



East Manchester
Teaching School Hub

Appropriate Body Induction Tutor training 29th September 2022

Jo Conway
Director of East Manchester Appropriate Body



Cranmer
Education Trust

East Manchester Teaching School Hub

Core functions



ITT



ECF



AB



NPQ



CPD



Early Career Framework

- Curriculum for ECTs to work through with their mentor – based on the learn that/learn how to statements
- Schools register via DfE portal
- Funding for schools for engagement at the end of Y2
- Platform: **UCL Extend**
- Weekly meetings in school (Y1, less often in Y2)
- ECT cluster group training (twice a half term)
- Mentor cluster group training (one a term)
- Induction Tutor supports and agrees participation in programme

Appropriate Body

- Assessment of ECTs against the teacher standards
- Schools register via Teaching School Hub
- Platform: **ECT Manager**
- Induction Tutor leads the process in school
- Four progress reviews (end of term 1, 2, 4, 5)
- Two formal assessments (end of term 3 and 6)
- Appropriate Body must ensure statutory entitlements of induction are met by the school
- Appropriate Body must be aware of causes for concern in meeting the teacher standards

The role of the Appropriate Body

Appropriate bodies support the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

- Through quality assurance, the AB assures itself that Head Teachers / Principals are aware of, and are capable of meeting their responsibilities for monitoring, support and assessment of ECTs.
- Check that an ECT has an ECF based induction programme, a designated Induction Tutor and Mentor, and a reduced timetable. Additionally that Induction Tutors and Mentors have the ability and sufficient time to carry out their role effectively.
- The monitoring, support and guidance procedures for ECTs 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.
- The ECT is provided with a named contact within the AB with whom to raise concerns.
- We receive, read and reviews ECTs records and assessment reports and that they are maintained in a streamlined and the least burdensome way.
- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory.

Quality Assurance Leads



Emily Beach

Director of Huddersfield
Horizon SCITT



Jo Conway

Specialist Leader in
Education and Director of
Appropriate Body at EMTSH



**Mark Couper-
Barton**

Headteacher at Mayfield
Primary School



Tony Fitzgerald

Assistant Headteacher at
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Natasha Morgan

Deputy Headteacher at
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School



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Headteacher at EC St
George's CE Primary



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Rebecca Howarth

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**Liz
O'Shaugnessey**

Executive Director for
Training & Development
across New Bridge Multi



Katz Schlindwein

Director of SCITT at
Cranmer Education Trust



Natasha Stokes

Vice Principal at Moor End
Academy

The role of the Quality Assurance Lead

For assigned ECTs

Support during induction

Informal support

Supporting schools experiencing difficulties

Supporting schools with struggling ECTs

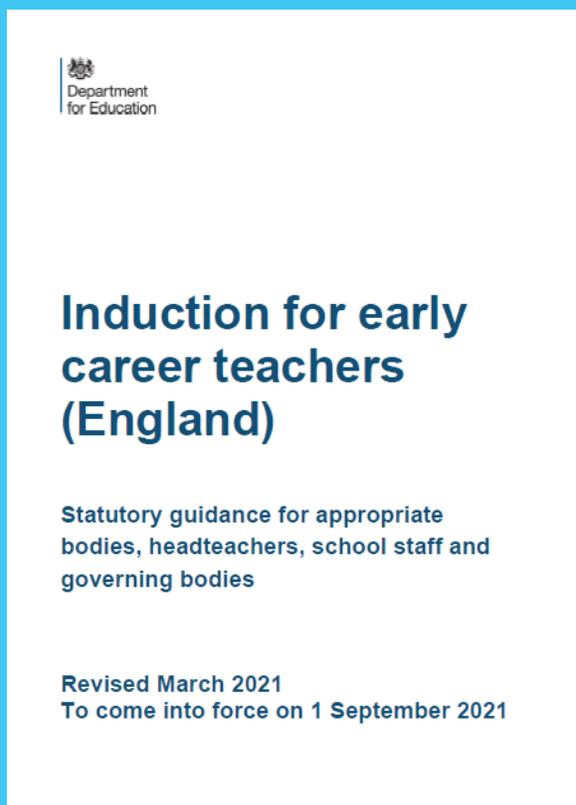
Monitoring and approval of formal and Interim assessments

