



East Manchester  
Teaching School Hub

APPROPRIATE BODY HANDBOOK  
2022

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## Introduction

**Welcome to East Manchester Teaching School Hub Appropriate Body. At East Manchester we pride ourselves on the support we provide to our schools and our Early Career Teachers. We firmly believe that our ECTs will thrive surrounded by a supportive mentor and an effective Induction Tutor in their schools backed up by an experienced team of Quality Assurers who are there to support you through the ECT Induction processes.**

This handbook should be read in conjunction with Statutory Guidance for Induction, from September 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory Induction Guidance 2021 final 002 1 1 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

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.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support, and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards. For early career teachers (ECTs) commencing induction from September 2021, the induction must be underpinned by the Early Career Framework (ECF).

The Teachers' Standards will be used to assess an ECT's performance during, and 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 what can reasonably be expected of an ECT by the end of their induction period within the framework of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

## Key Information

**Appropriate Body:** East Manchester Teaching School Hub

**Appropriate Body Director:** Jo Conway

**Website:** [www.eastmanchesterteachingub.com](http://www.eastmanchesterteachingub.com)

The administrative contact for all ECT matters at the East Manchester Teaching School Hub, through whom Jo Conway, and all AB QA leads may be contacted is:

**Teaching School Hub Relationship Manager:** Rebekah Robinson

**Email:** [ecf@eastmanchesterteachinghub.com](mailto:ecf@eastmanchesterteachinghub.com)

**Telephone:** 0161 624 1484

**ECT Manager Website:** <https://eastmanchestertsh.ectmanager.com/login.aspx>

## Key Documents

### Statutory Guidance for Induction, from September 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

### Statutory Guidance for Induction, prior to September 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923070/Statutory\\_Induction\\_Guidance\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923070/Statutory_Induction_Guidance_2019.pdf)

## Appropriate Body Quality Assurance Leads

<p><b>Jo Conway</b></p> 	<p>I became the Director of the Appropriate Body in January 2022 after finishing as Headteacher in Oldham after nearly twenty years. I have experience of working across schools in Oldham and Greater Manchester as a specialist Leader in Education. One of my core principles is to always give back to the profession. Throughout my career and as a Specialist Leader in Education I have supported Leaders at all levels across various schools in Greater Manchester. I have worked with Aspirant Leaders and Mentored new Headteachers.</p> <p>By supporting others at all levels whether they be at the start of their career or experienced leaders I gain as much myself from the experience as I believe I give to those I'm supporting. I have facilitated training for Newly qualified Teachers and acted as an Induction Tutor and mentor for over 15 years. During this time, I have worked alongside Teachers and their mentors to help support them through the Induction process. I also have experience of working with ITT students and those as part of the School Direct programme and Teach First.</p>
<p><b>Emily Beach</b></p> 	<p>I am the Director of the Outstanding Huddersfield Horizon SCITT, the ECF Lead Principal for South Pennine Academies and the External Moderator for two ITE Providers. I have worked for the Trust's Academy Effectiveness Team, conducting on site evaluations across our Academies and facilitating the NPQs and NQT training. I am a member of the Local Academy Board of three Oldham Primaries and I sit on the LAB's Standards Committee, as-well as being the Safeguarding and SEMH Lead. Previous to this, I have been the strategic lead of ITE within a Teaching School Alliance, held leadership responsibilities across a number of English departments and I have been an Advanced Skills Teacher for whole school Teaching and Learning. What lies at the heart of every career choice that I make, is the opportunity to train, support and empower colleagues (particularly early teachers), whilst continuing to be a lifelong learner myself. Ultimately, I am fully committed to high quality professional development so that as a sector, we have the knowledge, understanding and ability to improve pupil outcomes and make a difference to the lives of the children within our care.</p>
<p><b>Livvy Black</b></p> 	<p>I am the Assistant Headteacher with responsibility for Learning and Teaching at The Radclyffe School.</p> <p>I joined the school in 2015 and have responsibility for Curriculum development and implementation, Remote and Home Learning, Learning and Teaching team, Staff training, Early Career Teachers, QA and new staff induction.</p> <p>I also jointly lead the Teaching and Learning network in Oldham and Tameside.</p>

