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Early Career Teacher - A Guide to Your Induction 2026-27

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Introduction

Welcome to your new teaching appointment!

Having achieved Qualified Teacher Status (QTS), your next step is to complete an induction programme, by the end of which you must meet the Teachers' Standards (England). The induction programme will provide support and guidance together with periodic formal assessment. September 2021 saw the national launch of the statutory Early Career Framework (ECF). As of September 2025, this will now be referred to as the Early Career Teacher Entitlement (ECTE). This professional development programme will support yourself and your Early Career Mentor through your two-year induction period (it may take longer if you are part time).

Whilst you and the school will need to follow formal induction procedures, these should be seen as part of the structured professional development opportunities you need to improve your key skills and to begin to **extend and deepen your own areas of expertise and interest**. In addition to the formal induction process, your school may offer additional opportunities for CPD, guidance or mentoring.

We hope that this guidance, along with the opportunities for support you will receive from your school and the STEP Hub AB team, as well as your ECTE programme and mentor will help make the final transition into the profession both successful and enjoyable.

Much of this advice has been extracted from the DfE guidance on induction from:

[Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92421/induction-early-career-teachers-2021.pdf)

Over the next few days, you should browse through this guidance and familiarise yourself with its contents, noting especially your timetable for induction and your responsibilities as an ECT.

In particular, please read the sample **initial Quality Assurance Survey (QAS2)** on the following pages – **you will be asked to complete this electronically during the initial weeks of the induction programme**.

If you have any questions or concerns, talk to your induction tutor. This is a challenging period and completing it successfully is a team effort. In addition to your tutor, mentor, and other staff in the school, you may also contact the STEP Hub team who have been appointed to act as the Appropriate Body¹ for your induction. Contact details are:

AB/ECTE Strategic Lead

Lesley Holmes: lesley.holmes@pri.318education.co.uk

Tel: 07763 848 543

STEP AB/ECTE Lead Administrator – Rhian de Winter

Email: rhian.dewinter@pri.318education.co.uk

Tel: 07749 625651

STEP TSH Administrator – Lucie Jenkins

Email: lucie.jenkins@pri.318education.co.uk

1. Quality assurance

One of the most important roles of the appropriate body is in making sure that all ECTs are employed in appropriate posts and that they experience an appropriate and effective induction programme.

As part of this process, we require both the ECT and the school to provide feedback in the initial stages and by completing a short a survey over the first few weeks of the induction process.

Any queries this raises will normally be resolved quickly by your induction tutor. However, if your concerns are not resolved please contact one of the STEP team.

A sample copy of the ECT QA survey (QAS2) is included in the following pages. You will be sent a link to a Microsoft form for completion of this during your first half term. **If you do not receive one, please contact one of the STEP team by phone or email, giving your current email address.**

From September 2021 onwards, the STEP AB team also have an important role in quality assuring your **Early Career Teacher Entitlement programme** and ensuring your mentor is following an ECTE mentor training programme as well as meeting with you weekly (in year one). If you are enrolled on a Provider-led induction with a lead provider such as University College London (UCL), then this will be quality assured by Ofsted. However, if your school or MAT has chosen to devise their own school-led programme, they will be subject to further fidelity and quality assurance surveys and visits. If you have any concerns about the quality of your ECTE programme, please contact the STEP Hub AB team directly.

Early Career Teacher Induction Programme Quality Assurance Survey 2 (QAS2) - *this QAS2 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.*

TO BE COMPLETED CONFIDENTIALLY BY THE EARLY CAREER TEACHER

This survey forms part of a statutory quality assurance process.

Each ECT should complete this survey and submit it electronically via Microsoft Forms 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	

Please complete this 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 team directly (see below).

Submitting your survey (if not completing the MS form)

When you have completed **both** parts 1 and 2:

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

- 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>The AB 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% (Y2 ECT) 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 school's induction tutor?	
2. Have you met with your induction mentor?	
3. Are you clear about how the mentors role differs from the induction tutors 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 ECTE based training through the STEP Teaching School Hub with UCL?	

