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Shropshire and Telford Education Partnership, Appropriate Body Service led by 318 Inspiring Futures

Induction Tutor Guidance 2026-27

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Introduction

This Induction handbook is supplemented by a further guide to our ECT online portal for submission of all documentation. Training and drop-in sessions will be provided by the Hub AB Strategic Lead. ECTs will also receive a separate guide and have an initial meeting with the Induction Tutor in the autumn term.

Important recent changes

- In 2018 the NCTL was 'repurposed'. Regulation of the teaching profession, including ECT registration and completion records, misconduct hearings, is now handled by the Teaching Regulation Agency (TRA). All other TRA functions have been moved to the DfE.
- The Teaching Standards introduced in September 2012 apply to all teachers from ITT onwards, including ECTs even if they began their induction period before September 2012.
- In 2021 a revised 2 year induction framework was introduced called the Early Career Framework.
- In 2025, the Early Career Framework was revised. The **Early Career Teacher Entitlement (ECTE)** encapsulates all ECT statutory elements – 2-year training programme, mentor support, timetable reductions and regular progress reviews and assessment against the Teachers' Standards.
- The DfE issued new guidance to *Appropriate Bodies*. '*Induction for early career teachers (England) Statutory guidance for appropriate bodies, Headteachers, school staff and governing bodies* March 2021 (updated April 2026) and *Appropriate Bodies Guidance: Induction and the Early Career Framework* March 2021 (updated June 2026). This outlines the key changes with the introduction of the ECTE and the implications for the role of Appropriate Bodies and the way in which they work.
- The [initial teacher training and early career framework \(ITTECF\)](#) sets out what trainee and early career teachers need to know, and know how to do, at the start of their careers.

It is for:

- accredited initial teacher training providers
- providers and schools who train early career teachers based on the ITTECF
- From September 2025, the framework combines and replaces the:

[initial teacher training core content framework](#)

[early career framework](#)

- As well as an induction tutor you should now have an Early Career Mentor assigned to each ECT. In exceptional cases this may be the same person as the induction tutor.
- Registration on the DfE's portal is needed for all schools appointing ECTs from September 2021. You can create your own account and register following this link:

<https://manage-training-for-early-career-teachers.education.gov.uk/>

You will need to select which of the 2 Options you are following for ITTECF:

1. Provider-led programme - School using a Lead Provider via STEP Teaching School Hub to deliver ECTE-based training.
2. School-led programme – Schools can design and deliver their own training programme based on the ITTECF, with the option to use some or all of DfE’s school-led materials (National Institute of Teaching and UCL Institute of Education).

(Option 2 will incur extra fidelity checks, quality assurance and charges by the AB).

ECT progress review deadlines

The TRA is now very clear on deadlines and will not take individual, late returns.

As an Appropriate Body, we must therefore adhere to the following deadlines for end of term returns of review and final assessment forms. For all full-time ECTs, the deadline dates are:

Autumn Term 2026/27:	Friday 11 th December 2026
Spring Term 2026/27:	Thursday 18 th March 2027
Summer Term 2026/27:	Friday 16 th July 2027
Autumn 2027-28:	Friday 10 th December 2027
Spring Term 2027-28:	Friday 31 st March 2028
Summer Term 2027-28:	Friday 14 th July 2028

For teachers working part time or commencing their induction part way through a term, these deadlines may not apply. You will receive a deadline date for the end of year of assessments through our portal ([ECT Manager](#)) according to the ECT’s contracted hours and a Professional Progress Review will be due in the terms where an assessment is not.

Quality assurance

In addition to a rolling programme of QA monitoring visits, schools are required to complete two QA surveys:

- QAS1 to be completed by the induction tutor during the first four weeks of term
QAS2 to be completed by each ECT during the first half term of their induction period

Tutors and ECTs will both receive a link to their respective Microsoft Form surveys shortly after the start of term. The survey will enable us to focus support and guidance effectively and help pre-empt issues arising later in the induction process.

Both forms are treated confidentially.

Critical support for ECTs at risk of failing is included in the Appropriate Body package.

For those schools following a School-led programme rather than a Provider-led programme underpinned by the ITTECF there will be an extra initial fidelity check template which must be completed before the induction period begins. If the Appropriate Body has any concerns

or recommendations after this check, the school will be expected to make appropriate adjustments or transfer their ECTs onto a Provider-led programme.

There will also be a requirement to provide the AB with an update on progress against the ITTECF if a school is following the School-led programme at the end of term 3 and before the end of the final term of induction. If there is a need for further QA or these are not submitted on time then a further charge may be incurred. We would recommend all schools follow the Provider-led programme.

The purpose of induction and quality assurance

Statutory induction is the bridge between initial teacher training and a career in teaching. Once an ECT has achieved QTS and for those starting from September 2021 it now includes a two year, nationally accredited professional development programme based on the Early Career Framework. Following review, this was further developed and is now known as the Early Career Teacher Entitlement as of September 2025. It builds a firm foundation for professional and career development and has two main aspects:

- an individual programme of professional development, monitoring and support
- assessment against the relevant national standards (Teachers Standards – May 2012)

For all those starting their induction from September 2021 they will now be called an Early Career Teacher and induction takes the equivalent of two academic years or six full terms. Although progress during induction will not affect the ECT's status as a qualified teacher, they must complete the induction period successfully to continue teaching in a maintained school or non-maintained special school in England.

Any ECT currently working through the Early Career Framework has until August 2027 to complete this programme, otherwise they will be transferred to the Early Career Teacher Entitlement for the remainder of their induction period.

The in-school Induction programme provided should support the Early Career Teacher (ECT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher. It should help develop informed professionalism by providing ECT's with significant opportunities to:

- show their potential
- make rapid advancement towards excellence in teaching
- begin to make a real impact on their school's development, and
- develop professional networks

With a particular emphasis on opportunities to work collaboratively with colleagues to raise standards and to guide the work of other adults who support pupils' learning, the *Teachers Standards* ensure ECT's should be able to:

- benefit from and contribute to, the sharing of effective practice
- widen their vision
- experience opportunities for subject specialism and classroom-focused development
- contribute to the workforce reform agenda, and
- begin developing leadership qualities

The in-school Induction programme should help ECTs take increasing responsibility for their own professional development, and should:

- involve the headteacher or induction tutor and the ECT in an initial discussion **at the start of induction**, using the Transition point 2 in the Career Entry Profile (from ITT to induction) support materials, which result in short, medium and long term objectives relating to identified individual needs, the specific school context and the requirements for the satisfactory completion of induction
- **involve regular (half-termly) reviews of progress**, leading to termly progress review reports on the ECT's progress being sent to the Hub as the Appropriate Body via the [ECT Manager](#) portal
- develop the ECT's skills of **self-evaluation** and provide a sound foundation for their CPD and progress as a teacher, including the observation of **good practice**
- involve the ECT in an **ECF/ECTE based training programme**, whether this is based on School-led materials or the Provider-led programme which build on the ITT core content and develop the ECT's skills and performance against a national framework (ITTECF)
- give the ECT further coaching and mentoring support from an experienced member of staff through a specialist **Early Career Mentor** who meets them on a weekly basis in year one and fortnightly in year two.

Key Points

- **ECTs must have QTS**

An ECT cannot undertake statutory induction (or period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the TRA that the individual holds QTS.

- **Registration and start date for induction**

Once an ECT has been appointed, the headteacher/principal must notify the Appropriate Body in advance of the ECT taking up post. The ECT must be registered with an appropriate body which has agreed to act before the start of the induction. The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher/principal and ECT. The start date for induction should be the date the ECT starts teaching in a suitable post for induction and is registered with an appropriate body. It is not determined by when the ITTECF-based training programme begins. For example, where an ECT starts employment in a suitable teaching post before their ITTECF-based training commences, statutory induction begins from the first day the ECT is in that post. This may be a different date from when the ECT's contract starts. If there is a delay in informing the Appropriate Body, this may set back the date from which the induction period is calculated.

- **Assessment Paperwork**

These, including progress reviews, plus Term 3 and Term 6 (final) assessments will be accessible through our [ECT Manager](#) portal. Passwords and logins will be distributed to Induction Tutors at the start of the academic year and training will be provided by the Hub. Paper versions of the assessments will be available if needed. Each progress review and assessment tracks progress against the Teachers' Standards.

- **Named contact at the Appropriate Body**

At registration the Appropriate Body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction. This will be Carolyn Knight (Headteacher).

- **Maintained schools**

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

- **Independent schools and academies**

There is no legal requirement to complete satisfactorily an induction period if an ECT intends to work solely in the independent sector including an Academy, a Free School, an independent nursery school or an FE institution. However, it may be possible for an ECT to serve a statutory induction period in such settings as set out in this guidance.

- **Quality assurance**

The Hub as the Appropriate Body has the main quality assurance role within the induction process. The completion of QAS1, fidelity checking documents where appropriate, ongoing QA of a provider- or school-led induction programme for an ECT, as well as responses to AB emails and communications, plus submission of all termly and final review documentation on time is all part of this process.

- **Frequent meetings**

An ECT should meet with their mentor for one hour per week in Year 1 and fortnightly in Year 2. This will be based on materials from the ECM's ECF/ECTE programme and resources. They should also meet with the Induction Tutor on a regular basis.

We will also recommend regular meetings between induction tutors and their team of Early Career Mentors so you can ensure ECMs are engaging with their ECTs but also the ECM programme as part of the ECF/ECTE, which links to school funding.

- **Assessments must be submitted on time**

Term 1 and 2 progress reviews must be completed punctually. If these are late, the ECT cannot be expected to be working towards targets they set out when the next assessment period commences. The end of Year 1 assessment must also be submitted punctually as this will directly affect the ability of the ECT to progress into Year 2 of their induction period.

Similar promptness is expected throughout Year 2 of an ECTs induction period.

- **Early Career Teachers may only serve one induction period**

An ECT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. In such cases their contract must be terminated.

If an ECT is not making expected progress, the Appropriate Body should be made aware of this, as soon as possible. If the ECT is in their final term, this should be **in the first three weeks of the term**. Early intervention and support are essential, a suitable template & example of a support plan are provided in the appendices.

The Teachers' Standards

Transition to using the Teachers' Standards

The Teachers' Standards (last updated December 2021) may be found at [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teachers-standards).

Introduced in September 2012, the current standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification.

The bullet point statements under each standard exemplify the breadth of each standard, they should not be regarded as separate standards in themselves (see 2.3 below).

Progression and Professional Development

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be **reasonably expected** of an ECT by the end of their induction period within the framework set out by the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

While teachers undergoing their statutory induction period ECTs are **exempt from the performance management** regulations which apply to all other teachers in the school. There should be **no grading** of the ECT, simply a record of standards met. Their final assessment and review of their career entry profile should however form a basis for subsequent review under the school's performance management system.

There should **not be an expectation** for ECTs to achieve an Ofsted grade of **"good"** by the end of their induction period. Ofsted grades should not be used when discussing standards or progress with an ECT. An ECT should meet the standards **reasonably expected** of an ECT, but **may still require improvement in some key areas** as they move into their next year of teaching.