<p><b>Erin Brown</b></p> 	<p>Working at Burnage Academy for Boys has presented me with many educational opportunities. My first role was in SEN support in 2009. Since then, I have been fully supported to develop; I am currently second in English and ECT Induction Lead. Alongside this, I am a Team Leader for the AQA examination process. I am an experienced staff governor, and sit on strategic committees with the Headteacher and members of the school's leadership team. I am passionate in my role to support Early Career Teachers and look forward to extending this support to schools across the region.</p>
<p><b>Kayleigh Byrne</b></p> 	<p>My current position is Director of Primary for the Kingfisher Learning Trust, this role involves school improvement challenge and support across the curriculum and all areas of leadership. I have previously led a school direct programme and delivered training for ITT students on different programmes. I have been an induction tutor and mentor for newly qualified and early career teachers and worked as a senior leader of education across schools in various local authorities. I regularly facilitate training for staff in all areas of teaching and learning.</p>
<p><b>Natasha Carman</b></p> 	<p>I am Vice Principal at Moor End Academy, leading on learning and teaching; professional development; and data and outcomes. High-quality professional development and induction is something that I am incredibly passionate about, and I have worked with trainee and early career teachers in various capacities. In my current role, I promote the use of academic research to inform pedagogy and practice and aim to develop reflective practitioners who can evaluate their craft and use this to flourish. I'm excited to be working strategically with the East Manchester Teaching School Hub Appropriate Body, ensuring that the next generation of teachers are fully equipped to provide our young people with the education that they deserve.</p>
<p><b>Helen Carter</b></p> 	<p>I have worked as an English teacher since 2004 and as a member of Burnage Academy for Boys' Leadership Group since 2009 when I was promoted from Head of English to Assistant Headteacher. I have been Deputy Headteacher since 2016 and am now the school's Senior Deputy Head. I was professional mentor and induction tutor for NQTs from 2009 – 2018. Since 2018, I have line managed the ECT Induction Coordinator, including the early roll out of the ECT process in Burnage. I have lectured on the MMU English PGCE, Teach First English course and also delivered training for ITT professional mentors at MMU. I have worked as an Assistant Lead Examiner for AQA English Literature GCSE since 2012 and prior to that as a Team Leader and examiner.</p>
<p><b>Mark Couper-Barton</b></p> 	<p>I am Headteacher at Mayfield Primary School and member of the SCITT Executive Board. I am fully committed to working closely with the SCITT and all aspects of ITT/ ECT, including mentoring, induction and quality assurance. I am previously a member of Oldham's School to School Support Hub. Previously I worked at St Andrew's Primary School in Levenshulme, on a one-year leadership secondment as Deputy Headteacher. I spent 16 years at Horton Mill Primary School in Oldham, 12 of those as Deputy Headteacher, and I was fortunate to be involved in ITT as mentor, induction tutor and ITT lead, working with several HE providers. I have previously collaborated with schools on Local Authority projects around Assessment, Yr6/7 Transition and Speaking and Listening.</p>
<p><b>Alison Edwards</b></p> 	<p>I am Deputy Headteacher at Alder Community High School. I joined Alder in 2001 as Head of Science after starting my teaching career in West Sussex in 1992. My current responsibilities include, lead for the Excellence Team (teaching and learning and curriculum), staff development, ECT Induction tutor, oversight for ITT and, chemistry teacher.</p>

<p><b>Tony Fitzgerald</b></p> 	<p>I am the Assistant Headteacher at Marple Hall School and part of the SLT Team. I have responsibility for the Quality Assurance of Teaching and Learning across the school. I am also the School Induction Tutor, overseeing the support and assessment of ECTs. I lead on Initial Teacher Training working with a wide range of providers across the North West. I am the lead for coaching across the school and I am an externally accredited practitioner coach.</p>
<p><b>Rebecca Howarth</b></p> 	<p>I have been a senior leader working in primary schools across Rochdale and Oldham for 13 years. I have spent the last 10 years as the Head Teacher at Stanley Road Primary School in Oldham. In 2019 I was designated as an LLE with the Greater Manchester LLE Collaborative. This has enabled me to work in partnership with other schools, school leaders and school staff to support improvement for all and the sustainability of this long term. I have lead the induction of newly qualified teachers, ensuring high quality support is in place throughout my time as a leader. I also have experience in the quality assurance of NQT provision. I am passionate about working with schools, school leaders and school staff to develop their knowledge and skills, developing a culture and conditions in which all staff are able to thrive.</p>
<p><b>Natasha Morgan</b></p> 	<p>I am the Deputy Head Teacher at Burnley Brow Community School. I am a Specialist Leader of Education (SLE) for Teaching and Learning and an outstanding classroom practitioner, I have extensive experience in securing and sustaining effective teaching and learning. I am the Induction Tutor for our newly qualified teachers and the Professional Mentor for all trainees. I train class mentors in classroom observation and feedback. I am responsible for the quality assurance all of our class mentors. I have led the induction process for newly qualified teachers for four years. With this experience, and the experience I have gained from being a Professional Mentor, I have a deepened understanding of the Teacher Standards and coaching newly qualified teachers around progression towards the standards.</p>
<p><b>Liz O'Shaughnessy</b></p> 	<p>I am the Executive Director for Training and Development across New Bridge Multi Academy Trust Oldham. I previously taught in Primary Schools across Trafford Local Authority before moving to Tameside to lead the everyone learning@ Teaching School Alliance. I continue to lead the School Direct Partnership and up until July 2021, the Appropriate Body. I have worked alongside Leaders across all phases of Education. More recently facilitating Early Career Teacher and Mentor development sessions as part of the Early Roll out of the Early Career Framework in partnership with UCL Institute of Education and the Oldham Research School.</p>
<p><b>Rachel Ross</b></p> 	<p>I am Headteacher at St Georges CE primary school in Oldham which is part of the Cranmer Education Trust. The school serves a varied population of pupils with above average special educational needs but lower than National pupil premium. Over the past five years, since joining the school as Headteacher, I have sought to improve the quality of teaching and learning in the school and improve the quality of the curriculum offer. The impact of this is evident through our year on year improved results and Good Ofsted judgement on the most recent framework. Prior to moving to Oldham I worked in an inner city Salford school as a senior leader and SENDco both in the role of Assistant Head and then Deputy Head. I am passionate that every child should reach their full potential and believe that the quality of practitioners in schools plays a massive role in this, hence my interest in Early Career teachers through the QA role.</p>
<p><b>Katz Schlindwein</b></p> 	<p>I am the Director of the SCITT at the Cranmer Trust. I was previously Head of Altius Teacher Training and lead Induction Tutor at the Laurus Trust. Throughout my career as a maths teacher and Head of Maths I have been privileged to work with teachers during their training year and in their early career, designing and delivering training and induction programmes. As part of my role at Altius I led the Appropriate Body service, working with a number of schools on quality assurance.</p>