Review of progress reviews

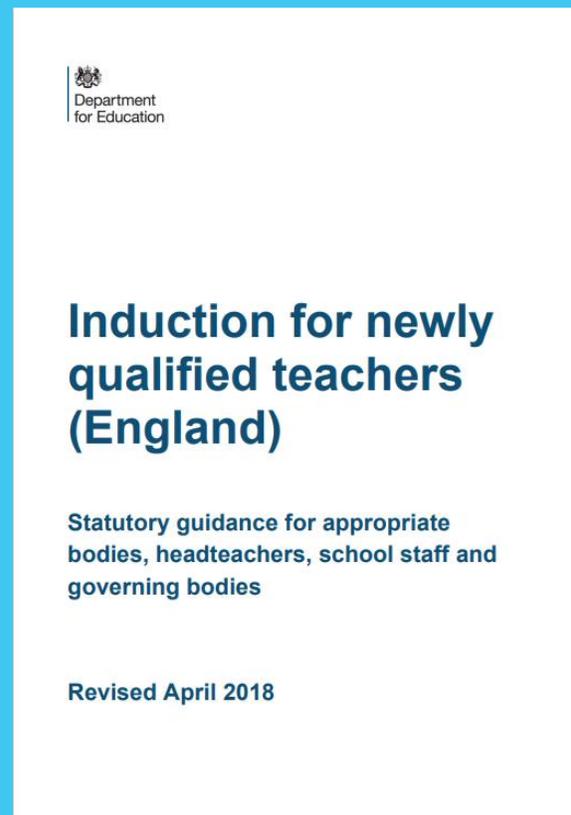


Statutory induction: key documents

For all new ECTs or
legacy after 2023



[Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/induction-early-career-teachers-2021.pdf)

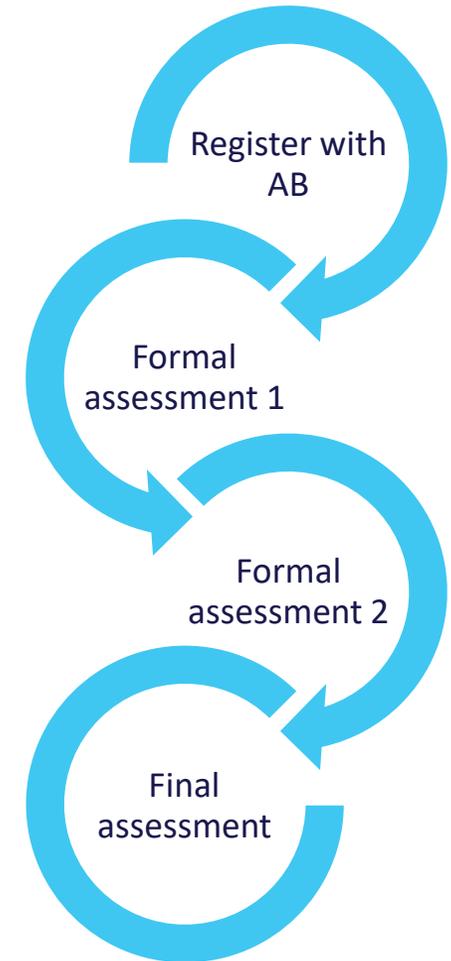


[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/68222/induction-nqt-2018.pdf)

Legacy ECTs, who may have completed some Induction prior to 2021 but not fully completed.