The standards set out the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the **depth and breadth of knowledge, skill and understanding** that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working. The standards are presented in three parts:

- **Preamble** - values & behaviour that all teachers must demonstrate throughout their careers.
- **Part 1** - Standards for Teaching
- **Part 2** - Standards for Professional and Personal Conduct

In order to meet the standards and complete the induction period satisfactorily, a teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2**.

Assessing ECTs using the Standards – prompts for ECTs and Induction Tutors

The induction period should provide the ECT with the opportunity to continue to consolidate and extend their proficiency in the eight standards and provide evidence to support the preamble and part 2.

Assessment during the induction period should provide a guide to whether they are either:

- (a) making satisfactory progress against the standards, or
- (b) not making satisfactory progress against the standards

Schools should avoid using the erroneous term of '**failing**' a term or assessment.

Example: *If an ECT has not made satisfactory progress during their second term or first year, this period of induction still counts. They would however need to make greater progress in the final term or year in order to show that they have **performed satisfactorily** against the Teachers' Standards for the completion of induction.*

There is **no requirement for any additional grading**, even if this is subsequently used in post induction performance management.

The standards should be used by the ECT to aid self-evaluation or as a framework for review meetings.

Tutors should remember that these standards also apply to experienced qualified teachers and that judgment should be based on what can be reasonably expected of an ECT.

Evidence of progress in all eight standards will not be provided from a single lesson observation but will be demonstrated over time.

A suitable post for induction

In order for the ECT to serve induction, the headteacher/principal and Appropriate Body must first agree that the post is suitable for this purpose. The headteacher/principal of the institution in which an ECT is serving an induction period, and the Appropriate Body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs.

The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the relevant standards. In particular, a suitable post must:

- a) have a headteacher/principal to make the recommendation about whether the ECT's performance against the relevant standards is satisfactory
- b) have prior agreement with an Appropriate Body to act in this role to quality assure the induction process
- c) provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period
- d) ensure the appointment of an induction tutor with QTS
- e) ensure the appointment of an early career mentor who is either following an ECM programme based on the Provider-led or School-led induction materials, or is engaging in a full induction ECM programme
- f) have appropriate monitoring and support in place through the induction period (see below)
- g) provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme of 10% in Year 1 and 5% in Year 2.
- h) not make unreasonable demands upon the ECT
- i) not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach; for example if a teacher is EYFS/Y1 trained, they would not normally be expected to teach KS2 (and vice versa) . At secondary level, a teachers' timetable should not be 'topped up' by a subject in which they have not been trained, e.g. a Science specialist teaching maths. If this does occur, it should be agreed before the ECT accepts the post and appropriate support put in place
- j) not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- k) involve the ECT regularly teaching the same class(es)
- l) involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged, and
- m) not involve additional non-teaching responsibilities without the provision of appropriate preparation and support
- n) not be in a school where induction cannot be served (*DfE guidance section 2.4*)

In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities.

Ensuring a reduced timetable

In a relevant school, the headteacher must ensure an ECT has a reduced timetable. This is of no more than 90% in Year 1 and 95% in Year 2 of the timetable of other main scale teachers in the school to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, including Academies and Free Schools, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT personalised to meet their professional development needs. This must include:

- Support and guidance from an appropriately qualified and experienced induction tutor

- Observation of the ECT's teaching and follow-up discussion
- Regular professional reviews of progress
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified
- For an ECT they must have an additional Early Career Mentor (ECM) assigned to them and meet with them weekly in year 1 for 1 hour, moving to fortnightly meetings in Year 2. The ECM should either be engaged in ECTP for Mentors Provider-led / School-led for one year or full induction programmes for two years.
- An ECT should be supported by an ITTECF programme either based on the DfE approved content or be enrolled on a Provider-led Programme.

Short term supply teaching

A qualified teacher who gained QTS on or after 1 September 2007 who has not completed an induction period, can undertake short-term supply work **of less than one term** in a relevant school for a maximum period of 5 years from the point of award of QTS.

- Short-term supply placements of less than one term, or equivalent, cannot count towards induction.
- The Headteacher / Principal or supply agency is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short term supply work.
- It is not possible to backdate the start of an induction period if a short-term supply contract is extended beyond one term. However, an induction programme must be put in place immediately if it becomes clear that the extended contract will continue for a further term or more.
- An ECT can work part-time as a short-term supply teacher, while concurrently serving induction in another part-time post after the five-year limit has expired. However, the short-term supply post will not count towards induction.

Institutions where induction cannot be served:

Workplaces which cannot offer statutory induction are:

- A school requiring special measures (i.e. one which is eligible for intervention), except in cases where Ofsted has judged a school, or part of a school, to be suitable to host induction (see page 12). Under section 62 of the Education and Inspections Act 2006;
- A FE institution where, following an Ofsted inspection, it is reported that the overall effectiveness of the institution, or part of its education or training, has been judged to be inadequate (category 4) or, in the case of an Ofsted inspection on or after 10 November 2025, the institution has been judged urgent improvement for leadership and governance or inclusion or safeguarding is not met, except in cases where Ofsted has judged the institution or part of the institution to be suitable to host induction.
- Where induction may be served or continued in a maintained school in special measures or an FE institution which has been judged inadequate.

Schools in special measures

Relevant schools and academies can continue to host induction where a teacher was employed on an employment-based initial teacher training scheme in the school prior to gaining QTS or had already started an induction period in the setting, before it entered special measures.

Generally, once a setting has been deemed to require special measures, it is not permitted to recruit any new ECTs. However, an Ofsted Inspector may make a judgement on whether the setting is suitable for the purposes of induction. In some cases, particularly with larger schools, Ofsted may give permission for ECT appointments within specific departments or subject departments of the school.

ECTs already serving induction in an FE institution where the overall effectiveness of the institution, or part of its education and training, have been judged to be inadequate (category 4) at the time of inspection or, in the case of an Ofsted inspection on or after 10 November 2025, the provider has been judged urgent improvement for leadership and governance or inclusion or safeguarding is not met, can continue to serve induction. FE institutions judged as inadequate, or where leadership and management is judged inadequate, or, in the case of an Ofsted inspection on or after 10 November 2025, the provider has been judged urgent improvement for leadership and governance or inclusion or safeguarding is not met, should have a certification in writing from the Chief Inspector that the institution, or the part of such an institution in which Under section 62 of the Education and Inspections Act 2006, the person in question teaches, is fit for the purpose of providing supervision and training during an induction period.

The induction Process

Overview of the induction process

- Headteacher carries out pre-employment checks.
- Headteacher agrees an Appropriate Body
- Headteacher appoints ECT and notifies Appropriate Body (AB) before induction starts
- Head Teacher appoints Induction tutor and mentor
- Headteacher agrees an appropriate ECF/ECTE programme for an ECT and registers route on [DfE portal](#). If Provider-led programme is to be followed, ECTs and ECMs should be registered with the relevant lead provider on this portal.
- If School-led programme is to be followed, the programme is written and sent to the AB alongside the Fidelity check template in advance of ECT registration.
- AB notifies TRA that ECT has started or is continuing their induction
- AB provides ECT with named contact
- AB determines length of induction period
- Headteacher/Induction Tutor agree ECT's induction plan based on CEDP targets.
- AB ongoing QA of ECT in-school and ECF/ECTE programme.
- Induction Tutor observations of ECT (half-termly)
- ECM weekly mentor meetings with ECT
- ECT regular observation of experienced teachers
- Induction Tutor liaises with Hub around engagement of ECT and ECM in the ECF/ECTE taught programme
- AB/IT/HT take appropriate action if ECT's progress against standards is not satisfactory and informs AB.
- Termly progress reviews for ECTs and final assessments completed as required.
- ECT leaves post before the end of the induction period – an interim progress review assessment is submitted to the AB.
- ECT reaches end of induction period – HT submits final assessment and recommendation to AB.
- AB makes final decision on ECT outcome – decision made on whether an extension period is needed. If a pass is decided AB inform the TRA and they are able to teach without restrictions.
- If the AB reaches a fail decision the ECT has the right to appeal. This can result in an overturning of the AB's decision but if the appeal is upheld the ECT will be dismissed from their role. They are not allowed to teach in the maintained sector.

Determining the length of the induction period

The length of the induction period an ECT is required to serve is the full time equivalent of two school years or approximately 378 days.

** ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full academic years. Therefore an ECT working part-time as a 0.5 FTE will need to serve induction for a period of four academic years.*

Calculating induction period for part time teachers - guidance

Total induction period

To calculate how many terms a part time teacher will need to complete - divide the normal induction period by the part time contract.

Example: *If a teacher is on a 0.6 contract, the induction period would be $6 / 0.6 = 10$ (terms) for an ECT.*

Assessment points

Term lengths may vary - from over 70 days for the autumn term to under 60 days for the summer - the average being around 63 days. The latter figure should be used when calculating assessment points for part time ECT teachers:

Number of weeks in school x PT contract x 5 = number of full-time equivalent days

Example:

A teacher on a 0.6 contract has worked from September to February half term, 20 weeks.

So this gives:

Number of weeks in school x PT contract x 5 = number of full time equivalent days

$20 \times 0.6 \times 5 = 60$ days

This is within 3 days of the average term length of 63 and so for practical purposes, this makes a suitable assessment point.

For an ECT a termly progress review should be submitted using this calculation and a final Year 1 assessment submitted after the equivalent of 3 terms and Year 2 at the end of their final term.

The Appropriate Body makes the final decision about the equivalence to one school year in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector.

In some exceptional circumstances the length of an induction period may be reduced. For further details see Special Circumstances below.

Minimum period of continuous employment that can count towards induction

For both full-time and part-time ECTs, the minimum period is one term or equivalent (e.g. two terms for a teacher on a 0.5 contract). This applies to both permanent and supply teaching posts (see section 2 above). It also reflects the need for each ECT to work in a stable environment and receive a personalised, supported and pre-planned induction programme. Contracts of less than 0.5 may not provide sufficient stability and opportunity to prove effectiveness and impact.

There would need to be significant evidence from the headteacher to support this. If the person is an ECT the appropriate body will be particularly mindful that they have a statutory entitlement to a two year ECF programme and they must be permitted to follow this.

Appropriate bodies have the ability to reduce the induction period for ECTs who are completing induction on a part time basis e.g. a 0.5 FTE would normally be expected to complete a 4 year induction finishing in 2025 but can be considered for a reduction in summer term 2023. In making this decision the appropriate body should consult the headteacher and must always gain the agreement of the ECT.

Any periods of induction served under the Welsh Induction Regulations in Wales can count towards induction in England only if they comply with the requirements of the English Induction Regulation requirements. Periods of induction served under and complying with the English Induction Regulations in England can count towards induction in Wales.