**Rachel Taaffe**



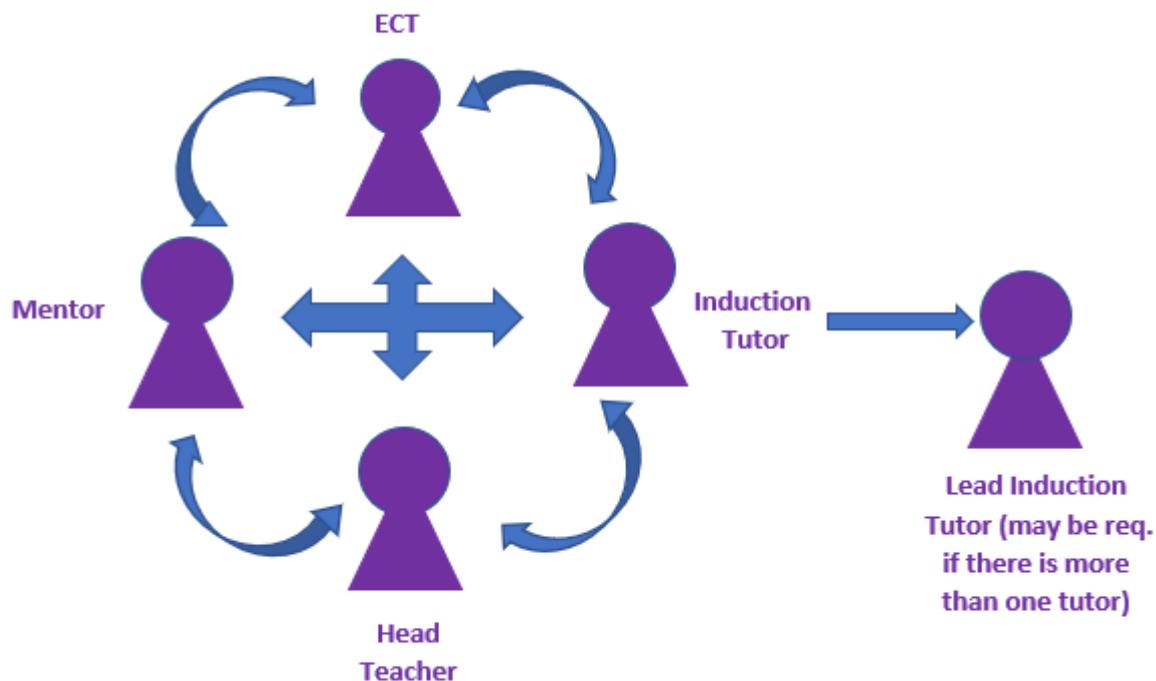
I am an Assistant Headteacher at St Thomas More RC College. My current responsibilities include leading teaching and learning and staff development, ECT induction tutor, in school performance coach for the NPQ programme and ITT lead. Previous to this I have been a Head of Department and Advanced Skills Teacher.

**Chris Webb**



I am Assistant Headteacher at Blue Coat CE School responsible for all Teaching and Learning. In addition my responsibilities include staff professional development. I am also the schools Early Career Teacher Induction Tutor. I was involved in the ECF pilot in 2020-21 and now facilitate some of the central training for ECTs and ECT mentors on behalf of the East Manchester Teaching Hub. I also enjoy delivering the NPQLB programme.

## Overview of Key Roles in Induction Process



Early Career Teacher	Headteacher
Provide evidence that they have QTS and are eligible to start induction	Ensure the school adheres to the statutory guidance for induction and the ECT receives all of their induction entitlements
Engage with the Early Career Framework	Observe ECT teaching
Continue to work towards, and ultimately meet, the Teachers' Standards	Read, agree, and sign off progress reviews and assessments

Mentor	Induction Tutor-senior leader
Participate in ECF mentor training	Participate in AB induction tutor training
Weekly mentor meetings with ECT working together through the ECF training materials	Observe ECT teaching (formal)
Carry out the mentoring sessions during normal teaching hours	Provide, or coordinate guidance for the ECT's professional development
Observe ECT teaching and offer developmental feedback (informal)	Complete progress reviews and assessments
Take prompt, appropriate action if an ECT appears to be having difficulties	Meet with ECT every half term

Lead Induction Tutor (where required)
Co-ordinate and quality assure the work of the induction tutors

Appropriate Body
Quality assure the induction process, including progress reviews and assessment
Final decision on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required
Provide schools and colleges with guidance, support and assistance

Full details of the roles and responsibilities of all involved in the induction process are outlined in the Statutory Guidance for Induction Documentation, section 5.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf)

### A suitable post for induction

In order for the ECT to serve induction, the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher 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 Teachers' Standards. In particular, a suitable post is expected to:

- have a headteacher in post to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor, who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable by 10% in addition to their 10% PPA to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

### Determining the length of the induction period

From September 2021, the length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (6 terms). The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings. In some exceptional circumstances, the length of an induction period may be reduced.