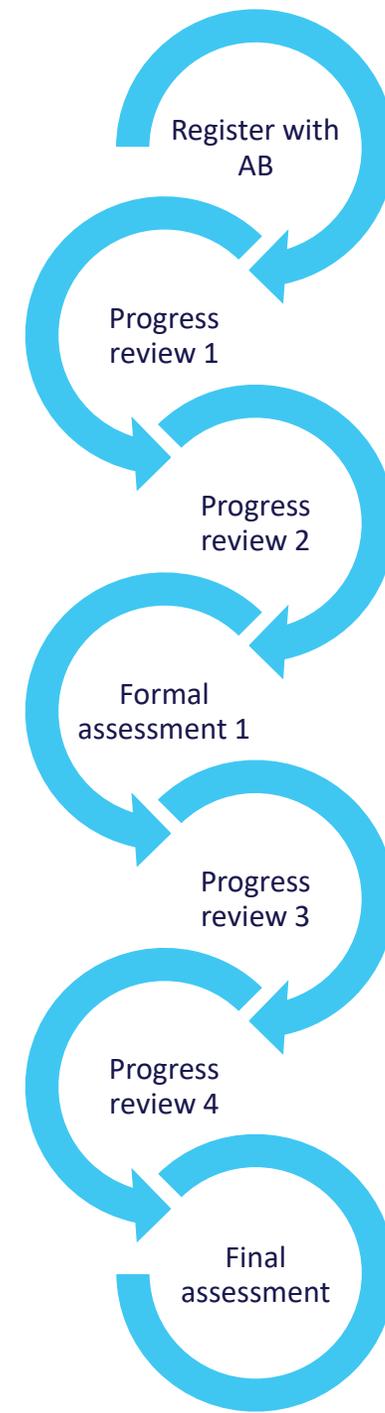
For teachers who have started and paused induction before September 2021, a one year induction can be completed by September 2023.

- One year
- Statutory assessment (teacher standards)



The process for ECTs commencing induction from September 2021

- Two years
- Statutory assessment (Teachers' Standards)
- Underpinned by ECF



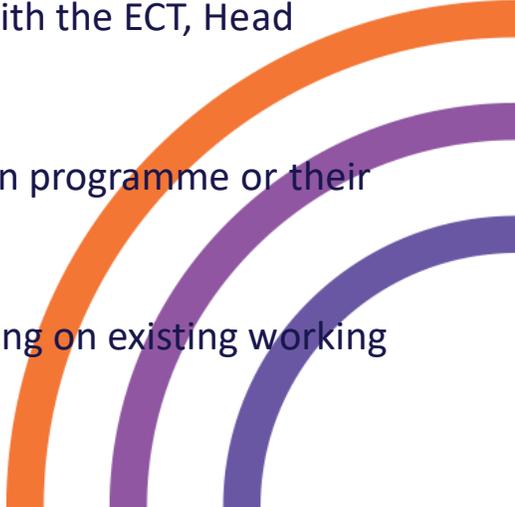


Roles and responsibilities

Head Teacher / Principal

- Check the ECT has been awarded QTS, obtain TRN. QTLS don't compete statutory induction
- Ensure an appropriate ECF based induction programme is in place.
- Ensure all participants are registered with East Manchester Appropriate Body via ECT manager accurately and in line with deadlines provided and that all information is accurate.
- Appoint an Induction Tutor, who should be a senior member of staff and is able to oversee the work of the mentors and make final judgements for ECTs against the Teachers Standards.
- Provide the IT time to carry out their role in school effectively to meet the requirements of statutory induction.
- 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 the ECTs progress is regularly reviewed, including through observations and feedback on their teaching. Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- Ensure the Appropriate Body is kept up to date with changes in personnel, resignations, new starters etc.
- Provide the Appropriate Body with all documentation required to support quality assurance within the timelines provided and to participate appropriately in the AB's quality assurance procedures.
- Act early, alerting the AB when necessary, in cases where an ECT may be at risk of not completing induction or as soon as absences total 10 days in any one term or 30 days or more during an academic year.
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- Make a recommendation to the AB on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.