Note:

- Supply teaching can only count towards induction if it is **known in advance** that it will last for at least one term and all procedures for registration and support of an ECT are in place, (see section 2 above).
- Induction can be completed in more than one school and ECTs may take a break between induction periods. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.
- If a teacher changes schools before completing induction, the headteacher should keep copies of all documents relating to induction and, on request, pass them on to the receiving school.
- *Part-time teachers will have an induction period of longer than two years if an ECT.
- If an ECT has been absent from work for 30 school days or more during the induction periods, the induction period will be extended by the aggregate total absences, *e.g. if they have been absent for 35 days, the extension will be for 35 days.*
- If an ECT has a break in induction which includes statutory maternity, paternity, adoption, shared parental, parental bereavement, carer's or neonatal care leave, they may choose whether or not to have their induction period extended to reflect the number of days absent for this purpose. The final assessment should not be made until the ECT returns to work and they should be advised that the decision on assessment against the standards can only be made on the evidence available.

The appropriate body has the option at the end of the induction period to extend the period where this can be justified. This might be based on the following reasons:

- Personal crises
- Illness
- Disability
- Issues around support during induction or where there is insufficient evidence against the standards to make a judgement

If the extension period has to take place in another institution it will need to be a minimum of one term.

Appointment of an induction tutor

The headteacher / principal must identify a person to act as the ECT's induction tutor, to provide day to day monitoring and support, and co-ordination of assessment. The induction tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring.

This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the head teacher to be the induction tutor.

Appointment of a mentor

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. 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.

The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves.

Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Clarity of roles and responsibility

There should only be one induction tutor in the school. Where schools have attempted to share this role, it has tended to lead to problems in consistency and quality control. This has been noted by Ofsted in school inspections.

Similarly, as part of the induction process, it is important that the ECTs understand the different roles of the mentor and induction tutor.

All support records (such as weekly meetings) and admin should pass through the induction tutor for internal quality assurance.

Mentors may help in drafting formal assessment, but final compilation of these is the responsibility of the induction tutor, who must ensure that all reports from a centre are completed to the same standard – e.g. referencing of evidence such as practice impact; dates for lesson observations; setting of clear SMART targets etc.

Ofsted will challenge a school if the reports are not of the same consistent standard.

The following is taken from the Statutory Induction Guidance 2021 if it helps with further clarity on the roles.

Induction tutors

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

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

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ITTECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Providing a suitable programme

The induction programme will involve a combination of monitoring, support and assessment (both formative and summative).

All ECTs starting induction from September 2021 should have access to a high quality CPD programme based on the Early Career Framework (ECF). For those starting induction from September 2025 their training will be based on the ECTE. The ECTE can be delivered through one of 2 options:

- 1) A Provider-led Programme via a Lead Provider delivered through your local Teaching School Hub STEP
- 2) A School-led programme whereby schools can design and deliver their own training programme, using materials provided by the National Institute of Teaching and UCL Institute of Education and/or of their own design based on the ITTECF.

Please note, option 2 requires further QA fidelity checks from the AB and incurs an extra cost for this service.

In addition, ECTs should be given opportunities to observe experienced teachers (in their own or other effective schools). All aspects of the programme should include an active role for the ECT:

Each half term:

- one Formal Observation of the ECT
- one observation by the ECT of another teacher
- one formative assessment meeting with the induction tutor
- for ECTs a weekly mentor meeting with their ECM
- engagement in ECTE taught and self-study materials
- engagement in in-school induction programme and wider CPD delivery in school

This is the statutory minimum, for most ECTs considerably more support takes place in order to ensure the teacher progresses effectively through the induction period.

At the end of each assessment period

ECT

Termly progress review meetings and assessment completion with induction tutor. Formal review meeting and complete 1st assessment at end of year 1 and final assessment at end of Year 2 or equivalent.

A reduced timetable gives the ECT opportunities to:

- ✓ maintain their Career Entry and Development Profile
- ✓ evaluate and review their teaching
- ✓ attend CPD courses such as ECT/REC training events
- ✓ observe other teachers at work, and teach with other teachers
- ✓ plan with planning teams and individually
- ✓ visit other schools and educational establishments

In addition to this, the time available as a result of the ECT's reduced timetable should be used to provide additional training. From September 2021 this should be based on the Early Career Framework and from September 2025 on the Early Career Teacher Entitlement (ECTE).

Observing the ECT teaching

How often? An ECT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the relevant standards. The frequency of these observations should be appropriate for their situation, normally this will be at least once in any 6-8 week period (pro rata for part-time ECTs), including **once during the first 4 weeks** in post.

Agreed in advance - and followed by an analytical discussion.

A written record should be made on each occasion. This should indicate strengths and where action needs to be taken. Paperwork used for this should be appropriate for the induction process; it should not lead to grading of the lesson, but should highlight evidence of standards met, and areas for development. The school's own lesson observation pro forma can be used but only if this doesn't involve graded judgements

By whom? - Observations of the ECT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

Formative Feedback? The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified. Copies of any paperwork should be passed on to the ECT and the induction tutor.

Record keeping

Internal formative records

Formative records such as target setting proformas, lesson observations, records of interaction with the ECF/ECTE programme should be kept by the ECT and/or induction tutor where appropriate. An ECM should keep a record of their weekly meetings with their ECT. The ECT may wish to compile a folder of evidence against the standards to support their assessment. There are examples of proformas in this guide.

Additional records may include: work scrutiny, notes from additional meetings such as additional support plans, serious concerns or capability meetings.

Statutory internal and external summative records

Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns (e.g. an increase in hours per week for a part time contract) and any absences. These should be noted on assessment forms at the end of each formal assessment period and the headteacher/principal should notify the Appropriate Body if an ECT leaves the institution before completing the period. The Appropriate Body will then notify the TRA.

Where an ECT has already completed part of their period in another institution, the head teacher/principal should contact the ECT's previous Appropriate Body to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new Appropriate Body to any concerns that have been raised about the ECT's progress by previous employers.

The TRA keeps records of teachers who have completed or part completed induction. Details of teachers who have passed or failed induction are available to employers through their Employer Access Online service at www.education.gov.uk/employeraccess. As the Appeal Body the TRA also keeps records of all appeals.

It is recommended that assessment reports are retained by both the institution and the Appropriate Body for a minimum of **six years**. ECTs are advised to retain the original copies of their own assessment reports.

Confidentiality and data protection

Headteachers, induction tutors, appropriate bodies and the TRA should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data in accordance with Article 6(1) (b) of the General Data Protection Regulations 2018.

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.

The governing body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process they can seek guidance from the Appropriate Body.

Professional progress reviews of the ECT

Regular formative progress review meetings

Throughout section 6, the phrase 'termly' is used to describe the most common timing for assessment. If an ECT is part time, this may be less frequent. It is not recommended that this is taken too far though, for example if a teacher is on a 0.3 contract, it may be unwise to treble the time between meetings, observations etc.

The induction tutor should review the ECT's progress at frequent intervals throughout the induction period. The frequency of the meetings should be sufficient to support an effective cycle of review of and development, this will normally be **at least once** in every 6-8 week period, including one during the first half-term.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

A written record of each progress review should be retained by the induction tutor and a copy provided to the ECT. The record should clearly state whether the ECT is on track. It is expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The Induction Tutor should notify their Headteacher and the Appropriate Body after each progress review stating if the ECT is making satisfactory progress. If the ECT is not on track an appropriate action plan should be shared with the Appropriate Body and regular contact should be maintained.

Formal Summative assessment meetings and reports

All Progress Reviews and assessments for ECTs will be available on our [ECT Manager](#) portal and can be submitted online. In exceptional circumstances the paper version in this guide can be used and then submitted by email.

ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. They should not be carried out by the mentor.

ECTs should receive an assessment in the final term of the first year (term 3 or equivalent) and in the final term of the second year of induction (term 6 or equivalent).

Evidence used should be clear and transparent and judged in relation to the Teachers' Standards. If regular progress checks, review of objectives and action planning has been taking place there should be nothing unexpected.

The ECT should have been given an opportunity to comment on the formal assessment report. The formal assessment report will be uploaded to the ECT portal or a paper version submitted to the Appropriate Body. This needs to be done within 10 days of the final assessment meeting.

The Appropriate Body is responsible for keeping a record for each ECT it has registered for induction. It should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time.

Interim assessments

When an ECT leaves a post after completing **more than one term** in an institution but before the next formal assessment would be required, the head teacher/principal should complete an **interim assessment**. This should take place before the ECT leaves their post in order to capture the ECT's progress, performance, the length of induction completed, and the number of days absent since the last assessment. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form 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.

Guidance on completion of a formal assessment

Assessment forms which are either incorrectly completed or lacking sufficient detail will need to be re-submitted. This may delay the final completion of the induction process.

There will be further training on the completion of the paperwork for Induction Tutors to support with this process. This is a basic sample of a completed paper version. Other more developed and personalised examples are available in the resources section of ECT Manager.

Sample assessment

Part 1 - Teaching:	
1. Set high expectations which inspire, motivate and challenge pupils	
Strengths	Evidence
Teresa has established a safe and stimulating environment for pupils, rooted in mutual respect. She has had the opportunity to read and discuss the school Behaviour Code so she can apply it and follow the school's consequence code with increasing confidence. She is developing strategies which promote positive attitudes, values and behaviour which are expected of pupils.	Lesson observation 30/9/16 & 6/10/16 Work scrutiny
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
none	
Areas for development	
Develop the use of recognised signals to quickly bring the class together, (e.g. raise hand)	
2. Promote good progress and outcomes by pupils	
Strengths	Evidence
Teresa plans her lessons to build on pupils' capabilities and prior knowledge. The work is differentiated. She plans alongside her mentor each week. Teresa is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. Teresa encourages pupils to take a responsible and conscientious attitude to their own work and study by allowing the children to evaluate their work and verbal feedback is given.	Planning file Lesson observations
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
None	
Areas for development	

Ensure learning outcomes and success criteria are shared with pupils to allow them to reflect on their own progress	
3. Demonstrate good subject and curriculum knowledge	
Strengths	Evidence
Teresa continues to acquire knowledge of the relevant subjects and curriculum areas. She seeks advice from different members of staff/Co-ordinators to develop her subject knowledge and understanding, focusing particularly on geography and history this term. She continues to improve her practise to foster and maintain pupils' interest in the subject, and address misunderstandings.	Lesson observation. Planning notes Notes from meetings with mentor
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
Teresa's science work focuses too much on fair testing and doesn't make good use of learning beyond the classroom.	
Areas for development	
Work with the science coordinator to jointly plan and team teach lessons to develop your skills in this subject. Observe other teachers using phonics within lessons, to see how practice can become more integrated into the general flow of lessons.	