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 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. If you are an ECT does your mentor use the ECTE agreed framework and suggested agenda for weekly meetings?	
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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 BPN training 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 completing this via the MS form):

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

Thank you for completing this survey, your response will help ensure your induction programme is running effectively.

2. Why is the induction programme so important?

Statutory induction is the bridge between initial teacher training and a career in teaching. It provides all ECTs with support in the first year of teaching after they are awarded qualified teacher status (QTS). It builds a firm foundation for professional and career development and has three main aspects:

- an individual programme of professional development, monitoring and support.
- assessment against the relevant national standards (Teachers' Standards – May 2012)
- the Early Career Framework professional development programme for those commencing induction from 2021 or Early Career Teacher Entitlement programme as of September 2025 (this is not an assessed programme; you are still assessed against the teachers' standards).

If you started your induction from September 2021 your induction period needs to last for at least two years and is based on the Early Career Framework (ECF). As from September 2025, following ECF review, your two-year induction period comes under the heading Early Career Teacher Entitlement (ECTE), which is underpinned by the ITTECF, reinforcing the golden thread from ITT to the initial phase of your career. This new framework aims to increase retention of teachers in their first few years of teaching, by ensuring they have a comprehensive, supportive professional development programme.

Although progress during induction will not affect your status as a qualified teacher, you must complete the induction period successfully to continue teaching in a maintained school or non-maintained special school in England.

The in-school, induction programme should support you in demonstrating that your performance against the relevant standards is satisfactory **by the end of the induction period** and equip you with the tools to be an effective and successful teacher. It should help develop informed professionalism by providing you with significant opportunities to:

- show your potential.
- make rapid advancement towards excellence in teaching (although you are expected to reach this after year 1!);
- begin to make a real impact on your school's development; and
- develop professional networks within and beyond Shropshire and Telford & Wrekin.

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 you as an ECT should be able to:

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

The Induction programme should help you take increasing responsibility for your own professional development. It should:

- involve the head teacher or induction tutor and yourself in discussions, using transition point 2 (from ITT to ECT) end of ITT assessment together with Career Entry Development Profile dialogue. This should 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 reviews of progress, leading to termly Professional Progress Review reports in the terms that a formal assessment is not due, being sent to the Appropriate Body;
- ECTs will receive a formal assessment at the end of Year 1 (or equivalent if you are part time) and a final assessment at the end of Year 2.
- develop your skills of self-evaluation and provide a sound foundation for CPD and progress as a teacher.
- Develop your skills as a classroom practitioner through emersion in the ECTE and weekly support from your trained Early Career Mentor.

3. When will my induction period begin and end?

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 (September / January / April). 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.

The induction period lasts the **equivalent of two years (six terms) for ECTs**.

4. I am on a part time contract, how long will my induction last?

The induction period lasts for the equivalent of two years if you are an ECT. For example, on a 0.4 contract:

ECT Induction period = $2/0.4 = 5$ years

The interval between annual formal assessments will also be greater, so in this case the first one would be due in 2.5 years and the final assessment at the 5-year point.

5. Can I shorten my induction?

Under exceptional circumstances, the school and the AB may both agree to shorten the induction period. This may happen if the teacher has significant experience as an unqualified teacher working in an independent school.

The minimum time an ECT can complete the ECTE, and induction period is two years. At this point if your Induction Tutor and the Appropriate Body agree that you can demonstrate you have enough evidence to show you are completing the Teachers' Standards to a good degree, they can agree to shorten your induction period. This should be completed in consultation with you. However, the default expectation is for all ECTs to complete a full two-year induction, to allow time for you to demonstrate you have met the Teachers' Standards, but also to allow you to benefit from time off timetable for training, study and mentoring and to have time to apply this to your teaching practice and develop your skills without the pressures of a full timetable.

6. What happens if I am absent during my induction period?

Providing your progress is still satisfactory, the school and AB can allow for a certain level of absence over the whole year. However, if this exceeds 30 days in total (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, or neonatal care leave), your induction period will be automatically extended within the relevant year of induction. It will be extended by the aggregate total absences, *e.g. if you have been absent for 35 days, the extension will be for 35 days*. If you are 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.