For teachers who have started and paused induction before September 2021, a one year induction can be completed by September 2023.

### Minimum period of continuous employment that can count towards induction

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. This reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme.

In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

### Length of the induction period for an ECT who works part-time

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). For examples, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced in agreement with the ECT, headteacher, and appropriate body.

### Ensuring a reduced timetable

The headteacher must ensure an ECT has a reduced timetable. In the first year (terms 1-3) of induction, an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range. In the second year (terms 4-6) of induction they must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the 10% timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

### Appointment of an induction tutor

The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor would normally be a senior leader who has the skills and experience to line manage, organise and quality assure the work of the mentors. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. The induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT, this includes meeting to discuss progress reviews, writing progress reviews and formal assessments. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' 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 headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

### Appointment of a mentor

The headteacher 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. Mentoring sessions are expected to take place during normal teaching hours. This also includes attending regular mentoring sessions and mentor training where appropriate in line with the chosen route for the ECF.

**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 (such as extremely small schools) it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. The headteacher should discuss this with the Director of the appropriate body or their named quality assurer. 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.

### Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTS). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a senior leader who is the designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

### Early Career Framework based training

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. The ECF is

the curricular framework that underpins the development of ECTs during induction, it is not an assessment tool.

### Observation of the ECT's teaching practice

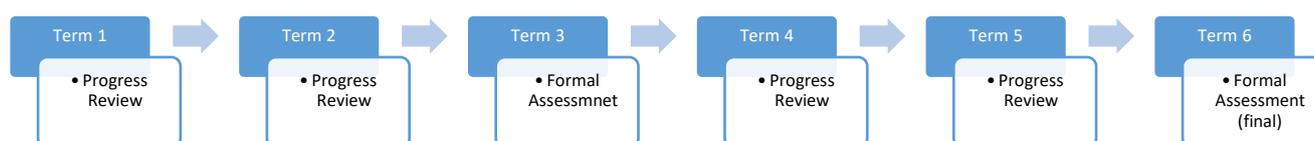
An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution, such as head of department or other senior leader. **The mentor should not carry out observations or complete reviews/assessments of their ECT.**

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.

### Observing other teachers

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified.

### Professional progress and formal assessments: timeline



### Progress reviews of the ECT

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

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.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor to inform the review.

A written record of each progress review is expected to be retained and provided to the ECT and the appropriate body after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor against the Part 1 and part 2 of the Teachers standards and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor believes the ECT is not making satisfactory progress, they should indicate this on the progress review documentation for the appropriate body and outline the support plan they have put in place to assist the ECT in getting back on track. All support plans should also be uploaded to ECT manager.

Once progress reviews have been completed, they should then be signed by the induction tutor, headteacher and the ECT. These will be submitted electronically on ECT Manager. The schools named Quality Assurer should also be notified that an ECT has a support plan.

Deadlines for progress reviews should be met in order to allow time for the Appropriate Body to review them, provide feedback and ensure statutory returns to the TRA are met.

### Formal assessments

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. **It is not the role of the mentors to carry out formal assessments.** ECTs should receive a formal assessment in term 3 and term 6 of induction.

To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Schools may choose to use a progress tracker which will provide a snapshot of evidence throughout the Induction period. **Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.**

ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against each of the Teachers' Standards at the time of the assessment. A guide for completion is provided in the Support Documents section of this handbook.

The final assessment meeting is at the end of the induction period and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or if an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These will be submitted electronically on ECT Manager.

### Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next progress review or formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. 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.

### Raising concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. 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. Any support required or issues can be raised using the Help and Support button on ECT manager.

### Unsatisfactory progress and putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress- towards 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 the support plan with the nominated QA lead and upload to the ECT's page on ECT manager.

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 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 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

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor 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.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

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

### 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 on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body and headteacher) based on extensive 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 and headteacher)
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body.