Induction Tutor

- 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.
 - The IT should have time to carry out their role in school effectively to meet the requirements of statutory induction.
 - Carry out regular progress monitoring.
 - Ensure that progress reviews and assessments are carried out and reports completed and sent to the AB.
 - Return all Progress Reviews and formal assessments by the deadline provided by the AB.
 - Provide or coordinate guidance for the ECT's professional development.
 - Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate.
 - Carry out progress reviews in terms where a formal assessment does not occur. Terms 1,2,4 & 5
 - Keep the ECT informed regarding their progress and provide them with regular progress review meetings and formal assessments of the determination of their progress against the Teachers' Standards. Share progress reviews and assessments with the ECT, Head Teacher / Principal and the AB.
 - Ensure that the ECT's teaching is observed regularly and feedback provided.
 - Ensure ECTs know how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
 - Take prompt actions if an ECT appears to be having difficulties and notify the AB.
 - Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, drawing on existing working documents.
- 

Mentor

- 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.
- 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 ECF-based induction programme.
- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback. (In Y1 weekly, in Y2 approximately once a fortnight over the year)
- 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 – informing the Induction Tutor.
- Participate fully in their ECF programme and register engagement on UCL Xtend as a mentor,
- Attend UCL/East Manchester training sessions.
- Monitor engagement of the ECT and ensure engagement is tracked on the UCL platform.

Early Career Teacher

- Meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- Provide evidence of their progress against the Teachers' Standards, in least burdensome way.
- Participate fully in their ECF programme and register engagement on UCL Xtend.
- Participate fully in the agreed monitoring and development programme. Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Raise any concerns with their Induction Tutor as soon as practicable.
- Consult their AB named contact at an early stage, if there are, or may be difficulties in resolving issues with their Induction Tutor or within the institution.
- Retain all copies of assessment reports.



Working together in your school / college

- It will be essential that the Head Teacher / Principal, Induction Tutor and Mentor work together to support the ECT.
- Regular dialogue regarding interactions, key diary dates and ongoing support for the ECT will be necessary.
- Regular dialogue will help support the ECT in managing their workload as they complete their induction period.
- Regular dialogue will enable shared conversation over progress towards meeting the Teachers' Standards.
- Consider using the progress tracker which is available in resources section of ECT manager.
- Regular dialogue will ensure swift action if there are any concerns over the progress the ECT is making.



Teaching Standards Evidence Tracker (template)

PART 1: TEACHING

PART 1: TEACHING							Evidence	Source of evidence / Date
	T1	T2	T3	T4	T5	T6		
	RAG	RAG	RAG	RAG	RAG	RAG		
1. Set high expectations which inspire, motivate and challenge pupils								
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								
2. Promote good progress and outcomes by pupils								
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								
3. Demonstrate good subject and curriculum knowledge								
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, articulation and the use of standard English								

Induction Tutor – expectations and considerations

- The role is for six terms.
- Review and assess progress against the Teacher's Standards on a termly basis.
- Meet regularly with the ECT – the mentor may be involved in these meeting too. The purpose of meeting is to review progress against the Teachers' Standards. Keep a record of your meetings and any agreed actions. Induction Tutor and ECT to sign and date these records.
- Write progress reviews and formal assessment reports with contribution from the ECT. These statutory reports will be submitted on a termly basis.
- Ensure that the ECT is observed regularly – by you, but also within the structures of your organisation
- Familiarise yourself with the ECF – both content and key dates.
- Advise the ECT on how to best use their reduced timetable allowance.
- Inform the AB of any concerns regarding the progress of the ECT against the Teachers' Standards or in relation to attendance.



Organisational decisions to be made in relation to your operational procedures:

- How regularly do you need to gather intelligence to be able to complete the progress reviews and assessment reports?
- What form will this take within your organisation?
- How will you/your ECTs capture evidence?
- Who else might need to be involved in the dialogue?
- How will you work collaboratively across your school to support the progress and well being of the ECT(s)?

The AB will provide templates that may prove helpful. You may choose to use/adapt these if appropriate

Lesson observations

- Meeting notes
- Support plan
- Evidence tracker

These can be found within the ECT Manager resources section

Observation of the ECT's teaching practice

2.44: 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 from inside or outside the institution

Key documentation: Progress Reviews

- Take place at the end of terms one, two, four and five.
- Indicate if the ECT is/is not on track to successfully complete induction
- Summarise reasons for the above
- Summarise for S1 to 8 and for Part 2 S9-
Personal and professional conduct
- Provide some developmental targets whether on track or not
- Must be shared with the ECT and be based on building evidence against the Teachers' Standards. **There should be no surprises.**
- Identify key information e.g. attendance and or whether the ECT is remaining at the school
- Must be signed and dated by the ECT and Induction Tutor. HT/principals don't need to sign these unless they are IT as well.