Any outstanding assessments should not be made until the ECT returns to work following statutory leave 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 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.

7. Can I choose to extend my induction period?

The appropriate body may grant an extension 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. Reasons for an extension 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 – this is one term of an academic year.

8. My school is an Academy, does that make a difference?

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, most academies prefer to remain in line with other schools and insist on a standard induction period.

9. Can I ‘fail’ my first- or second-year assessments, or progress review points?

During the termly progress review points as an ECT (or at your formal Year 1 assessment point), it is possible that your school may feel that you are not making the progress they would expect if you are to meet the standards at the end of the whole induction period. **This doesn't mean that you have failed anything yet**, and the term or Year 1 still counts towards the induction period. You do not have to repeat it, but you do have a lot of ground to make up. They will discuss this with you and agree with you:

- the areas where you need to make essential progress.
- short term focused targets to support this progress.
- additional support.

In the assessment submitted to the AB they will state that your ***“progress indicates that he/she may not be able to meet the Teachers' Standards for the satisfactory completion of the induction period”***. The AB will also closely monitor your progress and will usually visit the school.

The school should work with you to write an **additional support plan**, this should set out clear targets over several weeks (typically around 4-6). If you feel you are struggling to make expected progress, do not delay in discussing this with your mentor and / or tutor.

10. What happens if I don't meet the standards in my final assessment?

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 there is any chance of this happening, **early in the final term or second year of induction for an ECT**, the school should arrange a meeting in school between yourself, your induction tutor and the STEP Hub Strategic Lead. The ECT may also speak to a member of the Hub AB team directly (see contacts at the end of this booklet)

11. Can I take some time out of teaching before completing my induction?

There is no set time limit for starting or completing an induction period, you could for example complete one term or Year 1 (ECT) in a school on a temporary full-time contract, take a career break of a few years and then complete the remaining two terms or 2nd year of induction in your next teaching job, providing this is a suitable post for induction. If you are an ECT following the ECTE you need to think carefully before doing this as the break will mean a break in your study of the ECTE and it may be difficult to pick this back up at the required level after time away. You may also join a different school in a different area which follows a different ECTE Lead provider, and it could prove more challenging to link up your previous study.

12. What happens if I change schools?

If you change schools, you will need to re-register with the AB. In your first term of induction, any work of less than one term in a school will not count towards induction, shorter periods of employment can count thereafter. You should also check how your ECTE programme is being delivered if you are an ECT. Does the school follow a Provider-led, or School-led Programme? If it's Provider-led, are they signed up to a different lead provider and how do the modules and resources tie up with your previous provider? Has your mentor followed a Provider-led ECM programme or a school one? You should ask questions around the quality of provision and discuss where to pick up on the ECTE programme with your Induction Tutor.

13. What is the minimum time that can count towards my induction?

One full term or equivalent is the minimum time which can count towards induction. If you leave a post halfway through the first term, the time served so far will not count. If you are an ECT the ECTE is a two-year statutory requirement so it would be very unusual for this minimum time to be granted and you should expect to at least complete two years. Additionally, 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. The only circumstance in which a time limit applies to the requirement to complete an induction period relates to short-term (less than one term) supply teaching (see paras 2.14-2.17 of the [Induction for early career teachers \(England\) Statutory Guidance 2026](#)). An ECT's QTS cannot be lost or affected by the length of time it takes them to complete induction.

14. I am on supply, can this count towards my induction?

If you gain QTS on or after 1 September 2007, but have not completed an induction period, you 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, but:

- short-term supply placements of less than one term, or equivalent, **cannot count towards induction.**
- 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.
- If the induction programme is in place from the outset, then this would count, providing the post lasts for at least one term (full time) – all elements in the checklist in this guide must be in place.
- 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.

From 2023 it will be expected that all those who haven't completed their induction will transfer to an ECTE programme.

15. What standards will I be assessed against?

A set of simplified and streamlined Teachers' Standards which were introduced in 2012. The same standards are used throughout a teacher's career from ITT to middle and senior leadership.