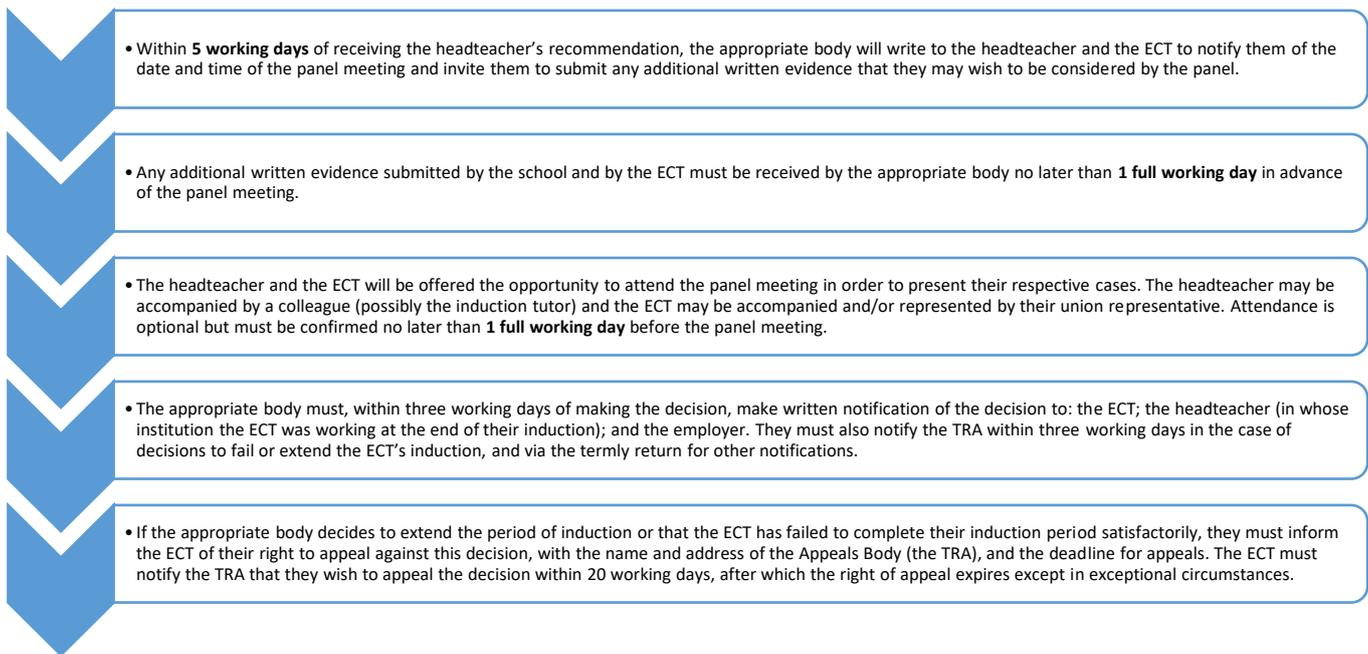
The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

Within 20 working days of receiving the headteacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must consider the headteacher's recommendation and all available evidence including any written representations from the ECT. If the headteacher recommends that an ECT has failed to satisfactorily complete the induction period, a panel meeting will be held by the appropriate body in order to reach their decision.

## Process where an ECT has failed to satisfactorily complete the induction period



Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school, or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

The TRA must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

## Support Documentation

The East Manchester Teaching School Hub provides the following document templates to support schools and induction tutors to maintain records through the induction progress.

Use of these documents is not compulsory, and you may wish to adapt them to suit the context in your setting.

The following document templates and guidance are shared to support induction tutors to prepare for the termly progress reviews and formal assessment points. The final versions of these documents are submitted through ECT Manager. ECT Manager has detailed guidance documents to support the user.

### Progress Review form

This is the record of the statutory progress reviews at the end of terms 1, 2, 4 and 5. The form is completed by the induction tutor and must be submitted to the appropriate body by the deadlines stated in ECT Manager.

The content of the progress review will be discussed by the ECT and induction tutor during their regular meetings and targets for the next term agreed.

When completing the progress review, the induction tutor must base their decision and comments on evidence from:

- Meeting notes
- Teachers' Standards Evidence gathered throughout the period
- Lesson observations
- Information gathered from other members of the school middle and senior leadership who review the ECTs progress
- Other relevant evidence gathered during the term by the induction tutor

The induction tutor must indicate on the form:

- whether the ECT is on track to successfully complete induction, with brief reasons why;
- if the ECT is not on track, confirm they been informed and that a support plan been put in place;
- that the ECT has continued to access a programme of support based on the ECF and have received all of their statutory entitlements;
- whether the ECT is remaining at the school for the next assessment period.

Following the completion of the form by the induction tutor, the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add brief comments. The ECT then adds their digital signature to the form.

The induction tutor and headteacher will then receive an email alert asking them to add their digital signature to the assessment form.

In the case that the form indicates that the ECT is not on track, the appropriate body will be alerted immediately and will then make contact with the induction tutor to discuss the provision of an appropriate support plan for the ECT.

### Induction Assessment Form

The East Manchester Teaching School Hub uses the ECT Manager website to manage the completion and submission of all **Induction Assessment Forms**.

The Induction Assessment Form is the statutory document which is used to record progress at the end of terms 3 and 6, to make the final recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.

It is imperative that deadlines for reports and submission are met in order for the Appropriate Body to have time to review all documents and submit their returns to the TRA.

The formal assessment is a much more detailed document than the progress review.

The assessment should outline clear information for each standard along with an evidence base used to determine the evaluative statement.

Induction assessment forms must be completed, digitally signed and submitted to the appropriate body by the deadlines set in ECT manager.

Failure to meet the deadlines may compromise the appeal deadlines as outlined in the statutory induction guidance.

