11. How will you provide an ITECF-based induction programme to support their professional development during their reduced induction period, and how/whether this will support progress towards the ECT's personal targets / objectives.

Details of their previous teaching experience which supports a request for a reduced induction period
 – please only include prior experience of teaching whole classes to the Teachers' Standards.

Start date	End date	Name of school / setting	Title of role	Key responsibilities

It will be necessary to provide evidence of length of employment, type of experience and performance from previous employers e.g. performance management documents / a letter from a previous employer confirming the length and type of teaching experience.

Return to: Lesley Mackenney AB@teachwestlondon.org.uk
 Appropriate Body Lead, TWL Appropriate Body

Appendix 2b Reduction to ECT induction (part-time ECTs) request form

Reducing the length of ECT Induction for a part-time ECT

[Statutory Guidance](#) 3.5 states the following:

- ECTs serving induction on a part-time basis may, on completion of a minimum period covering but not equivalent to two full years, be able to have their induction period reduced.
- After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory the headteacher/principal may consult with the appropriate body on whether a reduced induction is appropriate.
- It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point.
- When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned.
- A reduction, in these circumstances, should only be made on the basis that the ECT has met the Teachers' Standards.

Monitoring progress for part Time ECTs

- ECT Manager requests a progress review update at the end of each term (including for Part Time ECTs). This is in line with the DfE's expectations
- For a part time ECT, the first assessment report will be requested at the end of the equivalent of one year of teaching, e.g. for an ECT on 0.6 FTE, the first full assessment would be due at the end of term 5.
- After the first assessment report has been completed, a request can be submitted to bring forward the final assessment.

Questions to be considered as part of the review of a request to reduce the induction period:

- Is the ECT requesting consideration for a reduction to their induction period?
- Does the school feel that given their current progress, the ECT will be able to meet the Teachers' Standards at a level to recommend a pass at the end of a period covering (but not equivalent to) 2 full years?
- What evidence does the school and ECT have to support this?
- How have ECT entitlements been provided during this time? [Link](#) to statutory guidance

Having reviewed the information above, please complete and return the template on the following page to submit this request

Request to reduce the length of ECT Induction for a part time ECT

Information requested by AB	Information from school:
1. Name of school	
2. Name and Teacher Reference Number for the ECT	
3. Name and email address of the Headteacher	
4. Name and email address of the Induction Tutor	
5. Is the teacher requesting a reduction to their ECT induction period? <i>Please include the ECT in your return email, as verification that they have requested this reduction</i>	
6. Has the Headteacher approved this request? <i>Please include the HT in your return email, as verification that they have requested this reduction</i>	
7. Does the school feel that given their current progress, the ECT will be able to meet the Teachers' Standards at a level to recommend a pass at the end of a period covering (but not equivalent to) 2 full years?	
8. What evidence does the school and ECT have to support this? (this may include: end of year 1 assessment report and additional monitoring evidence) Please include this evidence as attachments, links or embedded documents in this template	
9. How have ECT entitlements been provided during this time? (e.g. mentor sessions, regular lesson observations and feedback, reviews of progress, timetable reduction)	
10. How have you provided the ECT with an ITTECF based induction programme?	

Return to:

Lesley Mackenney

AB@teachwestlondon.org.uk

Appropriate Body Lead, Teach West London Appropriate Body

Appendix 3 ITTECF fidelity checking templates

ITTECF Fidelity Checking Document

Schools using the school-led materials

- The member of staff responsible for planning the two-year ITTECF induction should complete this form
- This form should be signed off by the headteacher before submitting to AB@teachwestlondon.org.uk

Appropriate Body	
School	
URN	
Headteacher	

2.

3. Part 1: Schools using the school-led materials

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

Schools using the school-led materials to offer their own ITTECF-based induction should access their chosen materials on the relevant Lead Provider's website.

Staff planning induction are expected to have good knowledge and understanding of the school-led materials available from their chosen provider and pay particular attention to the planned sequence of sessions.

1a) How are the school-led materials being used to deliver an ITTECF-based induction?

- ☐ In full
- ☐ In part
- ☐ Not at all

1b) If using materials, which provider's school-led materials are being used to deliver an ITTECF-based induction?

- Information on the two options can be found online at:
 - ☐ [National Institute of Teaching](#)
 - ☐ [UCL Institute of Education](#)

2a) With reference to the provider's school-led materials, if using them, outline how the **ECT training sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period and, if using them, which materials they plan to base the session on.