The Teachers' Standards (last update June 2013) may be found at:

Summary:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf or See appendix 1 – *Teachers' standards A4 summary*

Full document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification.

The judgments around assessment of your ECT year are that that you should be either meeting the standard or not. If you are an ECT remember the ECTE is not an assessment pathway but a CPD programme to support your development as a new teacher.

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. The ECTE builds on the ITT core content you will have studied during your PGCE year.

Whilst you are undergoing the statutory induction period (as an ECT), you 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. The final assessment and review of your career entry profile should however form a basis for subsequent reviews under the school's performance management system.

There should **not be an expectation that you as an ECT must reach additional standards** by the end of your induction period **such as an assessment based on previous Ofsted guidelines of "good"**. If your

school is inspected during your induction year, the inspectors may well give you feedback but this **should not form part of your ECT assessment**.

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 your career progresses, you will be expected to extend the **depth and breadth of knowledge**, skill and understanding that you demonstrate in meeting the standards, as is judged to be appropriate to the role you are fulfilling and the context in which you 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, you will need to demonstrate that your practice is consistent with the definition set out in the Preamble, and that you have met the standards in both Part 1 and Part 2.

16. What will be in my induction programme?

The induction programme will involve a combination of **monitoring, support, and assessment** (both formative and summative). Your school may provide you with a calendar version of this at your initial target setting meeting with your induction tutor.

If you are starting induction under the Early Career Teacher Entitlement from September 2025 your school should have either enrolled you on the Provider-led Induction Programme with a Lead Provider or should be delivering an in-school programme based on your own materials which follow the Initial Teacher Training and Early Career Framework (ITTECF). If you are following the School-led model and have any concerns over whether this fully meets the ITTECF please speak to your AB as they have a quality assurance role within this aspect of the ECTE. If you are following a Provider-led ECTE programme it will be quality assured by your local Teaching School Hub and Ofsted.

As part of the ECTE you will not only have taught sessions but have self-study materials which will support your development as a practitioner and benefit from one-hour, weekly meetings with your Early Career Mentor who should be trained as part of the Early Career Teacher Entitlement and base their mentoring sessions on ECTE resources and materials.

In addition, you will be given opportunities to observe experienced teachers (in your own or other effective schools). All aspects of the programme should include an active role for you; induction is a collaborative process with you at the centre which involves:

ECT

An initial target setting meeting with your induction tutor.

- Termly progress review reports and meetings with your induction tutor.
- Provision of an in-school induction programme.
- Half termly observations by your induction tutor.
- Half termly observations of another teacher.
- Weekly meetings with your ECM based on ITTECF materials (fortnightly in year two).
- Five taught ECTE sessions which will take place face-to-face if part of the Provider-led programme and four in year two).
- Self-study ECTE materials to support your development.
- Involvement in wider ECT networks as part of the AB support package.

- At the end of Year 1 and Year 2 a formal assessment of your progress.

The outline programme above is a **baseline**; the frequency of observations and support meetings may be increased according to the capacity of the school and your particular needs as an ECT.

How can I use my reduced timetable?

- maintain your Career Entry and Development Profile.
- evaluate and review your teaching.
- attend CPD courses such as ECT training events (additional ideas listed below).
- complete ECTE taught sessions and self-study materials.
- meet with your ECM.
- observe other teachers at work and teach with other teachers.
- plan with planning teams and individually.
- visit other schools and educational establishments.

17. Who is responsible for what during my induction?

There is quite a team behind your induction programme, in addition to yourself.

- **Induction Tutor.**
- **Early Career Mentor.**
- **Head teacher.**
- **Governors.**
- **Appropriate Body.**
- **The Teaching Regulation Authority.**

The Induction Tutor (or the head teacher if carrying out this role) should **for ECTs**:

- 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.

The Mentor

For ECTs:

This is a statutory requirement under the ECTE and ideally this should be a different person to your Induction Tutor. The Mentor will:

- 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.
- take prompt, appropriate action if an ECT appears to be having difficulties.