4. Plan and teach well-structured lessons	
Strengths	Evidence
Teresa's lessons show appropriate pace and structure, she always reflects on the effectiveness of lessons and approaches to her teaching. She has been to see others teach and has talked about the good practices that she has seen and is beginning to apply some things observed into her own practice. She is able to take on board areas for development and strives to improve her teaching. She plans with her year group partner and contributes to the design and provision of an engaging curriculum within the relevant subject areas.	Lesson observation. Planning notes
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
none	
Areas for development	
Ensure learners have sufficient time to act on written feedback and that TAs are briefed on how to support this.	
5. Adapt teaching to respond to the strengths and needs of all pupils	
Strengths	Evidence
Teresa is beginning to use TAs more effectively and continuing to develop how to adapt appropriately, including for her more able learners. She uses adults and equipment appropriately which enable pupils to be taught effectively. She is developing an understanding of the more obvious needs of pupils, including those with Special Education Needs.	Notes from meetings with mentor and meeting with SENCO

Any areas for concern? (aspects which may support a judgment of not making expected progress)	
Areas for development	
Teresa needs to develop her understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. She has sought advice from the Pastoral Liaison and the SENCO to discuss the progress and interventions with children in her class.	
6. Make accurate and productive use of assessment	
Strengths	Evidence
Teresa gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback as stated earlier. She has taken part in moderation activities for writing. From this sample she was able to level other children's work. She is able use relevant data to monitor progress, set targets, and plan subsequent lessons. This is reviewed on a termly basis with children who are targeted. She is able to give children targets for Reading, Writing and Maths based on gaps in their learning.	Lesson observations Register from CPD meeting Moderated sample of work
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
Areas for development	
Build in time for learners to act on written feedback and guide TAs on how to support this.	

7. Manage behaviour effectively to ensure a good and safe learning environment	
Strengths	Evidence
Teresa has clear rules and routines for behaviour in classrooms, and she takes responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy. She meets with parents if behaviour has been an issue.	Notes from lesson observations
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
Areas for development	
Ensure sanctions are escalated gradually and stress action/consequence with learners (apply sanctions as soon as possible). Focus whenever possible on the positive behaviour you desire	
8. Fulfil wider professional responsibilities	
Strengths	Evidence

Teresa has helped out on after school activities including gym and dance clubs. She has had the opportunity to plan alongside her tutor a class trip. She has helped to produce risk assessments and letters to parents. She worked closely with colleagues in her phase to plan the school Nativity play.	Ask the pupils!
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
Teresa works very long hours out of school. Longer term she needs to keep an eye on this and at times learn to compromise.	
Areas for development	
Ensure involvement in extra-curricular work does not impact on your primary role or encroach too much into your work life balance!	
Part 2- Personal and professional conduct:	
Strengths	Evidence
Teresa realises the need to safeguard pupils’ well-being, in accordance with statutory provisions. She shows tolerance of and respect for the rights of others. She ensures that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.	Lesson observations Attendance records
Teresa is part of the school team. She is always punctual and has good attendance. She has taken on board the policies of the school and maintains a high standard in all her practices. She has a good understanding of the framework and her professional duties.	
Any areas for concern? (aspects which may support a judgment of not making expected progress)	
Areas for development	
Ensure that your relationship with all learners remains professional and that confidentiality is maintained in informal conversations with parents	

Targets for the next term	
Target (SMART)	Support
S1, S2, S5, S6 Developing Afl - Explore strategies to give pupils a greater awareness of their targets in core subjects, relating these to the development of key skills - Ensure lessons allow sufficient time for self-review and taking next steps S7 + part 2 - Target: Ensure that you maintain appropriate authority, avoid becoming over friendly. Act decisively when necessary, ensuring any sanction happens as soon as possible – action and consequence need to be closely linked. S3 – Science and Phonics - Explore alternative ways to teach science both in and beyond the classroom. - Work collaboratively with the science coordinator to plan and team teach. - Develop your use of phonics to be more integrated into lessons – allow individuals to practice their use as and when appropriate.	Observe planning partner starting a lesson featuring CTG response time Ask your TA to focus on this and provide feedback Focus for next observed lesson SENCO to arrange suitable lesson observation

Raising concerns

An ECT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the ECT may notify the named contact at the Appropriate Body who should, as soon as possible, investigate the issues raised. In some schools the ECT may also have a mentor with whom issues may be raised or may seek guidance from a professional teaching association.

Completing the induction period

An ECT completes their induction period when they have served:

- The full time equivalent of two standard school years (usually six terms based in a school year of three terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body); or
- An extension to that period, as a consequence of absences occurring during that period; or
- An extension following a decision by the appropriate body or the Appeals Body.

ECTs who are not making satisfactory progress

The vast majority of ECTs complete the induction period satisfactorily. **If, however, an ECT is not making satisfactory progress, early action should be taken** in order to support and advise the ECT to make any necessary improvements.

Procedures should be in place to ensure timely warning of any concerns and these should be communicated quickly to the head teacher and the Appropriate Body.

It should be made clear to the ECT which of the induction requirements are not being met and an action plan (additional support plan) devised as part of a support package to help the ECT meet the requirements. Action should not be delayed until a formal assessment meeting has taken place. **The school should inform the ECF/ECTE/AB strategic lead at this stage.**

Additional support plan – a proforma will also be available on the ECT Manager Portal.

ECTs at the end of the Year 1

If at the end of the first year or equivalent of induction, the decision is 'unsatisfactory progress' in the summative assessment form, the report should include brief details of:

- the weaknesses identified against the requirements for induction
- agreed objectives for improvement
- the planned programme of support
- the evidence used to inform the judgement

The Headteacher / Principal should:

- observe the ECT teaching in order to confirm the judgement of the tutor
- Meet with the ECT to confirm the above and indicate the consequences of failure to complete the year satisfactorily
- Share notes from this meeting with the ECT, IT and AB along with the completed summative assessment form

ECTs in their final year

To avoid reaching a point where an ECT may be formally judged to have failed, schools should:

- **request a meeting with the Hub AB team**, early in the final year - at this meeting various options can be discussed with the school and the ECT
- **request a second meeting shortly before the final half term** - this is the last date by which an ECT could choose to resign without a final assessment being made.

Both of these meetings will normally count as critical support.

Final assessment

If, at the Final Assessment Meeting, the judgement is that the ECT has not met the standards for satisfactory completion of the induction period, the headteacher should sign and complete the final assessment form using the ECT Manager Portal without delay (at the latest within 10 working days).

The Hub AB Induction Team will then review the evidence. If the decision is to accept the recommendation of the headteacher, the judgement will be confirmed and the school must dismiss the ECT, who may then appeal to the TRA for a review of the judgement. It is essential that these deadlines are adhered to.

Following the completion of the induction period – a step-by-step guide

For the purposes of this guide, a working day means any day other than a Saturday, Sunday or Public Holiday.

Within ten working days of the completion of an ECT's induction support programme:

- The Headteacher must write to the Appropriate Body to recommend whether or not the ECT has met the requirements for the satisfactory completion of their induction and send a copy to the ECT.

twenty working days of receipt of the recommendation:

- the Appropriate Body, must decide whether the ECT:
 - (a) has satisfactorily completed their induction support programme
 - (b) requires an extension of the induction period (see the online section on extensions), or
 - (c) has failed to satisfactorily complete the induction support programme

Within 10 working days of the head teacher's recommendation:

- The Appropriate Body must have regard to any written representations received from the teacher. It is recommended that the Appropriate Body draws this point to the ECT's attention, especially if an ECT has been judged to be making unsatisfactory progress.

Within three working days of the decision being made and recorded:

- The Appropriate Body must write to the ECT, the head teacher (in whose school the ECT was working at the end of their induction), the employer (if other than the Appropriate Body itself), and the TRA.
- If the Appropriate Body decides to extend the period of induction or concludes that the ECT has failed to complete their induction period satisfactorily, the Appropriate Body must inform the ECT of their right to appeal, with the names and address of the Appeal Body, and the deadline for appeals.

Within twenty working days of receiving this notification:

- The ECT must say if they will be exercising their right to appeal.
- NB: After twenty days, this right expires except in exceptional circumstances.

Roles and Responsibilities

Headteachers and Principals

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

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF/ECTE-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;

- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures;
- and retain all relevant documentation/evidence/forms on file for six years.

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

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

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

The 'Appropriate Body'

The Appropriate Body has the main quality assurance role within the induction process. Through quality assurance the Appropriate Body should assure itself that:

- Headteachers / Principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an ECT receives an ITTECF-based induction programme, a designated induction tutor and mentor in addition to a reduced timetable.
- monitoring, support, assessment and guidance procedures in place are fair and appropriate.

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

The Appropriate Body must ensure that:

- Headteachers / principals and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction
- Headteachers/principals have put in place an ECF/ECTE-based induction programme for an ECT starting from September 2021 and their programme of support is clearly based on the ITTECF

- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an ECT may be experiencing difficulties action is taken to address areas of performance that require further development and support
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns
- induction tutors are trained and supported including being given sufficient time to carry out the role effectively
- head teachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- any agreement entered into with either the FE institution or the independent school's governing body is upheld
- the head teacher/principal has verified that the award of QTS has been made
- the school is providing a reduced timetable in addition to PPA time
- the ECT is provided with a named contact(s) within the Appropriate Body with whom to raise concerns
- FE institutions (including sixth form colleges) are supported in finding schools for ECTs to spend their mandatory ten days teaching children of compulsory school age in a school
- ECTs' records and assessment reports are maintained
- All monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the head teacher/principal and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECTs' performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified, and
- they provide the TRA with details of ECTs who have started; completed (satisfactorily or not), require an extension or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors.

The Induction Tutor and Mentor – see earlier section for responsibilities

The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;

- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ITTECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

The Governing Body

The governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

The Teaching Regulation Agency / DfE

The Teaching Regulation Agency / Department for Education will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

The Career Entry and Development Profile

The Career Entry and Development Profile is no longer a statutory part of ITTECF induction. Most school and ITT providers, however, have continued to provide a similar style of key transition point review which support the provision of a ***“suitable monitoring and support programme must be put in place for the ECT, personalised to meet their professional development needs”***

The importance of the CEDP

The Career Entry and Development Profile (CEDP):

- Should be an integral part of statutory induction arrangements
- emphasises the processes of supported reflection and collaborative discussion
- has the potential to inform longer term professional development review and planning
- is designed so it can be integrated with (and support) other profiling and recording systems
- provides three transition points with prompts to reflection at each point – at the end of ITT, beginning of induction and towards the end of induction
- offers a range of support materials and guidance notes
- allows flexibility for ECTs to select/adapt formats and recording style: range of formats offered
- makes ECT responsible for recording their own responses in their own preferred style
- strengthens the supportive, collaborative role of tutors and mentors in ITT and induction tutors during induction
- is signed by ITT providers to confirm that discussion has taken place at transition point 1
- is retained by trainees prior to the award of QTS – to facilitate discussions with induction tutors prior to or at the beginning of induction; the profile has no role in recording the trainee teacher's receipt of QTS
- specifically encourages ECTs to reflect on the context of the school/class(es) in which they undertake induction (transition point 2)
- leads into the process of objective setting and induction action planning, but with no prescribed format for the written plan; schools can use/adapt a format from within the profile materials or can use a different preferred format - it remains a requirement to have an individualised induction programme
- provides support materials for use at professional review meetings, including a similar set of prompt questions to those at the three transition points
- includes materials for ECTs/schools to use if an ECT moves schools during induction
- is designed to prompt reflections on progress during induction and generate discussion about aspirations for continuing professional development (transition point 3, at the end of induction)

Transition Point 2 (from ITT to ECT)

Objectives and Action Planning

The following describes procedures for effective transition from ITT. Whilst the terminology may now vary between ITT providers and schools, a similar process should still exist:

Towards the end of their initial teacher training programme (Transition Point One), trainee teachers should have considered their strengths and ECT targets for further professional development in order to prepare for their first teaching post, their induction programme, and their longer term continuing professional development.