It is the responsibility of the induction tutor, ECT and headteacher, to complete the assessment; not the mentor. The induction tutor must base their comments on evidence from:

- Meeting notes
- Use of the progress tracker
- Teachers' Standards Evidence gathered throughout the period
- Lesson observations
- Information gathered from other members of the school middle and senior leadership who review the ECTs progress
- Other relevant evidence gathered during the term by the induction tutor

The induction tutor, or headteacher, **must** follow the structure below to comment on each teacher standard:

- A detailed evaluative statement on the progress towards each standard
- Varied evidence used to support each judgement
- Areas Requiring Further Development and specific targets

Following the completion of the form by the induction tutor the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add their comments. This is the ECT's opportunity to record their thoughts about their induction experience and we would like to read about their successes, any challenges they are facing, as well as the identification of any areas in which they might benefit from further development opportunities. The ECT then adds their digital signature.

The induction tutor and headteacher will then receive email alerts asking them to add their digital signatures to the assessment form.

As soon as the ECT, induction tutor and headteacher have all added their digital signatures to the assessment form, the appropriate body will receive an alert to confirm that the assessment is ready to review. The schools named Appropriate Body Quality Assurance Lead will then review the assessment and, presuming everything is in order, will sign-off the form as reviewed. The ECT, induction tutor and headteacher will receive an email that will confirm this. The appropriate body will then notify the TRA of

the ECT's progress. If the form has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form, within 5 working days.

Forms may be rejected for the following reasons: corrections needed for spelling/grammatical errors, mismatch between grades and narrative, too little detail and evidence provided for each standard or sections incomplete.

The assessment form is held online – but the ECT, induction tutor and headteacher are able to download PDF copies of the assessment forms at any time.

Teaching Standards Evidence Tracker (template)

PART 1: TEACHING								
	T1	T2	T3	T4	T5	T6	Evidence	Source of evidence / Date
	RAG	RAG	RAG	RAG	RAG	RAG		
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>								
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect								
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions								
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils								
<b>2. Promote good progress and outcomes by pupils</b>								
2(a) be accountable for pupils' attainment, progress and outcomes								
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these								
2(c) guide pupils to reflect on the progress they have made and their emerging needs								
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching								
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study								
<b>3. Demonstrate good subject and curriculum knowledge</b>								
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings								
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship								
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject								

3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics									
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies									
<b>4. Plan and teach well-structured lessons</b>									
4(a) impart knowledge and develop understanding through effective use of lesson time									
4(b) promote a love of learning and children's intellectual curiosity									
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired									
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching									
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)									
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>									
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively									
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these									
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development									
5(d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.									
<b>6. Make accurate and productive use of assessment</b>									
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements									

6(b) make use of formative and summative assessment to secure pupils' progress									
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons									
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback									
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>									
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy									
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly									
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them									
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary									
<b>8. Fulfil wider professional responsibilities</b>									
8(a) make a positive contribution to the wider life and ethos of the school									
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support									
8(c) deploy support staff effectively									
8(d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues									
8(e) communicate effectively with parents with regard to pupils' achievements and well-being									

PART 2: PERSONAL & PROFESSIONAL CONDUCT								
	T1	T2	T3	T4	T5	T6	Evidence	Source of evidence / Date
	RAG	RAG	RAG	RAG	RAG	RAG		
<b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school</b>								
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position								
(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions								
(c) showing tolerance of and respect for the rights of others								
(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs								
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law								
<b>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</b>								
<i>(how do I demonstrate proper regard for the ethos, policies and practices of the school?)</i>								
<i>(do I have high standards in my own attendance and punctuality?)</i>								
<b>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</b>								
<i>(do I have an understanding of statutory frameworks?)</i>								
<i>(do I understand and carry out my professional duties?)</i>								
<i>(do I understand and carry out my professional responsibilities?)</i>								

## ECT Meeting Notes Template

Meeting No:	Term No:	Date:
Present:		
<p>Focus (examples):</p> <ul style="list-style-type: none"> <li>• review Teachers' Standards Evidence</li> <li>• discuss Progress Review</li> <li>• Arrange lesson observation / discuss lesson observation feedback</li> </ul> <p>After the meeting (examples):</p> <ul style="list-style-type: none"> <li>• induction tutor submits Progress Review 2 on ECT Manager;</li> <li>• ECT comments on and signs Progress Review 2 on ECT Manager</li> </ul>		

Summary of discussion point	Comments/Actions (Optional)

## ECT Lesson Observation Template

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

<b>Focus for observation</b> (referenced to Standards)
<b>Comments</b>
<b>Strengths</b> (referenced to Standards)
<b>Areas for Further Development</b> (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor.