[Suggested word count: 250]

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

[Suggested word count: 250]

3a) With reference to the provider's school-led material, outline how the **mentor sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

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

[Suggested word count: 250]

4a) With reference to the provider's school-led material, outline how the **self-directed study** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

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

[Suggested word count: 250]

5a) For schools using the school-led materials **'in part'** only

- Outline, including dates where appropriate, where delivery has diverged from the school-led materials.
- Outline how **full** coverage of the ITTECF statements will be achieved.

[Suggested word count: 250]

3.1. Part 2 – Additional planning documents

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

--

3.2. Part 3 – Signature

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

Headteacher signature	
Date (DD/MM/YYYY)	

ITTECF Fidelity Check Form: Schools designing their own training based on the ITTECF

ITTECF Fidelity Checking document

Schools designing their own programme (not using school-led materials)

The member of staff responsible for planning the two-year ITTECF induction should complete this form

This form should be signed off by the headteacher before submitting to

AB@teachwestlondon.org.uk

Appropriate Body	
School	
URN	
Headteacher	

4. Part 1: Schools designing their own programme (not using school-led materials)

Note: this form should not be used to describe in detail every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ITTECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into a training programme based on the ITTECF. Staff planning induction are expected to reference the 'learn that' and 'learn how to' statements from the [ITTECF](#) which can be found online.

1) Please confirm how school-led materials are being used to deliver an ITTECF-based induction (if you are not going to tick 'not at all' please get in touch with AB@teachwestlondon.org.uk)

- ☐ In full
- ☐ In part
- ☐ Not at all

Overview: scheduling/sequencing

2a) Give a termly or half-termly overview of how the induction programme has been scheduled and sequenced across the full two-year induction period.

This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms

[Suggested word count: 1000]

2b) At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

[Suggested word count: 1000]

Overview: Modes of delivery and mentoring

3a) Explain how your programme will be delivered. Your explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- How mentoring will support ECT's learning and link to self-directed study

[Suggested word count: 1000]

3b) At the review point, outline where delivery has diverged from the plans. Explain what mitigations are in place, including dates where appropriate.

[Suggested word count: 1000]

1. High Expectations (Standard 1 – Set high expectations)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

2. How Pupils Learn (Standard 2 – Promote good progress)

A. With reference to the relevant 'learn that' and 'learn how to' statements,

explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

A. With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

4. Classroom Practice (Standard 4 – Plan and teach well structured lessons)

A. With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

5. Adaptive Teaching (Standard 5 – Adapt teaching)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

6. Assessment (Standard 6 – Make accurate and productive use of assessment)

A. With reference to the relevant ‘learn that’ and ‘learn how to’

statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

7. Managing Behaviour (Standard 7 – Manage behaviour effectively)

A. With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

8. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

- signpost where in your programme they are covered
- explain how you ensure they are covered in sufficient depth and breadth

[Suggested word count: 250]

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

[Suggested word count: 250]

4.1. [Part 3 – Additional planning documents](#)

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

--

4.2. [Part 4 – Signature](#)

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

Headteacher signature	
Date (DD/MM/YYYY)	

Appendix 4 Progress review template

Progress review questions

1. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction period? Y/N**
2. **Give brief details for the reason(s) for your answer to question (1).**
Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.
3. **Briefly describe any agreed development targets.** Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT.
4. **If the ECT is not on track to successfully complete induction, has the ECT been informed? Y/N**
5. **If the ECT is not on track to successfully complete induction, has a support plan been put in place?) Y/N**
6. **Has the ECT continued to access a programme of support based on the Initial Teacher Training and Early Career Framework and received all of their statutory entitlements?** (If no, please explain why an ITTECF-based induction has not been accessed or why statutory entitlements have not been met) Y/N
7. **Is the ECT expected to remain at this school for the duration of the next term? Y/N**
8. *If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.*
9. **Teacher comments** Use this section for the early career teacher to make any brief comments themselves.

Appendix 5 Formal assessment template

Early Career Teacher: Formal Assessment Template

Induction tutors can use this form to complete formal assessments of Early Career Teachers (ECTs) during or at the end of their statutory induction. Further guidance for statutory induction is available on GOV.UK at [Statutory Induction Guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642212/statutory-induction-guidance.pdf)

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher.
- A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. *There is no need to reproduce all the evidence in detail.* Teach West London may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment.
- Copies of all formal assessment reports are expected to be retained by the ECT, the school and the appropriate body.

Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Assessment period start date	
Assessment period end date	
Term 3 / 6 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	
Days absent in this assessment period	
Name of appropriate body receiving this report	

Assessment period details

1. Which period of the ECT's induction does this formal assessment cover? (Select one of the below)

- ☐ End of first assessment period
- ☐ End of second or final assessment period
- ☐ Interim assessment i.e. the ECT is due to complete induction at another establishment. If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Use this box for the answer

2. If this is a final assessment, how many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with Teach West London Appropriate Body.