ECT target setting should reflect the support and training they will receive on the ECF programme and can be referred to in the target setting process.

Progress towards the objectives should be reviewed regularly and these reviews should result in the revision of objectives and updating of the action plan. The main CEDP proformas and prompts provided in (appendix 6) can be copied, and additional sets of objectives inserted, as necessary. In this way, the Career Entry and Development Profile will help to ensure that monitoring and support is well-focused throughout the induction period and that short, medium and long-term needs are addressed. These reviews are likely to coincide with the formal review meetings that form part of the induction arrangements. The final assessment meeting of the induction period can also be used as the basis for objective setting and professional development planning for the third year of teaching, when appraisal arrangements will begin to apply.

The way in which the objectives are framed will affect how achievable they are, and the ease with which progress towards them can be monitored and reviewed. Objectives should be realistic and attainable. The ECT may be able to work towards most objectives on a day-to-day basis as part of their normal teaching role. Other objectives may involve the support of other school staff or expertise from outside the school e.g. from other schools, Local Authorities, HEIs, professional and subject associations, Exam boards, or Diocesan authorities.

The action plan should record:

- the agreed objectives
- the success criteria which will enable judgements to be made about the extent to which each objective has been met
- the actions to be taken to achieve them, and by whom
- the resources, if any, that will be needed
- targets dates for their achievement
- dates when progress will next be reviewed (likely to be the next formal meeting)
- an evaluation of progress

Whenever the action plan is used to set or revise objectives, the induction tutor and the ECT should sign it on the appropriate page. Both should keep a copy.

Towards the end of induction (transition point three), there should be an opportunity to review the year, consider the progress made and establish some initial priorities for continuing professional development.

Guidance for ECT on keeping records & evidence

Choosing a format - Reflection and professional discussion are important and these will be echoed in the notes made by the ECT, who should decide how to record and keep these notes. It is not expected that these will be lengthy responses.

An evidence folder – The purpose of this folder is to support the ECT in reflecting on their progress and retaining concise proof of some aspects of this progress. The folder is not there to make the job of the induction tutor easier in assessing the ECT! The ECT may choose not to keep a folder in any formal sense, but should still be able to show proof of progress against any short or long-term targets.

The format and nature of the folder should be tailored to meet the ECTs needs and can be maintained in a paper copy or electronic format. If you wish to use a folder, the ECT may choose to collect existing

evidence about your reflections, achievements and plans. This could be organised into evidence supporting the eight standards.

Examples of possible evidence folder contents:

- ECT responses at each transition point
- ECT progress on the ITTECF and reflections on how it is supporting their training
- reports on school experience during ITT
- examples of ECTs planning
- records of objectives set during ITT & ECT programmes
- induction action plans
- records of how 10% release time has been used
- feedback on observations
- records of review meetings
- assessment reports
- ECT reflections on your progress, or
- any other evidence supporting the standards

Special circumstances

Reducing the induction period

Developing the skills needed for a successful career in teaching takes time, which is why all ECTs are entitled to a two-year induction programme. **The default expectation is that all ECTs complete a full two-year induction**, not only to allow them time to demonstrate that they have met the Teachers' Standards, but also to allow them to benefit from time off timetable for training, study and mentoring and to have time to apply this to their teaching practice and develop their skills without the pressures of a full timetable. There is **no entitlement** to a reduced induction or to the minimum length to which an induction can be reduced.

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 exceptional 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.

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 will need to consider evidence of previous experience and performance when 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.

In such cases, 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.

Separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. 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 should only be made on the basis that the ECT has met the Teachers' Standards.

Extending the induction period

(a) To account for ad hoc absences

The induction period is automatically extended prior to completion when an ECT's absences during the period total 30 days or more (with the exception of statutory maternity, paternity, shared parental, statutory adoption, parental bereavement, or carer's leave). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

(b) Prior to completion due to statutory maternity, paternity, adoption, shared parental, parental bereavement or carer's leave

ECTs who take statutory leave while serving their induction period or an extension to their induction period may decide whether their induction should be further extended to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) their induction period, and any such request must be granted. If an ECT chooses not to extend (or further extend) their induction period following statutory leave, and is either unable to, or chooses not to, return to the same school/institution in which they undertook induction prior to their statutory leave, and they are due a final assessment, responsibility for conducting that final assessment rests with the school/institution where they served their induction and statutory leave, in conjunction with the respective appropriate body. If an ECT chooses not to extend the induction period their performance will still be assessed against the relevant standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

(c) After induction has been completed

The Appropriate Body has the option, when making its decision at the end of the induction period to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The Appropriate Body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the relevant 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 induction period cannot be extended simply to give an ECT more time to “come up to scratch”.

An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment must still be served as the ECT will be working in a new institution.

If an ECT leaves an institution having started but before completing their extension, the head teacher/principal should complete an interim assessment form and notify the Appropriate Body.

Induction periods extended in Wales (*before or after completion*)

When an extension is granted under Welsh regulations and the ECT is subsequently employed at an institution in England, the period is treated as having been extended under English regulations.

Completing induction in more than one institution simultaneously

In all cases where induction is served in more than one institution simultaneously, one head teacher/principal acts as the lead head teacher/principal. The lead head teacher/principal:

- must ensure that they are satisfied that all posts are suitable for induction, and provide a fair opportunity for the ECT to demonstrate that they have performed satisfactorily against all of the relevant standards by the end of the induction period
- is responsible for consulting with and gathering evidence from the other head teachers/ principals
- should also, in the case of unattached teachers (not attached to one school or employed otherwise than at a school) where appropriate, consult the Head of Service (their line manager within the LA)
- having co-ordinated the evidence, make the recommendation to the Appropriate Body on whether the ECT has performed satisfactorily against all of the relevant standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the ECT.

In all cases where induction is served in more than one institution simultaneously, it is essential that one Appropriate Body takes the lead in making the decision, following the recommendation from the lead head teacher/principal. The lead Appropriate Body is also responsible for consulting and gathering evidence from other appropriate bodies who are involved in the process.

For ECTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the lead head teacher/principal. Each separate contract of employment must meet the minimum period criteria.

Unsatisfactory progress and appeals

Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers’ Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The

induction tutor is expected to **notify the Appropriate Body** of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

The headteacher/principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory at the next assessment point

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the ECT's progress at the next formal assessment point (and this is not the final assessment), the head teacher/principal should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary 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.

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.

Making an appeal against a decision by the Appropriate Body

If an ECT fails induction, or has their induction extended, the Appropriate Body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeal Body is the TRA which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the General Teaching Council for Wales (GTCW).

Further guidance about the appeals process is available at:
<https://www.gov.uk/government/publications/induction-appeals-procedures>

Useful contacts and Web links

STEP Shropshire and Telford Education Partnership (Appropriate Body), Salop Teaching Partnership, The Priory School, Shrewsbury.

Website: <https://www.stepwm2.co.uk/>

Registration, Assessments and General enquiries:

**Rhian de Winter – ECF/ECTE/AB Lead
Administrator
Tel: 07749 625 651**

**Lucie Jenkins - Teaching School Hub Administrator
Tel: 07763 848544**

E-mail: ECF@stepwm2.co.uk

Specific ECT issues including critical support:

**Lesley Holmes – ECF/ECTE and AB Strategic Lead
Tel: 07763 848 543
E-mail: ECF@stepwm2.co.uk**

Named contact for ECTs regarding potential disputes:

**Carolyn Knight
Headteacher
The Priory School,
Shrewsbury,
SY3 9EE**

**Tel: 01743 284000
E: carolyn.knight@pri.318education.co.uk**

Department for Education

General enquiries:

Ministerial and Public Communications
Division,
Department for Education,
Piccadilly Gate,
Store Street,
Manchester,
M1 2WD

Tel: 0370 000 2288
Typetalk: 18001 0370 000 2288
Email enquiries: info@education.gsi.gov.uk
Website: <http://www.education.gov.uk/help/contactus>

Teaching Regulation Agency

Teacher Qualifications Unit Teaching
Regulation Agency,
53-55 Butts Road,
Earlsdon Park,
Coventry,
CV1 3BH

Tel: 020 75935392
Email: teacher.induction@education.gov.uk
Website: <https://teacherservices.education.gov.uk/>

Independent Schools Teacher Induction Panel (ISTip)

126-128 New King's Road
London
SW6 4LZ

Tel: 020 3586 3136
Website: <http://www.istip.co.uk>

National Teacher Accreditation (NTA)

Tel: 01761231818 or, 07720593542

The Teachers Standards (May 2012)

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

Appendix A

Appropriate Body Quick Checklist

School:

Headteacher:

Pre-Registration	
✓	
	Verified with headteacher that they have supplied a suitable post for induction
	Verified how the school intends to deliver the ECF/ECTE
	Verified details of the induction tutor(s) including that they have the ability and time to carry out the role
	Verified details of the designated mentor(s) including that they have the ability and time to carry out the role
	Verified pre-employment checks have been carried out and ECT(s) is/are eligible to start induction
	Verified with the TRA that ECT(s) have been awarded QTS
	Agreed start date for induction with ECT(s) and headteacher
	Verified plans for timetable arrangements are satisfactory

On Registering	
✓	
	ECT(s) briefed
	ECT(s) provided with named contact at Appropriate Body, separate to any induction-related decision-makers
	TRA informed of the appointment(s)
	Headteacher briefed on responsibilities
	Induction tutor(s) briefed on responsibilities
	Mentor(s) briefed on responsibilities
	Governing Body briefed on responsibilities

During Induction (periodic checks)	
✓	
	ECT(s) receiving ITTECF-based induction programme
	ECT(s) provided with appropriate tasks, experience and support to make progress towards the Teachers' Standards
	Induction tutor(s) dedicating suitable time and expertise to adequately support the ECT(s)
	Mentor(s) dedicating suitable time and expertise to adequately support the ECT(s)
	ECT(s) receiving reduced timetable in line with entitlement
	Unreasonable demands not being made of ECT(s)
	Absences and changes in working patterns are communicated to the Appropriate Body

At Assessment Points and Periodic Reviews <i>(NB periodic checks listed in the previous section may also naturally be checked here)</i>	
✓	
	Assessments and Reviews are being completed at the expected time
	Assessments and Reviews are carried out fairly and are suitably robust
	ECT(s) clearly informed of their progress against the Teachers' Standards
	ECT(s) are not expected to gather evidence beyond that naturally generated in the course of their work
	Clear strengths and areas for development are identified and communicated
	Progress against previous targets is explored and recorded
	SMART targets are set and are aligned to the Teachers' Standards
	Where there is a cause for concern, suitable support plans are put into place and communicated to the ECT(s) and Appropriate Body

On Completion of the Induction Period	
✓	
	Headteacher recommendation received
	Within 20 working days of receiving the recommendation, decide whether ECT has completed induction, requires an extension or has failed to complete induction
	Within 3 working days of that decision, inform the ECT, the headteacher and the employer in writing
	If the ECT has not completed induction, inform them of their right to appeal the decision, providing the name and address of the TRA and informing them that they have 20 working days in which to appeal
	Inform the TRA of the decision: within 3 working days if the ECT has not completed induction or with the regular termly return if they have completed induction

Appendix B

Early Career Teacher: Progress Review Template – **please use electronic template within ECT Manager Portal to complete this for ECTs – you will receive an automated email from ECT Manager when a Professional Progress Review is due**.**

Below is a form which induction tutors can use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required.