You, the ECT should:

- provide evidence that you have QTS and are eligible to start induction.
- meet with your induction tutor to discuss and agree priorities for your induction programme and keep these under review.
- agree with your induction tutor how best to use your reduced timetable allowance and guarantee engagement with your ITTECF-based induction programme.
- provide evidence of your progress against the Teachers' Standards.
- participate fully in the agreed monitoring and development programme.
- raise any concerns with your induction tutor as soon as practicable.
- consult your 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 your 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.
- retain copies of all assessment reports.

The school's governing body:

- should ensure compliance with this guidance.
- should be satisfied that the institution has the capacity to support the ECT.
- should ensure the head teacher/principal is fulfilling their responsibility regarding induction.
- must investigate concerns raised by any ECT as part of the agreed grievance procedures.
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- can request general reports on the progress of an ECT.

STEP Teaching School Hub, as the 'Appropriate Body' has the main quality assurance role within the induction process. Through quality assurance the appropriate body should assure itself that:

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

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

- headteachers/principals have put in place an ITTECF-based induction programme for the ECT and that their programme of support is clearly based on the ECTE.
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.

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

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

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

The Teaching Regulation Authority (TRA) will carry out specific duties on behalf of the Secretary of State for education including:

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through their Employer Access Online service.
- 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 to complete an induction period.
- issue a link to teachers after completing their induction to enable them to download a certificate of completion of induction.

18. How will my lesson observations be organised?

Your school may choose to supplement formal observation by frequent and often brief **informal observations**. These may be focused on key elements which are currently priority action points.

How often will I be formally observed?

Formal observations should occur at regular intervals throughout the induction period to facilitate a fair and effective assessment of your teaching practice, conduct and efficiency against the relevant standards. The frequency of these observations should be appropriate for your situation, normally this will be:

- **once during the first 4 weeks** in post,
- at least once in any 6-8 week period (pro rata for part-time ECTs),
- **agreed in advance** - and followed by an analytical discussion.
- **Summarised in a written record** 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.

Who will observe me?

You may be observed by the induction tutor or another suitable person who holds QTS from inside or outside the institution, at times this may be a member of the Hub AB Induction Team.

Will I receive Formative Feedback?

The observer should meet with you to review any teaching that has been observed. Feedback should be prompt and constructive.

How do these observations feed into my overall progress?

In addition to this initial lesson feedback, progress over several observed lessons will be discussed at **review meetings**. **Arrangements for these 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 kept by you and the induction tutor or uploaded to the ECT Hub portal.

19. Transition point 2 - What is a career entry development profile?

The career entry development profile (CEDP) is no longer a statutory part of ITT or the induction process. It is however a very useful tool to aid review and target setting at the start of induction (transition point 2). If your training institution didn't use it, you can still develop one yourself. The appendix contains prompts for you to use.

The CEDP provides:

- Three transition points with prompts to reflection at each point:
 - Transition point 1 - at the end of ITT,
 - Transition point 2 - at the beginning of induction
 - Transition point 3 - towards the end of induction
- emphasises the processes of supported reflection and collaborative discussion.
- has the potential to inform longer term professional development review and planning beyond the induction programme.

- strengthens the supportive, collaborative role of induction tutors during induction.
- provides support materials for use at professional review meetings, including a similar set of prompt questions to those at the three transition points.

20. What is an evidence folder, and should I keep one?

We strongly advise all ECTs to keep an evidence folder in some form. It should be tailored to meet your particular needs; some evidence may be kept electronically. However, you keep and organise this folder, remember:

- you will at times wish to share it with others such as your tutor or mentor.
- it should help you reflect on progress made over the induction period such as lesson feedback, action plans, and targets.
- you will probably want to annotate it or add post-its – keep these short.
- don't make filing work a big task, be selective – only put significant items into it!

A typical evidence folder will be a lever arch file, divided into sections. Many ECTs find a section representing the eight teachers' standards and section 2 of the standards useful.

The evidence folder will be useful in the transition from induction into performance management and appraisal systems in years 3 and 4.

In the appendices of this guide are a selection of blank forms, some of which may be useful in recording progress through the programme.