Use this box for the answer

3. Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

- ☐ The above-named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period
- ☐ This is the above-named teacher's final assessment period and their performance indicates that **they have successfully met** the Teachers' Standards within the induction period
- ☐ The above-named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here:
<https://www.gov.uk/government/publications/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

Use this box for the answer

TS2 Promote good progress and outcomes by pupils

Use this box for the answer

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well structured lessons

Use this box for answer

TS5 Adapt teaching to respond to the strengths and needs of all pupils

Use this box for answer

TS6 Make accurate and productive use of assessment

Use this box for answer

TS7 Manage behaviour effectively to ensure a good and safe learning environment

Use this box for answer

TS8 Fulfil wider professional responsibilities

Use this box for answer

Personal and professional conduct

Use this box for answer

- 4. Briefly describe any areas for development.** Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.

Use this box for the answer

- 5. If the ECT is not on track to successfully complete induction, has a support plan been put in place?** *(If yes, please attach the support plan)*

Please select one:
Yes/Not yet/Not applicable

- 6. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?**

Please select one:
Yes/Not yet/Not applicable

If yes, please include details of the length of extension being recommended

Use this box for the answer

- 7. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?**

Yes/No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Use this box for the answer

Teacher comments

- 8. Has the ECT discussed this report with the induction tutor and/or headteacher?**

☐ Yes

☐ No

- 9. ECT's comments on this report and/or their performance in the assessment period**

Use this box for the answer

- 10. ECT's confirmation that they have continued to access a programme of support based on the Initial Teacher Training and Early Career Framework and received all of their statutory entitlements?**

☐ Yes

☐ No

☐ Not sure

Section 3 – Signatures

Induction tutor. This assessment was completed by:

Signature	
Date (DD/MM/YYYY)	

Headteacher

Signature	
Date (DD/MM/YYYY)	

Early Career Teacher

Signature	
Date (DD/MM/YYYY)	

This completed assessment form should be uploaded to the Teach West London ECT Manager platform within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Appendix 6 Documents to support cause for concern ECTs

Support Plan

Start date:

Review date:

Targets and actions				
Target agreed	Actions by ECT	Actions by school	Expected impact	How will progress be monitored / assessed?

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.

Please ensure you have alerted TWL AB (AB@teachwestlondon.org.uk) that an informal action plan is in place.

Support Plan – significant concerns



Start date:

Review date:

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

Use the table below to prioritise the three most important areas for the next four weeks.

Targets and actions				
Target agreed	Actions by ECT	Actions by school	Expected impact	How will progress be monitored / assessed?

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 ensure you have alerted TWL AB (AB@teachwestlondon.org.uk) that a support plan stage 1 is in place.

Please remember to upload this document to the ECT's document section on ECT manager.

Support Plan – significant and sustained concerns



Name of ECT	
Name of School	
Name of Headteacher	
Name of Mentor	
Name of Induction Tutor	

Are the following in place?	Yes / No	Summary
Has the school for an ECT Induction policy?		
Has the school given the ECT a suitable reduction in their timetable?		
Has the ECT got a plan of activities for this time off timetable?		
Does the mentor meet regularly with the ECT providing support against the ECF / ITTECF?		
Does the induction tutor meet regularly with the ECT to provide additional support?		

Communication of procedures			
Does the ECT understand the procedures and implications of not meeting the teaching standards?		When was this discussed?	
Has the ECT received written notification that they are 'at risk' of not meeting the teaching standards?		When was this given?	



Support ECT has already received	Yes / No	If no, provide reasons where necessary
Support plan carried out and reviewed		WEST LONDON
Significant concerns support plan carried out and reviewed		
Previous evidence of support has been included in previous support plan documentation or additional evidence has been submitted to the Appropriate Body		
Teacher standard	Current development needs	
	- Identify areas of concern related to the specific Teachers' Standard. - Provide a specific target for each area of concern.	
1 - Set high expectations 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		

Use the table below to prioritise the three most important areas for the next four weeks.

Start date:

Review date:



Targets and actions				
Target agreed	Actions by ECT	Actions by school	Expected impact	How will progress be monitored / assessed?

Signed ECT		Date	
Signed Headteacher		Date	
Signed Induction Lead		Date	
Review of support plan (please include dates of observations)			

Please remember to upload this document to the ECT's document section on ECT manager.

Please ensure you have alerted TWL AB (AB@teachwestlondon.org.uk) that a support plan stage 2 is in place.

Repeat a four-week cycle with revised priorities as needed.

Signed ECT		Date	
Signed Headteacher		Date	
Signed Induction Lead		Date	