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete
- Only a summary of the evidence considered in reviewing the ECT's progress is required. **There is no need to reproduce all the evidence in detail**
- In all instances, send copies of this form to the ECT and their designated mentor
- If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal 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	
Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FTPT
Days absent in this period	

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

Yes

No

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. If the ECT is not on track to successfully complete induction, has the ECT been informed?

Yes

No

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

Yes

No

5. Has the ECT continued to access a programme of support based on the Initial Teacher Training and Early Career Teacher Entitlement and received all of the statutory entitlements? *(If no, please explain why an ITTECF-based induction has not been accessed or why statutory entitlements have not been met)*

Yes

No

6. Is the ECT expected to remain at this school for the duration of the next term?

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. 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.

Teacher comments

Use this section for the Early Career Teacher to make any brief comments themselves.

Part 3 – Signatures

This progress review was completed by:

Induction tutor.

Signature	
Date (DD/MM/YYYY)	

Early Career Teacher.

Signature	
Date (DD/MM/YYYY)	

In all instances, copies of this progress review should be provided to the ECT and their designated mentor.

If the answer given to questions (1), (3), (5) or (6) is 'No', or if the Appropriate Body has requested a copy, copies should also be provided to the headteacher/principal and Appropriate Body. Additionally, appropriate bodies are able to request copies of any ECT's progress review forms.

GDPR statement on data collection

As documented in Statutory Guidance, Appropriate Bodies are responsible for the collection, retention and storage of data.

Appendix C

Early Career Teacher: Formal Assessment Template - **please use electronic template within ECT Manager Portal to complete this for ECTs – you will receive an automated email from ECT Manager when an end of year assessment is due.**

This form should be completed at the end of Year 1 and Year 2 if full time, or the equivalent period of time if part time.

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. The appropriate body 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

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 end date	
Term 3 / 6 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT 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 ECT assessment period (Year 1 or equivalent)

End of final ECT assessment period (Year 2 or equivalent)

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.

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 the Appropriate Body.

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:

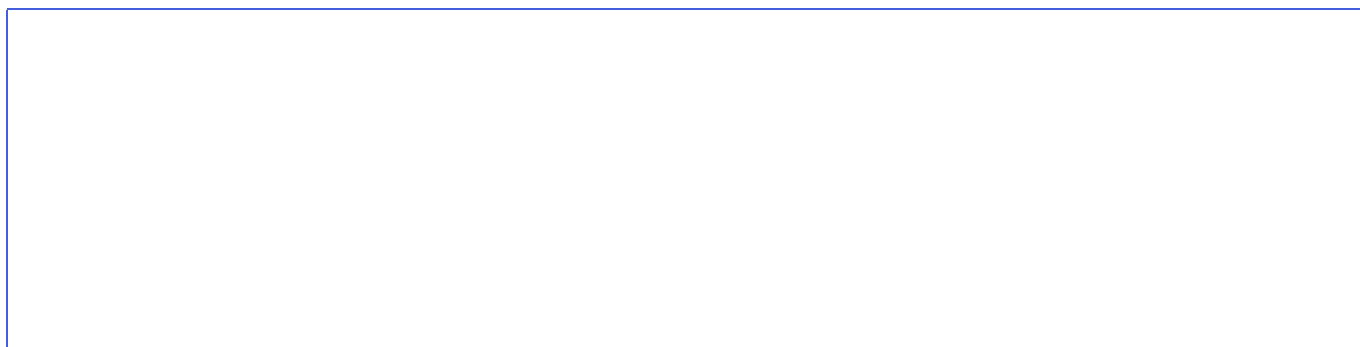
<https://www.gov.uk/government/publications/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

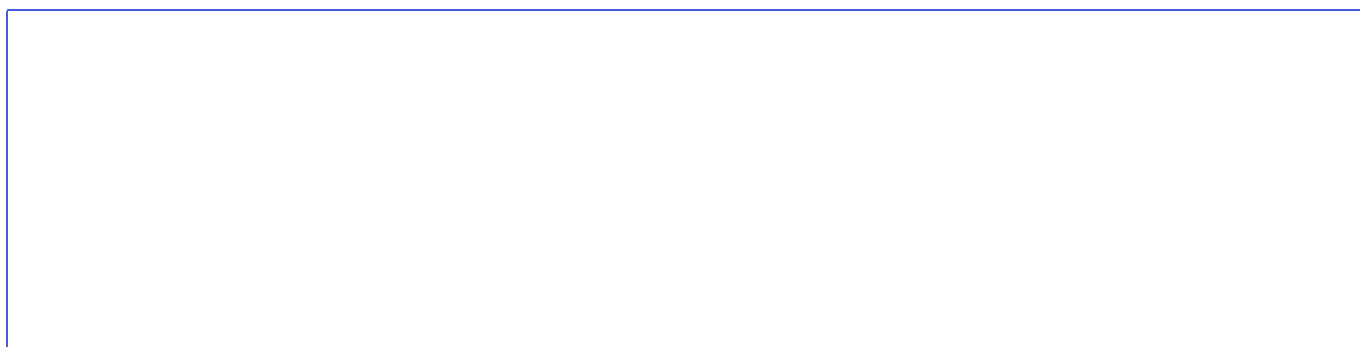
TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

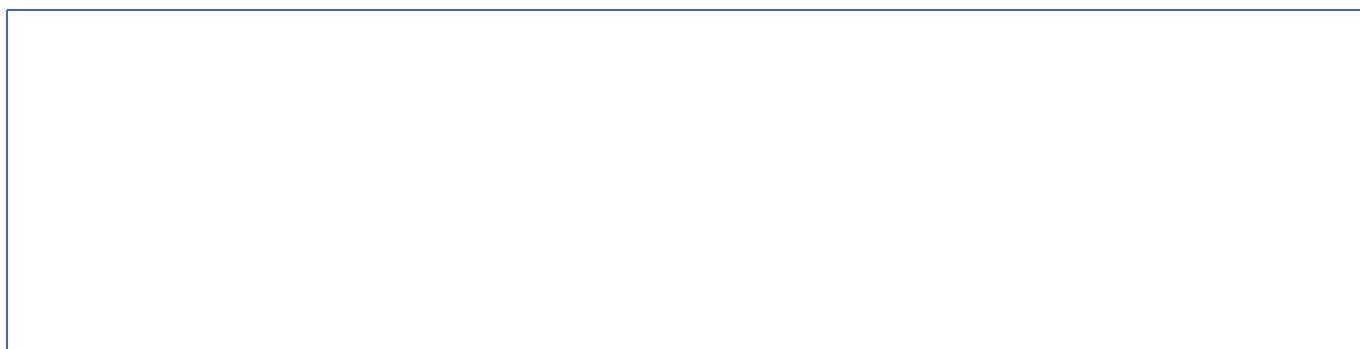
TS4 Plan and teach well-structured lessons

A large, empty rectangular box with a thin blue border, intended for notes related to the statement 'TS4 Plan and teach well-structured lessons'.

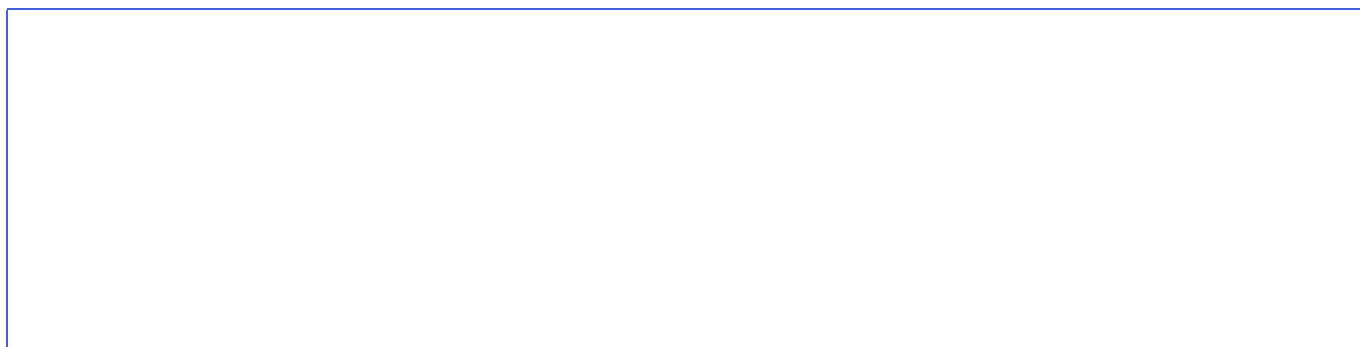
TS5 Adapt teaching to respond to the strengths and needs of all pupils

A large, empty rectangular box with a thin blue border, intended for notes related to the statement 'TS5 Adapt teaching to respond to the strengths and needs of all pupils'.

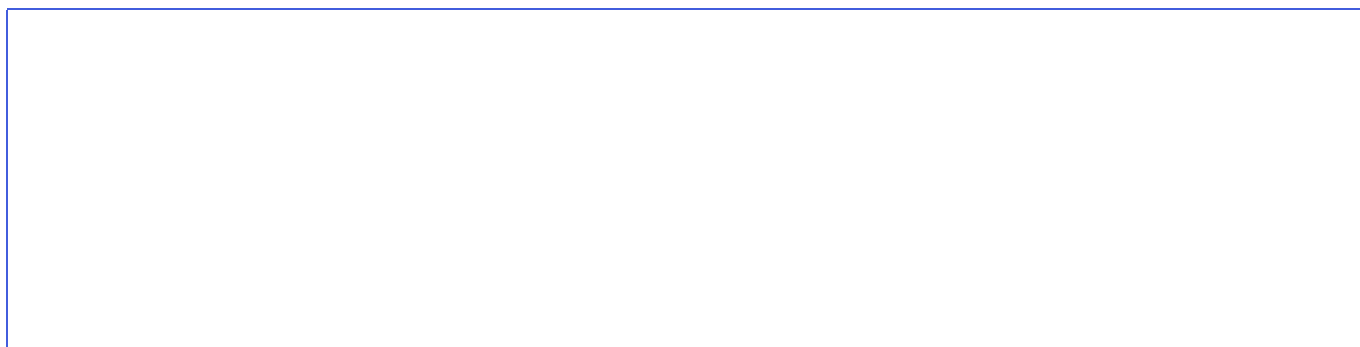
TS6 Make accurate and productive use of assessment

A large, empty rectangular box with a thin blue border, intended for notes related to the statement 'TS6 Make accurate and productive use of assessment'.