Examples of suitable evidence:

- **ECT meeting record (with mentor or tutor)** – your tutor may complete this for you, make sure you keep a copy in your folder, it very useful to go back over them sometimes.
- **ECT termly action plan** – this may be developed together with your tutor, but it is a useful form to gather your ideas before review meetings.
- **Self-review audits** as part of the ECTE programme if you are an ECT.
- **End of year Self Review** – if you are not using the CEDP prompts, this is a useful prompt.
- **CEDP responses** at transition points 1, 2 and 3.
- **Examples of your lesson planning** – showing self-review and reflection against evidence of the 8 standards.
- **Records of objectives set during the ECT programmes** – this might be a summary extract from review meetings,
- **Records of how 10% release time (5% in year two) has been used** – visits, CPD attended e.g., ECTE programme attendance etc.
- **Feedback on lesson observations** – make sure you reflect on these and annotate them as you move forward on points raised as development targets.
- **Copies of assessment reports** (including your responses)

21. What happens if I leave my school before the next assessment?

If you have completed **more than one term** in a school, but leave before the next formal assessment, the induction tutor/head teacher/principal should complete an interim assessment. This should take place **before you leave** in order to ensure that your progress and performance since the last assessment are captured as well as 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 you leave during your final term of induction.

22. What should I do if I have any concerns during my induction?

You should normally raise any concerns about your induction programme with your induction tutor. If the matter is not resolved or you have good reason to believe this is not appropriate, you may wish to contact the appropriate body who should, as soon as possible, investigate the issues raised.

If you also have a mentor in school, they may also be able to provide guidance. On some issues, it may be appropriate to consult the representative from a professional teaching association, (most schools have at least one union rep on their teaching staff).

23. When do I know for sure that I have passed my induction period?

Whilst the final decision is made by the AB, in the great majority of cases this decision agrees with that of the school. So whilst the official final stages are drawn out over several weeks, there is little uncertainty of this final outcome.

You will already know your school's recommendation. If they are not recommending that you have met the standards, the AB will contact you soon after receiving the final assessment and offer you the chance to provide any supporting evidence you wish and will explain the timescale for the appeal. They must notify the AB within ten working days of the completion of your induction period. Within 10 days if the Headteacher's recommendation to the AB you can make a written statement to the AB who must take this into account. Within 20 days of receiving the Headteacher's recommendation the AB must decide to pass or fail you or grant you an extension if they believe you have not had enough opportunity to demonstrate you are meeting the Teachers' Standards. They must write to you within three working days of making this decision.

If they have decided to fail you or grant you an extension, you do have a right to appeal. You must decide whether to appeal within 20 working days and notify the AB team accordingly.

24. What happens if I am really struggling to make sufficient progress?

If you are not making satisfactory progress, early action should be taken in order to implement the support and advice you need 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 (AB).

It will be made clear to you which of the induction requirements are not being met and an action plan devised as part of a support package so you meet the requirements. Action should not be delayed until a formal assessment meeting has taken place. The school should consult the AB/ECTE Strategic Lead (see contacts at the end of this guide) at this stage, who may schedule a support visit to discuss the additional support with you and/or your tutor.

The school should work with you to write an **additional support plan**, this should set out clear targets over several weeks (typically around 4-6). An example of an additional support plan is given in appendix 7. If you feel you are struggling to make expected progress, do not delay in discussing this with your mentor and / or tutor.

If at the end of the first year of induction (ECTE) the decision is to tick the unsatisfactory progress box 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 head teacher should:

- observe you 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

If at the Final Assessment Meeting the judgement is that you have **not met the standards** for satisfactory completion of the induction period:

- the Head teacher should sign and complete the final assessment form and send it to the Appropriate Body or upload it to the ECT Portal without delay (at the latest within 10 working days).
- The Hub Induction Team will then review the evidence. If the decision is to accept the recommendation of the Head teacher, the judgement will be confirmed, and the school must dismiss you.
- You may then appeal to the TRA for a review of the judgement. The AB will be able to guide you on how to do this.