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? (Give the FTE if PT)	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

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.

You will then be asked to select from the above gradings

Progress review summary

Teachers Standards' part 1 report:

This term, Rebecca has supported her department greatly in our move to a new school building. She continues to be pro-active and engages fully with departmental and whole school CPD and continues to attend a PTI course in her free time to further her subject knowledge. She has also engaged well with the UCL ECF-based course this term and has attended all of the associated training sessions.

Rebecca has gained further experience with pastoral roles, acting as an associate form tutor to a year 7 form. Her subject mentor has shared that she is always keen to further herself and will seek out guidance from colleagues across the department.

Learning walks and a recent lesson observation by an Assistant Headteacher have identified a number of targets for Rebecca and a plan has been put in place to support Rebecca in getting back on track with meeting the teachers' standards. This plan contains the three development targets listed below and these will be reviewed four weeks into the summer term. Agreed steps include observing expert colleagues utilising students' whiteboards to identify misconceptions and responsively teach, scripting routines for getting classes to be quiet with her subject mentor and researching whole class feedback sheets and implementing these into her lessons.

With the support plan now in place, we anticipate Rebecca being back on track with making progress on the Teachers Standards by the next progress report.

Teachers Standards' part 2 report:

Rebecca continues to demonstrate consistently high standards of personal and professional conduct, in line with the ethos, policies and practices of the school.

Three developmental targets:

1. Plan for how you will find out what the class know, understand and can do. Check the understanding of the whole class at regular intervals eg. 3, 2, 1 show me using whiteboards. (S6)
2. Have clear routines for how you will get the class to be quiet eg. Raise your hand and ask them to do the same/ or count down 'pens down and look this way in 3, 2, 1'. Explain these routines to the class. (S7)
3. Ensure students are clear about the feedback given so they know what their next steps are for improvement eg. Use the whole class feedback sheets. (S6)

Appropriate Body role in progress reviews

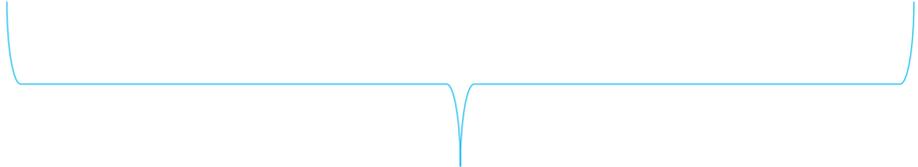
Automatic review if:

ECT not on track

ECT not accessing ECF

Sample review (25%) if:

ECT on track



Follow up actions as required, for e.g.

- Communication with Induction Tutor
 - Discussion with AB QA team
 - Visit to school
 - Discussion with AB lead
- 

Key documentation: Formal Assessment Report

- Takes place at the end of terms three (Year 1) and six (Year 2)
 - Provides evidence and summarises progress against each of the Teachers' Standards
 - Outlines targets
 - Must be shared with the ECT and be based upon building evidence against the Teachers' Standards. There should be **no surprises**.
 - Key information e.g. attendance and or whether the ECT is remaining at the school
 - Must be signed and dated by the ECT, Induction Tutor and Head Teacher / Principal
- 

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? <i>(Give the FTE if PT)</i>	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 through 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.

S1 Set high expectations which inspire, motivate and challenge pupils Evaluative statement

Throughout this last term Rebecca has continued to use and further develop her use of modelling to demonstrate her high expectations of the children. This is firmly embedded into her approach and includes her calm and positive approach and how she speaks to adults and children around her, how she would like the children to set out their work as well as demonstrating what a completed task will look like. In response to observation feedback Rebecca has really worked on maintaining the challenge for all children. In particular, she has focussed on the higher attaining children. These children have been working on tasks that require applying their learning which then deepens their understanding. During whole class input Rebecca targets questions to groups of children to ensure that they are challenged appropriately. Her use of cooperative learning enhances this.