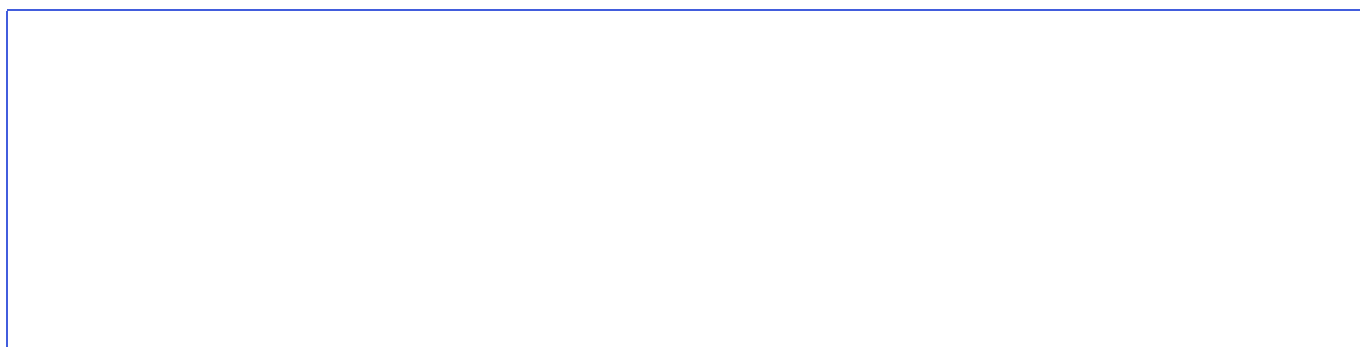
TS7 Manage behaviour effectively to ensure a good and safe learning environment

A large, empty rectangular box with a thin blue border, intended for notes related to the statement 'TS7 Manage behaviour effectively to ensure a good and safe learning environment'.

TS8 Fulfil wider professional responsibilities

A large, empty rectangular box with a thin blue border, intended for a response to the question 'TS8 Fulfil wider professional responsibilities'.

Personal and professional conduct

A large, empty rectangular box with a thin blue border, intended for a response to the question 'Personal and professional conduct'.

5. 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 is still useful for the ECT's continued development to complete this section.

6. 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)*

Yes

Not yet

Not applicable

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

Yes

Not yet

Not applicable

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

8. 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.

Teacher comments

9. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes

No

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

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

Yes

No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Part 3 – Signatures

This progress review was completed by:

Induction tutor.

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 sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Guidance for early career teachers' induction is available on GOV.UK

GDPR statement on data collection

As documented in Statutory Guidance, Appropriate Bodies are responsible for the collection, retention and storage of data. Appropriate Bodies are responsible for submitting relevant data to the Teacher Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

Appendix D

Early Career Teacher Entitlement Programme 02 Quality Assurance Survey 1 (QAS1)

TO BE COMPLETED BY THE INDUCTION TUTOR – *this QAS1 form will be emailed to you as a link to a Microsoft form to complete. The word document (as per below template) will be emailed to you if you cannot complete this electronically.*

This survey forms part of a statutory quality assurance process

- Schools should complete and return this survey **within the first four weeks of an ECTs starting at the school**
- Complete each section at the appropriate stage
- If the survey raises any urgent issues, please contact the AB team immediately on 01743 284072
- **Each ECT should complete a companion survey (QAS2)**

Section 1 – School Details

School		Date	
Induction tutor		email	

Please outline which approach the school will use to provide access to ECF based support and professional development:

Option A: Provider-led Programme	
Option B: School-led Programme	

For option B, have you submitted the initial fidelity checking form?

Yes	
-----	--

No	
----	--

Section 2 - Details of ECTs

ECT name	Mentor	Year group or main Subject	Contract detail Permanent or temporary (State duration) Full time (1.0) or part time (e.g. 0.6)	Number of complete terms previously completed (0 to 5)

	Section 3 - Before the start of the induction period:	
1	The school is eligible to appoint an ECT • <i>Headteacher has QTS, school not in an Ofsted category excluding ECT induction.</i>	
2	The school has checked proof of QTS.	
3	The post fulfils all criteria defined in the statutory guidance for ECTs	
4	The ECT has received: • a contract, giving a clear description of the post and terms of employment which are appropriate for an ECT; • a timetable which includes increased PPA time (10% more NCT in year 1 of induction and 5% more NCT in year 2 of induction). • schemes of work; copies of planning frameworks, etc; • Information about the pupils (assessments/records etc).	
5	A single induction tutor has been appointed to carry out delegated tasks. If this role is shared, one person must take overall responsibility for quality assuring the process and all paperwork.	

	A mentor for each ECT has been identified to provide further support and guidance.	
	Each mentor is currently receiving mentor training or has completed mentor training through the STEP TSH or a scheme approved by STEP TSH or School-led route schools.	
6	The induction tutor has QTS, is an experienced teacher and has completed suitable induction tutor training through STEP TSH.	
7	The induction period and end date have been calculated and agreed with the appropriate body (or, if the ECT is unlikely to finish induction in this post, a calculation of how much induction he/she will have completed).	

	Section 4 By the end of week 1:	
9	The ECT has met with the induction tutor and:	
	• been given a brief overview of the induction process;	
	• had an initial discussion about their ITT summary report or Career Entry and Development Profile (CEDP, including strengths, areas for development, and possible initial targets;	
	• has been given an outline timetable for observations, reviews and assessment meetings (Dates may be approximate and finalised later).	
	• Been introduced to their mentor and the two separate roles of mentor and induction tutor outlined (in exceptional cases this may be the same person, but the two roles must still be made clear)	
10	The ECT has taken part in the school's general induction arrangements for new staff.	
11	The ECT has received or has access to a staff 'handbook' or equivalent	
12	The ECT has been briefed in the following policies and procedures: • Safeguarding & Child protection; • Parent contact; • Behaviour (including rewards and sanctions); • Sickness and absence; • Health and safety;	
	Section 5 - Within four weeks of starting induction	
13	At a meeting between the ECT and the induction tutor (and possibly mentor) :	
	• the CEDP and/or the ITT final report have been used to plan the ECT's initial development targets;	
	• any issues arising so far have been resolved;	
	• The weekly meetings with the mentor have been taking place at a time agreed between the mentor and ECT (ideally within school time).	

14	Either in addition to or concurrent with the weekly mentor meetings: The ECT receives regular support and guidance with feedback: • to review progress and agree next steps • Brief summary notes from meeting provided for ECT and school record • Copy of notes forwarded to induction tutor (if not involved in the meetings appropriate)	
15	The ECT has been observed teaching at least once and: • the observation has been discussed within 24 hours; • a written record has been kept by the tutor; • the ECT has received a copy; • targets arising from the observation have been agreed, plus any follow up observation relating specifically to these targets.	
16	The ECT has observed another teacher in the school teaching.	
17	The ECT has taken part in the first stages of a their ITTECF based training:	
	Initial ECT conference	
	Local face to face meeting	
	Self-directed study	
18	All staff involved in the Induction programme • have read the relevant sections of the STEP induction guidance; • are familiar with how to apply the 2012 Teachers' Standards to ECTs, i.e. to ensure these are in the context of an ECT, not an experienced teacher; • understand that ECTs are not part of the whole school performance management and so grading of ECTs should not occur, and the term 'not making sufficient progress' should be used if needed rather than 'failing'.	

Any further concerns or comments

Thank you for completing this survey

Please rename and email to ECF@stepwm2.co.uk

Appendix E

Early Career Teacher Entitlement Programme Quality Assurance Survey 2 (QAS2)

TO BE COMPLETED CONFIDENTIALLY BY THE EARLY CAREER TEACHER - *this QAS2 form will be emailed to the ECT as a link to a Microsoft form to complete. The word document (as per below template) will be emailed out if this cannot be completed electronically.*

This Survey forms part of a statutory quality assurance process

Each ECT should complete this survey and submit it electronically at the end of their first half term in post.

Your school will complete a similar survey (QAS1), which they submit during the first month.

School		Date	
ECT Name	forename surname maiden name / previous surnames	email	

Your contract			
temporary or permanent?	If temporary state duration in terms (e.g. 3) _____	full time / part time	If part time please state fraction (e.g. 0.6) _____

Year group or subject	
--------------------------	--

Induction tutor	forename surname	email	
Induction mentor	forename surname	email	

Do not return the survey **until you have completed both parts 1 and 2:**

Part 1 – to be completed during the **first two weeks**

This helps you to complete important initial checks.

Any issues should be discussed with your induction tutor as soon as possible.

Part 2 – to be completed by the end of your first half term

This helps check that:

- all aspects of your induction programme are now in place.
- your teaching post is providing a suitable experience for an ECT.
- you are receiving appropriate support and guidance.

If any urgent issues arise, discuss these with your mentor or induction tutor **without delay**.
If this is not possible, contact the STEP hub directly (see below).

Please respond to all questions by a 'Y' 'N' or n.a. if not applicable

Part 1 – To be completed during the first two weeks

A Are you eligible for induction?

1. Are you registered with the Teacher Regulation Agency (TRA) <i>This also applies if you qualified outside England. (If you are registered with the TRA then you DO hold QTS and have passed the 3 relevant skills tests).</i>	
2. Has the school had confirmation from the Appropriate Body that you have been registered with them prior to the start of induction ? <i>STEP will then liaise with the TRA on matters relating to registration and assessment</i>	
3. Have you checked your QTS date? <i>You cannot start your Induction programme before this date.</i>	

B Are you in a suitable post for an ECT?

1. Do you have a contract that is clear and straightforward to understand?	
2. Do you have a clear and appropriate job description?	
3. Are the demands placed upon you reasonable? <i>Examples of unreasonable demands: writing entire schemes of learning, organising a visit without support, managing a conflict with a parent, or an additional substantial non-teaching role.</i>	
4. Have you got a reduced timetable? <i>This should be equivalent to 90%(Y1 ECT) or 95%(Y2ECT) of that normally allocated to classroom teachers in the school. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.</i>	
5. Are you teaching the age range and/or subject(s) for which you have been trained? <i>IF you have chosen to teach outside the age range for which you have trained, ensure adequate support has been agreed. At secondary level, a teacher's timetable should not be substantially 'topped up' by a second out-of-specialism subject.</i>	
6. Will you be regularly teaching the same class (primary) or classes (secondary)?	
7. Are the demands of the day-to-day discipline issues likely to be reasonable?	
8. Will your post involve similar planning, teaching and assessment processes to those in which other teachers working in similar posts in the institution are engaged?	