25. Do people often ‘fail’ their induction?

National figures suggest that between initial training and completion of the induction year, as much as 40% of teachers leave the profession. Whilst a few teachers choose to leave during the ECTE induction, in recent years no teacher has been failed.

Providing you make good use of the support and advice provided during your induction, it is unlikely that you would reach the point of the school and the appropriate body deciding to fail your induction. Both the school and the AB do everything to avoid it, one reason being that if upheld this would be the end of your career as a teacher.

If you are an ECT you will be benefitting from engagement with the ECTE, it’s resources, materials, the experiences of other ECTs and the course facilitators as well as the support from your ECM.

If during the induction period, it seems likely that you will struggle to meet the standards (even after additional support), the school and/or the AB will have provided at least one counselling session at which we may discuss:

- the possibility of alternative career choices (e.g. different key stage)
- whether the particular post is best suited to your interests and abilities
- the option of resigning the post and
 - spending time developing classroom skills in other ways e.g. as a TA
 - developing aspects of your character and life experience, this may be working in another service industry or travelling around the world.

Whilst not common, we do have teachers who resign their current post and either apply for (and usually secure) a post in another school or take a break to gain more experience and come back to complete the induction process successfully at a later date.

26. What can I do to make my induction run smoothly?

First of all, read this guide and if you have any question ask someone about them! Maybe we should have put this FAQ at the beginning!

Regardless of how well you did during training, the Early Career Teacher Entitlement is a new situation and even more challenging. Accept the fact that most teachers:

- find their induction years a great challenge and at times quite stressful
- will not 'do a perfect job', so don't aim for perfection, but do make sure that it is good enough
- will find some of the feedback hard to take, even though they will get lots of positive feedback too.
- find they need advice on managing their workload: marking, lesson preparation, meeting deadlines for data etc.

Your school wants you to complete the induction period successfully, some of the things they may say might seem harsh, but they are probably giving very good advice.

No one expects you to be perfect, but they do expect you to be making progress. Most of the adults in the school (teachers and support staff) have a lot more experience than you, listen to their advice!

Make sure you are being open and honest. The most common problems with induction arise from when the ECT holds back on concerns they have or when they feel other adults are not being fair. Providing you 'own' what you say, no one will be cross if you say *"when you said . . . I felt rather upset"*. Sometimes well-intentioned feedback can be misconstrued by an ECT.

Accept the fact that teaching is not a 9-5 job. There will be weeks when it feels like you haven't had a break from one week to the next. You will need to work in the evening and at weekends. However, if your work-life balance is getting out of hand, TALK TO SOMEONE.

If something concerns or worries you, try to deal with it as soon as possible, before it gets to be a bigger problem or it's too late to do anything about it.

27. Who do I contact . . . ?

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

Registration, Assessments and General enquiries:

Rhian de Winter – STEP ITTECF / AB Lead Administrator

Tel: 07749 625 651

E-mail: rhian.dewinter@pri.318education.co.uk

Specific ECT issues including critical support:

Lesley Holmes - ITTECF and AB Strategic lead

Tel: 07763 848 543

E-mail: lesley.holmes@pri.318education.co.uk

Named contact for ECTs regarding potential disputes:

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

Tel: 01743 284000

Email: 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>

The Teachers Standards (May 2012)

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

Appendix A

Sample lesson observation form

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 B

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

Appendix C

Early Career Teacher: Progress Review Template

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. **Please note, this is a template only and the Progress review(s) should be completing by your Induction Tutor electronically via our portal - [ECT Manager](#).**

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 Early Career Teacher Entitlement and received all of the statutory entitlements? *(If no, please explain why an ECTE-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 D

Early Career Teacher: Formal Assessment Template

This form should be completed for ECTs at the end of Year 1 and Year 2 if full time, or the equivalent period of time if part time. **Please note, this is a template only and the assessment(s) should be completing by your Induction Tutor electronically via our portal - [ECT Manager](#).**

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 1 / 2 / 3 / 4 / 5 / 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

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

TS6 Make accurate and productive use of assessment

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

TS8 Fulfil wider professional responsibilities

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 can still be 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

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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.

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