Evidence (bullet point)

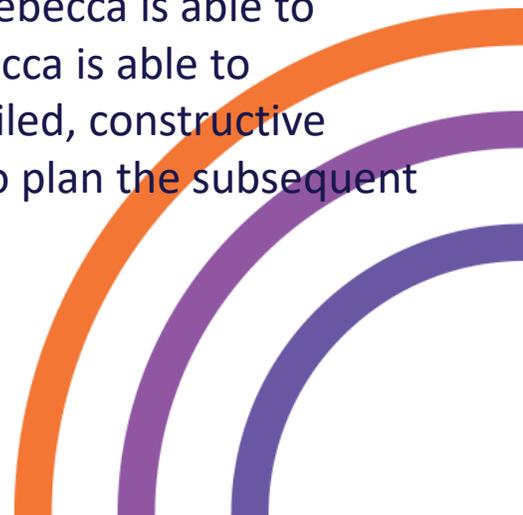
*Planning *Children's books *Formal and informal observations *Rebecca's ECT records and conversations with mentor

TS2 Promote good progress and outcomes by pupils Evaluative statement

Rebecca is accountable for the progress and attainment of the children in her class. She has submitted assessment data half termly and has attended Assessment Meetings with the head and deputy head throughout the year. Rebecca is able to speak about individual children and it is clear that she is aware of the next steps for each learner. Rebecca is able to confidently assess children using a variety of assessment tools. Rebecca has continued to provide detailed, constructive formative feedback for her class both during and after lessons. She uses this information confidently to plan the subsequent lessons. She ensures that children respond to feedback during daily 'fix it' sessions.

Evidence (bullet point)

*Book *Book scrutiny feedback *Planning *Formal/informal/subject leader observations



ECT Manager

<https://eastmanchestertsh.ectmanager.com/Login.aspx>

The screenshot displays the ECT Manager dashboard interface. At the top left is the East Manchester Teaching School Hub logo. To the right of the logo are a 'Log Out' button and a 'Help & Support' button. Below the logo is a navigation menu with the following items: 'Your ECTs', 'Assessments', 'Tutors', 'School', 'Courses', 'Resources', 'My Account', and 'Help & Support'. The main content area is titled 'Dashboard' and contains nine interactive tiles arranged in a 3x3 grid. Each tile features a circular icon, a title, and a brief description of the function.

Icon	Title	Description
	Upcoming Assessments	See assessment status and due dates.
	Register ECT	Add a new ECT, or transfer an existing one to your school.
	Update My Personal Details	Change your name, email address and phone numbers.
	Update My Login Details	Change your login, email address and your password.
	User Manuals	Manuals to help guide you through the ECT process.
	Helpdesk	Add a helpdesk ticket if you are having problems using the site.
	Resources	See documents and links that have been uploaded by your Appropriate Body.
	Available Courses	Courses available for your ECTs to go on.
	Booked Courses	Courses you have already booked for your ECTs.

ECT Manager

<https://eastmanchestertsh.ectmanager.com/Login.aspx>

The screenshot shows the user interface of the ECT Manager. At the top left is the logo for East Manchester Teaching School Hub. To the right are 'Log Out' and 'Help & Support' buttons. Below this is a navigation bar with several menu items: 'Your ECTs', 'Assessments', 'Tutors', 'School', 'Courses', 'Resources', 'My Account', and 'Help & Support'. The 'Resources' menu item is circled in yellow. Below the navigation bar is a 'Dashboard' section containing nine interactive tiles, each with an icon and a brief description of the function.

Icon	Function	Description
	Upcoming Assessments	See assessment status and due dates.
	Register ECT	Add a new ECT, or transfer an existing one to your school.
	Update My Personal Details	Change your name, email address and phone numbers.
	Update My Login Details	Change your login, email address and your password.
	User Manuals	Manuals to help guide you through the ECT process.
	Helpdesk	Add a helpdesk ticket if you are having problems using the site.
	Resources	See documents and links that have been uploaded by your Appropriate Body.
	Available Courses	Courses available for your ECTs to go on.
	Booked Courses	Courses you have already booked for your ECTs.