C Orientation - Settling in to your new job

1. Have you received the following information?	
a) school timetables	
b) schemes of work	
c) copies of key resources (books, software etc.)	
d) information about the pupils (assessments/records etc)	
2. Have you been given time to read and discuss the following 'staff handbook' policies & procedures:	
a) safeguarding & child protection (who the CP co-ordinator is & what to do about any concerns);	
b) parent contact procedures;	
c) behaviour policy (rules/rewards/sanctions);	
d) sickness and absence policy (what to do if you have to report in sick/request an absence);	
e) health, safety and emergency (first aid / fire drill / risk assessments)	

3. For teachers who are part-time teachers, on temporary contracts or mid-term starters: Do you know when you will finish your induction period or how much of your induction you will complete?	
--	--

D Your induction programme

1. Have you met with the schools induction tutor?	
2. Have you met with your induction mentor?	
3. Are you clear about how the mentor's role differs from the induction tutor's role?	
4. Have discussed with either the induction tutor or your mentor:	
a) the induction programme, including observations and formal assessments?	
b) your initial targets (and CEDP transition point 2 if available)?	
c) the roles of the tutor, yourself, head teacher, appropriate body and the TRA?	
d) how best to use your reduced timetable to undertake activities as part of your induction program?	
e) how to access the named contact at STEP if you need to?	
f) the importance of registering with a union or professional association?	
5. Do you know when you will first be observed teaching? (within first four weeks of term)	
6. Are weekly meetings with your mentor planned into a regular schedule during normal school hours, or if out of school hours is this at a time convenient to you?	
7. Have you begun your ITTECF based training through the STEP Teaching School Hub with UCL / Best Practice Network?	

Any further concerns or comments – you should discuss these with the support team in your school.

Part 2 – To be completed by the end of your first half term

E Does the post provide your entitlement as an ECT?

Some questions in this section are similar to those in part 1; this is an intentional check to ensure your role has not been changed.

1.	Within your job, are the demands made upon you reasonable? <i>Unreasonable demands might include writing entire schemes of learning, organising a visit without support, managing a conflict with a parent without support.</i>	
2.	Have you been given appropriate support for any extra responsibilities you have agreed to take on?	
3.	Are you using the 10% (or 5% for Y2 ECTs) reduced timetable for planned development? (<i>watching other teachers, attending additional courses, visiting other schools</i>)	
4.	Have you been provided with opportunities to use the reduced timetable to undertake activities as part of your induction programme?	
5.	Have you been provided with the necessary employment tasks, experience and support to enable you to demonstrate satisfactory performance against all of the teachers' standards?	
6.	Are you teaching the age range and/or subject(s) for which you have been trained? <i>EYFS, KS1/ KS2, KS3/4. At secondary level, a teacher's timetable should not be 'topped up' by a subject in which they have not been trained, e.g. a Science specialist teaching maths.</i>	
7.	On a day-to-day basis, are any discipline problems reasonable for the setting of the school?	
8.	Do you regularly teach the same class (primary) or classes (secondary)?	
9.	Have you been involved in similar planning, teaching and assessment processes to those of other teachers in the school?	
10.	If you have been involved in additional non-teaching responsibilities, have you been provided with appropriate preparation time and support?	

F Your induction tutor and mentor

11.	In addition to scheduled meetings, have you had regular informal contact with your induction tutor and/or mentor to discuss the need for support or guidance as issues arise? <i>Notes from these meetings can be useful prompts and action points feeding into more formal meetings</i>	
12.	Have you met with your induction tutor for at least one scheduled meeting ? <i>You should have received a copy of any summary notes from this meeting</i>	
13.	Is your induction tutor supportive, constructive and sympathetic to your needs?	
14.	Does your mentor use the ITTECF agreed framework and suggested agenda for weekly meetings?	

G Assessment and progress

1. Have your initial development targets taken account of your CEDP or ITT summary report?	
2. Lesson observation:	
Has your induction tutor (and/or other experienced staff as appropriate) observed you teaching a whole lesson?	
Have you received a written summary from this or other observations and had chance to review them with your tutor?	
3. Has it been made clear to you whether or not you are making expected progress towards meeting the teachers' standards?	
4. Do you have a clear understanding of your strengths and areas for development?	
5. Has it been made clear how you need to develop?	
6. Has support been planned with this?	
7. Are you building up an evidence folder? <i>(optional, but recommended)</i>	

H Professional development

1. Have you had the opportunity to watch other teachers in both your school and other schools?	
2. Have you been able to meet with other ECTs, either through CPD events or use of your additional non-contact time?	
3. Do you have the same opportunity to attend courses beyond the STEP ITTECF sessions?	
4. Have you taken part in and learned from in-school professional development activities? <i>for example: twilight CPD or whole school development days.</i>	

I Network of support

1. Are you provided with support for planning?	
2. Have you met informally with other ECTs?	
3. Do you have easy access to resources within school, including ICT facilities?	
4. Do you feel able to turn to other colleagues for advice? <i>This should be in addition to your induction tutor.</i>	
5. Do you feel that you can have access to the STEP 'named contact' if needed?	

Any further concerns or comments – These should normally have been discussed with your mentor or tutor.

Submitting your survey to the appropriate body if not doing this electronically:

- rename the file in the format [name]QAS2 *e.g. jobbrownQAS2.doc*
- email a copy to the STEP Induction team at: ECF@stepwm2.co.uk

Appendix E

ECF Fidelity Checking Template STEP Appropriate Body School-led Early Career Teacher Entitlement Induction Programme			
School Name:	School URN:	Headteacher:	
Full name of ECT:	TRN:	Induction Start date:	Length of contract:
Mentor name: Mentor Position in school:	Induction Tutor name: Position in school:		
Please 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 a School-led Induction programme and ITTECF materials will be used, including the sequencing of sessions. The school's programme can be attached to this document but it must be completed in addition to the school's documentation. Staff planning inductions are expected to have a good knowledge and understanding of the ITTECF. If using a DfE accredited provider, they should pay particular attention to the planned sequence of sessions. They should refer to individual provider's handbooks on how their ECTE programme is designed to be delivered. Please note that our AB Strategic Lead could request further clarification around areas of the plan as well as alterations and adjustments to ensure it is compliant.			
1. What is the balance between school devised and accredited provider ECTE materials?		_____ % school devised ECTE materials _____ % accredited provider ECTE materials	
2A. With reference to the ITTECF and, if using, accredited provider's school-led material, outline how the ECT training sessions will be delivered.			
Autumn term:			
Spring Term:			

Summer Term:

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.

3A. With reference to the provider's Core Induction Programme material, outline how the **mentor sessions** will be delivered.

Autumn term:

Spring Term:

Summer Term:
3B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
4A. With reference to the provider's Core Induction Programme material, outline how the self-directed study will be delivered. 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. This may include ECTE mentor training and support plans.(?)
Autumn Term:
Spring Term:

Summer Term:

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's signature:

Date:

Appendix F

ECTE Fidelity Checking Template STEP appropriate Body School-Led Induction Programme			
School Name:	School URN:	Headteacher:	
Full name of ECT:	TRN:	Induction Start date:	Length of contract:
Mentor name: Mentor Position in school:	Induction Tutor name: Position in school:		
Please 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 ECTs will receive training and/or mentoring to support every statement of the ECTE in sufficient depth and breadth and with robust evidence-based rationales for how the framework has been translated into an ECTE-based training programme. Staff planning induction are expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: Early career framework - GOV.UK (www.gov.uk) Please note that our AB Strategic Lead could request further clarification around areas of the plan as well as alterations and adjustments to ensure it is compliant.			
2A. Give a termly overview of how the induction programme has been scheduled and sequenced across the full 2 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.			
Autumn term:			
Spring Term:			
Summer Term:			

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.

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.

Explanation, and robust evidence 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

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

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. 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 ECTs’ learning of this statement
B. At the review points agreed with the appropriate body, outline, including dates where appropriate where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
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. 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 ECTs’ learning of this statement

B. At the review points agreed with the appropriate body, outline, including dates where appropriate where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
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. 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 ECTs’ learning of this statement
B. At the review points agreed with the appropriate body, outline, including dates where appropriate where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.

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. 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 ECTs’ learning of this statement
B. At the review points agreed with the appropriate body, outline, including dates where appropriate where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
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. 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 ECTs’ learning of this statement

B. At the review points agreed with the appropriate body, outline, including dates where appropriate where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
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. 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 ECTs’ learning of this statement
B. At the review points agreed with the appropriate body, outline, including dates where appropriate where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
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.

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 ECTs' learning of this statement

- [illegible]

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

Part 3 – Additional planning documents If you have attached any additional document, give a short summary of what has been attached

[illegible]

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

Headteacher:
Date:

Appendix G

TEACHERS' STANDARDS ECT OBSERVATION FORM

TEACHERS' STANDARDS		Embedded	Working towards	Some awareness/evidence	No evidence
1	Safe, stimulating environment rooted in mutual respect				
	Goals that stretch challenge pupils of all backgrounds				
	Positive attitudes, values and behaviour which are expected of pupils				
2	Accountable for pupils' attainment, progress and outcomes				
	Aware of pupils' capabilities prior knowledge, plan teaching to build				
	Guide pupils to reflect on the progress they have made				
	Demonstrate knowledge and understanding of how pupils learn				
	Encourage pupils to take a responsible and conscientious attitude to their own work and study				
3	Secure knowledge of the relevant subject(s) maintain pupils' interest in the subject, address misunderstandings				
	Understanding of and take responsibility for promoting high standards of literacy and correct use of standard English				
4	Effective use of lesson time				
	Promote a love of learning				
	Set homework to consolidate and extend knowledge and understanding				
	Reflect on effectiveness of lessons				
5	Know when and how to differentiate appropriately				
	Secure understanding of how range of factors can inhibit pupils' ability to learn, and how best to overcome these				
	Demonstrate awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils including SEN, EAL, Stretch etc.				
	Distinctive teaching approaches to engage and support them				
6	Formative and summative assessment used to secure pupils' progress				
	Use relevant data to monitor progress, set targets, and plan subsequent lessons				
	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback				
7	Clear rules and routines for behaviour in classrooms				
	High expectations of behaviour, framework for discipline with range of strategies, using praise, sanctions and rewards consistently and fairly				
	Manage classes effectively				
	Maintain good relationships with pupils				

Date		Teacher		Subject & Department	
Observer		Support staff		Class	
Period		Time in lesson		Grouping	
Number present:		Number on roll:			
STRENGTHS					
AREAS FOR DEVELOPMENT					
Observer Signature:		Teacher Signature:		Agreed / Disagreed	

Appendix H

ECT Target setting or action plan proforma

This should be used at the start of the induction process and reviewed at each progress review or formal assessment point. It can also be used to support an ECT where there are specific areas of concern. This is only an example and may be adapted to suit needs.

Objective and link to teacher standards	Action to be taken and by who	Success Criteria	Resources/support/training required	Target Date	Review Date