## Teachers' Standards

<b>Highlight standards that are observed during the lesson to indicate strengths and areas for development</b>	
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>	<ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
<b>2. Promote good progress and outcomes by pupils</b>	<ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
<b>3. Demonstrate good subject and curriculum knowledge</b>	<ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
<b>4. Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>	<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
<b>6. Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
<b>8. Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<b>Personal and professional conduct</b>	
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p>	
<ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:             <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	

## Support Plan Template

This document should be completed by Induction Tutor

ECT name		Subject/Class	
Induction Tutor name		Mentor name	
School		Date set	
Set & monitored by		Date to be reviewed	

Context
---------

<b>Area for improvement (1)</b> <i>Reference to standard</i>
<b>Area for improvement (2)</b> <i>Reference to standard</i>
<b>Area for improvement (3)</b> <i>Reference to standard</i>

### Area for improvement (1)

Actions to be taken	Time frames	Support provided

Review
--------

### Area for improvement (2)

Actions to be taken	Time frames	Support provided

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Review

**Area for improvement (3)**

Actions to be taken	Time frames	Support provided

Review

**Areas for improvement agreed by:**

Induction Tutor (signed)
ECT (signed)
Date

## Summary of outcome

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## Further points for review and improvement

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## Outcomes agreed by:

Induction Tutor (signed)
ECT (signed)
Date

## Progress review document

### Induction period details

Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? <i>(Give the FTE if PT)</i>	FT                      PT
Days absent in this period	
Days absent prior to this report period	

#### 1.Support and Entitlements

Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements? Yes/No

If No, please explain why an ECF based induction has not been accessed or why statutory entitlements?

#### Recommendation

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

Or

The ECT is **not on track**-based upon current performance and rate of progress, the ECT is on track to successfully complete induction by the end of their induction

#### 2. Summary Progress statement

Please select one of the following:

A: The ECT is making **excellent** progress towards fully embedding the Teachers Standards into their day to day practice.

B: The ECT is making **good** progress towards fully embedding the Teachers Standards into their day to day practice.

C: The ECT is making **satisfactory** progress towards fully embedding the Teachers Standards into their day to day practice.

D: There are **concerns** around the ECTs progress towards fully embedding the Teachers Standards into their day to day practice.

3.The ECT is aware there are concerns around their progress: Yes/No/not applicable

4.The ECT has had more than 10 days absence in this period: Yes/No

5.A support plan is in place for the ECT: Yes/No

6.The support plan has been uploaded to the ECTs document area on ECT manager. Yes/No

**7. Give brief details for the reason(s) for your answer to question (2).**

**Summary Progress Report**

Please justify the summary progress statement entered on the previous page. Use descriptive evidence to outline the ECTs progress in their day to day practice with reference to the Teachers' Standards.

**Teachers Standards Part 1 report: Standards 1 to 8**

**Teachers Standards Part 2 report: Personal and professional conduct**

**Three Developmental Targets:**

**9. ECTs comments**

## Formal Assessment Document

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

End of first assessment period

End of second or final assessment period

Interim assessment, i.e. the ECT is due to complete induction at another establishment

Assessment period start date	
Assessment period end date	
Is the ECT full-time or part-time? <b>(Give the FTE if PT)</b>	FT                      PT
Days absent in this assessment period	

2. If this is a final assessment (term 6), 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

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

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.

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. **Do not attach or reproduce evidence in full.**

### Part 1 Teachers Standards

#### Teaching Standard 1

Set high expectations which inspire, motivate and challenge pupils

Evaluative statement

Evidence (bullet point)

Teaching Standard 2

Promote good progress and outcomes by pupils

Evaluative statement

Evidence (bullet point)

Teaching Standard 3

Demonstrate good subject and curriculum knowledge

Evaluative statement

Evidence (bullet point)

Teaching Standard 4

Plan and teach well-structured lessons

Evaluative statement

Evidence (bullet point)

Teaching Standard 5

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

Evaluative statement

Evidence (bullet point)

Teaching Standard 6

Make accurate and productive use of assessment

Evaluative statement

Evidence (bullet point)

Teaching Standard 7

Manage behaviour effectively to ensure a good and safe learning environment

Evaluative statement

Evidence (bullet point)

**Teaching Standard 8**

Fulfil wider professional responsibilities

Evaluative statement

Evidence (bullet point)

**Part 2 Teachers Standards**

Personal and professional conduct

**5. ECT Progress**

**Please provide a minimum of 3 developmental targets (linked the Teachers Standards)**

Briefly describe any areas for development that have not been captured throughout the report comments above.

**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 to the documents section on ECT Manager)*

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 for this recommendation.

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

Yes

No

Not applicable/  
this is the final  
report

**How many days per week**

**Contract Type**

**Date of resignation**

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

**Name of new school**

**Address of new school**

Teacher comments

**9. Has the Early Career Teacher 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 Early Career Framework 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

--

**Signatures**

This progress review was completed by:  
**Induction tutor.**

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

**Headteacher.**

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

**Early Career Teacher.**

<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	

This completed assessment form should be sent to the appropriate body via ECT Manager 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).**

#### **Appropriate Body Agreement 2022-2023**

This agreement is between the named school/college and the East Manchester Teaching School Hub.