ECT Manager: manuals and how to guides

East Manchester Teaching School Hub

Log Out **Help & Support**

Your ECTs Assessments Tutors School Courses Resources My Account **Help & Support**

Dashboard

Assessments that Need Completing

The following assessments are due or overdue and need completing or signing.

Name	Status	Due
------	--------	-----

- What's New
- FAQs
- Help Desk
- User Manuals**
- Privacy Policy
- System Status



ECT Manager: manuals and how to guides

Your ECTs	Assessments	Tutors	School	Courses	Resources	My Account	Help & Support
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Manuals

Our User Manuals are now available for you to download:



[Head Teacher Manual](#)



[Induction Lead Manual](#)



[Tutor Manual](#)



[ECT Manual](#)



[School Administrator Manual](#)



View your ECTs and school information

Your ECTs

Assessments

Tutors

School

Courses

Resources

My Account

Help & Support

List of ECTs

 Register a new ECT

Your ECTs

Name	TRN	Current Status	Action
		Authorised	View
		Authorised	View
		Authorised	View

View your ECTs and school information

View and upload documents relating to your ECTs, e.g. support plans

Overview -

- ECT Overview
- Personal Details
- Training Information
- Monitoring Tutor
- Contract Details
- Print Details
- Previous Schools
- Documents
- Available Courses

Induction Type: One year induction (started prior to 31st Aug 2021)

Status: Authorised

Teacher Ref No. (DfE): [Redacted]

Date QTS was Awarded: 24/06/2020

DOB: [Redacted]

Start Date of Induction: (at this school) 01/09/2021

School: [Redacted]

Tutor: [Redacted]

Completed FTE: 1 (inc. 1 previously)

Contract FTE: [Redacted]

Remaining FTE: 2

Assessments Completed: 0

Next Assessment Due: 30/09/2021

Estimated End Date: 18/02/2022

Number of Days Absence: 0

Termly Assessments

Term	Grade	FTE	Term	Status	Actions
2	E	1	07/06/2021 - 30/09/2021 Due: 30/09/2021	Due	Fill In Print

Check that all this information is correct.

Tells you about the next assessment

At times it will look like this and you cant fill in yet

01/09/2022 - 16/12/2022

P	1	Due: 09/12/2022	Not Yet Due (available 02/12/2022)	<ul style="list-style-type: none">PreviewEditAdmin
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ECT Manager will alert you when you have an assessment due.

ECT Manager will email you to remind you of the due date for the assessment, and provide you with automated emails to let you know the status of the assessment.

Dashboard

Assessments that Need Completing

The following assessments are due or overdue and need completing or signing.

Name	Status	Due Date	Actions
	Due	30/09/2021	Fill in Assessment Read Assessment
Assessment cannot be signed until comments are completed by the tutor and NQT			



Upcoming Assessments

See assessment status and due dates.



Register ECT

Add a new ECT, or transfer an existing one to your school.



Update My Personal Details

Change your name, email address and phone numbers.



Update My Login Details

Change your login, email address and your password.



User Manuals

Manuals to help guide you through the ECT process.



Helpdesk

Add a helpdesk ticket if you are having problems using the site.



Resources

See documents and links that have been uploaded by your Appropriate Body.



Available Courses

Courses available for your ECTs to go on.



Booked Courses

Courses you have already booked for your ECTs.

Once you click to 'fill in assessment' you will work through the following steps

Before completing the assessment form, please confirm contract details for the term below. When you press 'Continue', you will then be taken to the assessment form.

This term's contract details have been:

Contract Type: Permanent

Days Per Week: 5

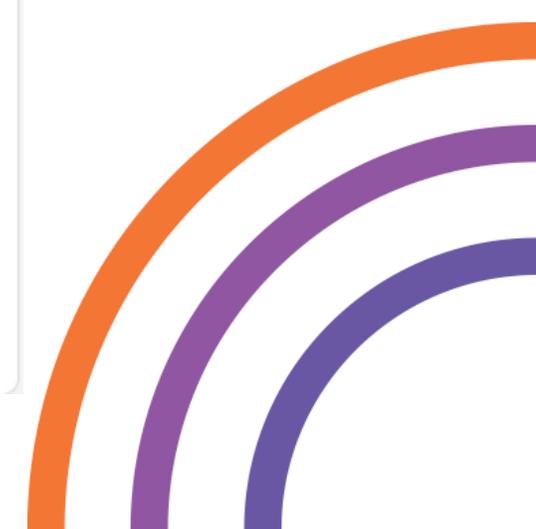
If any of these details are incorrect, please [click here to update them](#) before continuing.

← Back

→ Continue

Would you like to see what questions you will be asked?

[Click here to view a read only version of this assessment form.](#) **Do Not** fill this in - this is to help you gather the information before you fill in the online version by clicking 'Save and Continue' above.



At formal assessment points you will be asked to choose the recommendation for this period and confirm that the ECT has received their entitlement to a programme of support (for most this will be the early career framework)

Recommendation

Making satisfactory progress

The above named teacher's performance indicates that he/she **is making satisfactory progress** against the Teachers' Standards within the induction period.

Not making satisfactory progress

The above named teacher's performance indicates that he/she **is not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.

Support and Monitoring

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified above in line with statutory guidance

You will need to provide the number of days absent and select a progress grading.
This helps the AB to identify where support is needed



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

At formal assessment points you will be required to write a report that evidences progress made during this assessment period towards the Teachers' Standards in the format below: You will then need to save as you proceed.

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)



Once complete

- ECT manager alerts the ECT to add their comments and electronic signature
- ECT manager alerts the Head Teacher/Principal to review the report and add their electronic signature
- Once submitted, the Appropriate Body reviews the report
- Please ensure you submit on time-we do open the window to complete the forms 2/3 weeks before.



Appropriate Body role in assessments

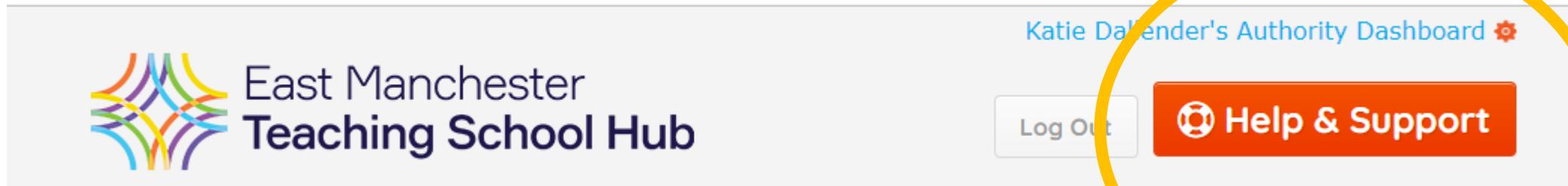
Automatic review of all assessment documentation

- Quality of evidence provided to inform judgement
- Developmental target setting
- Support plans as appropriate
- Progress demonstrated between assessment 1 and 2
- Consider extensions requests

Approval of assessments



If concerns arise: LET US KNOW



The image shows a screenshot of a user interface header. On the left, there is a logo consisting of several overlapping, curved lines in various colors (red, orange, yellow, green, blue, purple) forming a star-like shape. To the right of the logo, the text "East Manchester Teaching School Hub" is displayed in a dark blue font. On the right side of the header, the text "Katie Dallen's Authority Dashboard" is shown in a light blue font, followed by a small gear icon. Below this, there are two buttons: a light grey button labeled "Log Out" and a prominent red button labeled "Help & Support" with a white speech bubble icon containing a question mark. A large yellow circle is drawn around the "Help & Support" button to highlight it.

East Manchester
Teaching School Hub

Katie Dallen's Authority Dashboard ⚙️

Log Out

 **Help & Support**



Actions



Meet with the Head Teacher / Principal and the Mentor about your operational processes for induction and evidencing the Teachers' Standards



Check your school information is correct on ECT manager and the ECTs information



Talk to your ECT(s) about your expectations around evidencing progress against the Teachers' Standards – share key documentation.



Familiarise yourself with the resources, documentation and information on ECT manager.



Plan progress review meetings and observations as per your operational processes-plan for PR & Assessment deadlines