Full details of the statutory requirements for Appropriate Bodies can be found in the two documents below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory Induction Guidance 2021 final 002 1 1 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/991723/Appropriate bodies guidance induction and the early career framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/991723/Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf)

#### **The East Manchester Teaching School Hub will:**

- Meet the requirements of Appropriate Bodies set out in the Appropriate Bodies Guidance.
- Provide annual training for induction tutors.
- Provide notice of, and the documents required to carry out a monitoring visit effectively.
- Visit schools/colleges regularly to undertake quality assurance monitoring visits.
- Support schools to ensure they are compliant in meeting the statutory induction entitlements for all Early Career Teachers.
- Provide a named Quality Assurer contact for each school.
- Recruit Quality Assurers that are highly experienced Senior Leaders to monitor and quality assure the ECT Induction process.
- Provide termly refresher training for new induction tutors – either through a face-to-face meeting or online tutorial.
- Provide an electronic portal for submission of progress reviews and assessment reports (ECT manager.)
- Quality assure progress reviews, interim reports, assessment reports and the school induction experience through a mixture of ECT manager monitoring and quality assurance visits.
- Provide on-going support and guidance to induction tutors and ECTs in relation to the completion of statutory induction.

#### **The named school/college will:**

- Familiarise themselves with the Statutory Guidance regarding the Induction for early career teachers (England) 2021 and meet the requirements set out in the document.

[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Ensure that all ECTs receive all of their statutory entitlements included within the guidance whether they be in a maintained school, PRU, Post 16 provision, academy or independent school.
- Ensure the ECT is employed in a suitable post for induction-section 2.17.
- Ensure all participants are registered with East Manchester Appropriate Body via ECT manager accurately and in line with deadlines provided.
- Ensure the Appropriate Body is kept up to date with changes in personnel, resignations, new starters etc.
- Ensure that information on ECT manager is accurate for all involved, including TRN and DOB where relevant (head teacher, induction tutor, ECTs and school administrators)
- Notify the Appropriate Body of any changes in ECTs circumstances, well-being, sickness, maternity etc in a timely manner.
- Engage with the Appropriate Body to support statutory quality assurance visits.
- To provide the Appropriate Body with all documentation required to support quality assurance within the timelines provided.
- Have a named induction tutor and provide them with time to attend training sessions and carry out their role in school effectively to meet the requirements of statutory induction.
- The Induction Tutor should be a senior member of staff who is able to oversee the work of the mentors and make final judgements for ECTs against the Teachers Standards.
- Appoint a mentor (who holds QTS) for each ECT to support them with the ECF programme as part of statutory induction.
- Provide adequate time for the mentor to carry out the role effectively within teaching time and to attend termly training sessions.
- Ensure that deadlines for progress reviews and formal assessments are met for each ECT.
- Ensure that any changes in circumstance, well-being, sickness, maternity are communicated to the Appropriate Body in a timely manner.
- Ensure that required documentation, such as support plans, are uploaded onto ECT manager.
- Provide contact details for the finance department and agree to the finance terms below:

### Registration

Where possible, schools must notify the Appropriate Body that an ECT has been appointed in advance of the ECT taking up post. This is to allow time for the Appropriate Body to do the relevant background checks to ensure that the ECT has been awarded Qualified Teacher Status (QTS) prior to the start of induction. Failure to register ECTs may result in a delayed access to ECT manager, and the ECF programme.

ECTs can be registered to commence induction with the Appropriate Body at the start of each term. Should an ECT be appointed to take up post during a term, they can be registered for induction from the start of the next term.

## Finance

The Appropriate Body service is charged at £360 per ECT for the full induction period (6 terms) commencing from September 2022 starters.

- The first two terms of each academic year will be invoiced together, one in advance and one in arrears. After this, the named school/ college will be invoiced termly in advance (as per the schedule below)
- For full FTE candidates the £360 will be charged over 6 academic terms. If any of the participants are not a full FTE, the total charge remains the same at £360 and this will be invoiced over the number of terms relevant to their FTE. For example, FTE 0.75 would be charged over 8 academic terms.
- A purchase order from the named school/ college is required and will be quoted on said invoices. Please provide a **single** purchase order number to cover all staff from the named school/ college for the duration of induction (equivalent to 6 full terms). If there are any amendments to your registrations (additional or removed candidates), please amend the original Purchase Order.
- Please send Purchase Orders to.  
FAO: East Manchester Teaching School Hub  
Email: Finance@blue-coat.org  
Address: The Blue Coat School - East Manchester Teaching School Hub, Egerton Street, Oldham, OL1 3SQ
- The termly fee will be charged in full for any term that the candidate has participated in i.e. if a term is started and not finished, that term will be charged.
- You will receive invoices from “The Blue Coat School”. The invoice will reference the East Manchester Teaching School Hub.

There are two invoice windows per academic year, December, and April.

### Illustrative Billing Schedule

	<b><i>Term 1</i></b>	<b><i>Term 2</i></b>	<b><i>Term 3</i></b>
<b>September - December Starter</b>	Invoiced December (arrears)	Invoiced December (advance)	Invoiced April (advance)
<b>January - April Starter</b>	n/a	Invoiced April (arrears)	Invoiced April (advance)
<b>April - July Starter</b>	n/a	n/a	Invoiced April (advance)

If for any reason an ECT's start date does not correlate with the above schedule, we reserve the right to send ad hoc invoices as necessary.

## Authorising signatures

Named School College:	The East Manchester Teaching School Hub
Print name and role	Print name and role
Date:	Date: