

East Manchester Teaching School Hub

Guidance for schools supporting ECTs who are not making satisfactory progress or at risk of not meeting Teachers' standards at the end of induction.

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1. Purpose

To summarise the expectations under the [Induction for early career teachers \(England\)](https://www.eastmanchesterteachinghub.com) ([eastmanchesterteachinghub.com](https://www.eastmanchesterteachinghub.com))

To outline the process required by East Manchester Teaching School Hub (EMTSH) Appropriate Body (AB) to enable schools to best support those Early Career Teachers who are not making satisfactory progress at each stage of their statutory Induction.

To outline EMTSH AB's expectations and processes that will enable the school to identify and put in place appropriate additional support to enable the ECT to have the best possible opportunity to succeed and pass their Induction.

2. 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 designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Regular 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.

The school should notify the AB when any cause for concern arises and keep them informed of any unsatisfactory progress. The school should not wait until a Progress Review or Assessment is completed to do this.

3. 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 agreed process.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction and the progress they are making towards meeting the Teachers' standards. The Induction Tutor should summarise evidence collected 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 is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

Where the induction tutor believes the ECT is not making satisfactory progress, it is expected they notify their school's named Quality Assurer and follow the advice provided in this document.

4. Advice for ECTs making unsatisfactory progress at the point of a Progress Review

There are occasions when an ECT will not make the expected progress. It is important that any ECT not making expected progress for their stage in Induction or has the possibility of not meeting the Teachers' Standards by the end of Term 6 (or equivalent for Part time ECTs) is recognised and acted upon at the earliest opportunity. Additional support and action should be given at the earliest opportunity rather than waiting for when the Progress Review and Assessment meetings occur.

Where the induction tutor determines during Induction that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and outline the support plan they have put in place to assist the ECT in getting back on track. They should contact the AB named Quality Assurer immediately for advice and share all support plans with the nominated QA lead. Once the nominated QA has approved the support plan, the school should upload it to the ECT's page on ECT manager within 5 days.

The school may wish to use Appendix 1 to confirm the ECT is receiving all their entitlements and required support. The support plan should document areas of concern and additional support beyond entitlement. The support plan template can be found in the resources section of ECT Manager. See Appendix 3.

When necessary, the named QA will ask the Induction Tutor/school to amend the support plan.

If the ECT's progress is still unsatisfactory in subsequent progress reviews, induction tutors should continue to document progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and AB.

All subsequent support plans and reviewed plans should be uploaded to the ECT's page on ECT manager, and the named QA informed.

5. Formal assessments

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. ECTs should receive an assessment in the full time equivalent of term 3 and term 6 of induction.

For part-time ECTs the equivalent time for 3 and 6 terms may not fall at the end of an academic term.

Evidence used in assessments should be clear and transparent and copies provided to the ECT and AB. Evidence for assessments must be drawn from the ECT's work as a teacher during their 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. 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.

The final assessment meeting is at the end of the induction period and will form the basis of the headteacher's recommendation to the AB as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

If an Induction Tutor believes that with a little extra time the ECT will meet the Teacher's standards, they can request an extension on the final assessment report. The school should complete the final assessment documenting the evidence against each standard and why an extension is required.

Induction Tutors/Headteachers should inform the AB beforehand if an ECT will not meet standards by the end of Term 6.

6. Advice for ECTs making unsatisfactory progress at the point of a formal assessment

If an ECT is not making satisfactory progress in the **first formal assessment**, the AB 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 meet expectations.

The headteacher and the AB 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 plan and programme is in place to help the ECT improve their performance.
- Suggestions of support actions that may be included in the ECTs support plan are provided in Appendix 2.

The formal assessment document should capture the ECT's strengths and areas for improvement performance against the Teachers' Standards and be shared with the AB 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.

7. Action if ECT is still not making expected progress

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 at the end of term 6 or equivalent for part time ECTs satisfactorily and discuss fully with the ECT:

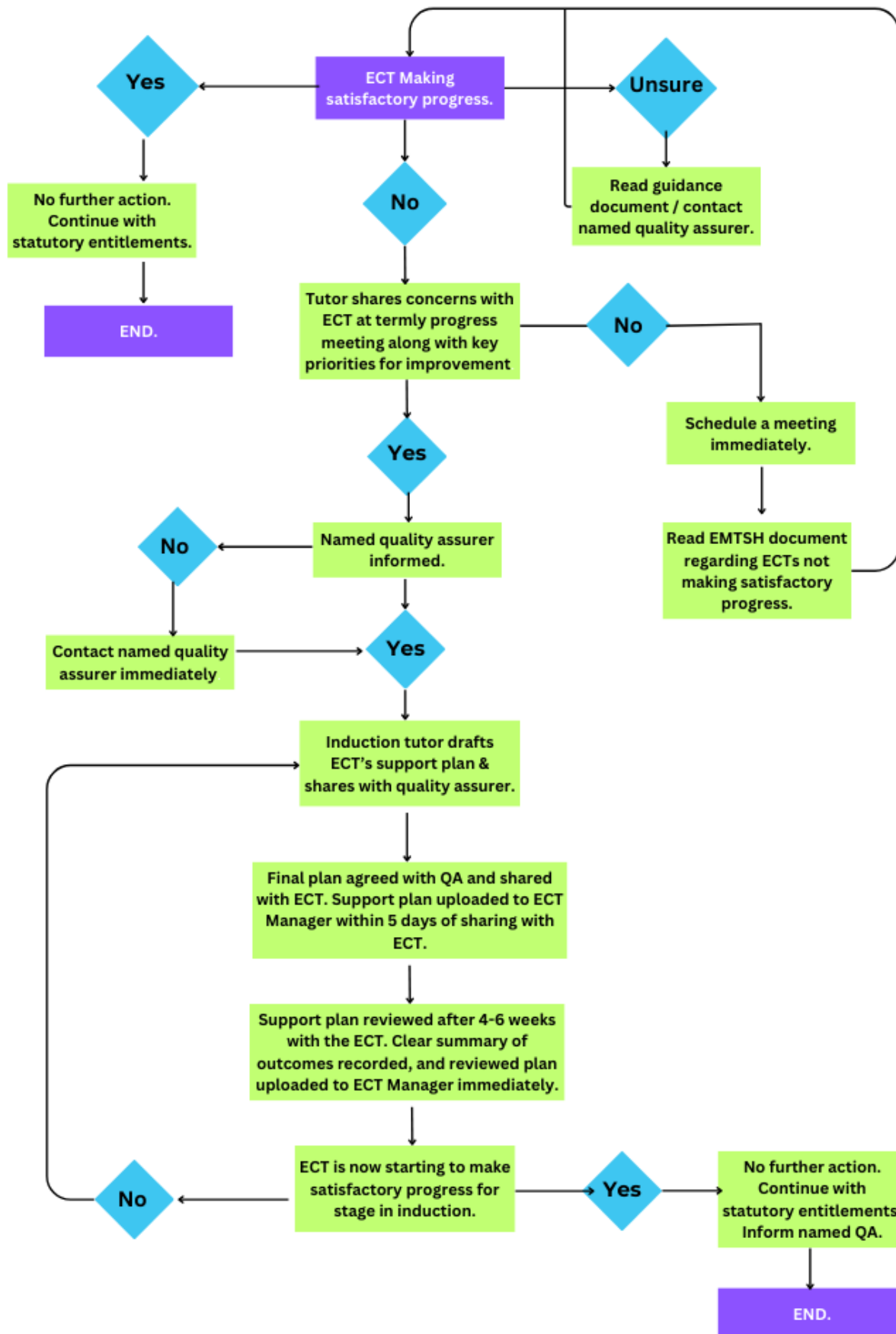
- The identified weaknesses.
- The agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary.
- Details of additional monitoring and different support actions put in place.
- The evidence used to inform the judgement; and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

8. Formal Capability

In a few particularly serious cases it may be necessary to instigate capability procedures before the end of the induction period, which may lead to dismissal. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel and separate to the capability procedure. The AB should be informed at all stages of the process.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed.

9. ECTs not making satisfactory progress - Flow Chart



10. Appendix 1: Evidence that the ECT has received appropriate support:

ECT received a school induction e.g., safeguarding, aware of policies	
Induction tutor attended EMTSH face to face training	
ECT attended their first ECF meeting and received information regarding Induction	
Induction tutor familiar with the EMTSH handbook	
ECT familiar with the EMTSH website and statutory induction documentation	
Induction tutor has QTS, the time and experience to carry out the role effectively	
Termly progress meetings with induction tutor are held to share the ECT's report prior to uploading to ECT manager.	
Mentor has QTS, the time and experience to carry out the role effectively	
Weekly meetings with mentor in Year 1 and fortnightly in Year 2	
ECT is accessing an ECF-based induction programme	
Formal lesson observations of the ECT's teaching by the induction tutor	
Formal lesson observations of the ECT's teaching by the headteacher, or senior teacher	
Lesson observation feedback – specific and referenced to Teachers' Standards	
ECT's observation of experienced teachers	
Progress review meetings in Terms 1,2, 4 & 5	
Formal assessment meetings in Term3 and 6	
ECT has evidence of meeting Teachers' Standards	
A reduced timetable (year 1 reduction of 10% in addition to PPA allocation, year 2 reduction of 5% in addition to PPA))	
Guidance provided by induction tutor on use of ECT time	

Internal CPD opportunities	
External CPD opportunities	
The ECT is aware of progress and there has been nothing unexpected	

11. Appendix 2: A list of possible ECT support actions

Suggestions of support actions that may be included in the ECT's support plan:

- Increase the frequency of mentor and/or induction tutor meetings.
- Offer support such as counselling / referral to Occupational Health.
- Attend relevant in-house training sessions.
- Attend relevant external training.
- Arrange a meeting with relevant key staff e.g., SENCO.
- Reduce additional responsibilities for a period of time i.e., Form tutor/clubs etc.
- Revisit elements of the ECF relating to developmental priorities.
- Lesson observations of ECT with verbal and written feedback.
- ECT to observe other teachers' lessons with a particular focus.
- ECT to observe another teacher teaching the ECT's class.
- Arrange for the ECT to team teach with an experienced colleague.
- Arrange for the ECT to shadow an experienced colleague for the day.
- ECT to keep a self-reflective journal.
- Monitor ECT's progress through examining lesson plans and students' work.
- Compare the outcomes of a piece of work completed by a parallel class.
- Joint lesson planning with an experienced colleague.
- ECT makes a video recording of lesson for self-review*.
- ECT makes a video recording for review with observer/line manager*.

- Remote lesson observation using video lesson observation system e.g., IRIS*.
- Visit another school with a particular focus.
- Recommended reading from staff development library.
- Moving teaching rooms, temporarily or long term.
- Moving students into other teachers lessons temporarily.
- Adding lessons to learning walk list (senior staff visit particular lessons).
- Encourage ECT to become involved with extra-curricular activities / school social events.
- *ECT to seek guidance from induction tutor regarding school policies and protocols for use of video recording in lessons.

12. Appendix 3: Completing the ECTs Support Plan Form

Advice on completing the **ECT Support Plan**:

The Support Plan must:

- Be shared and approved by the school's nominated AB Quality Assurer prior to sharing with the ECT.
- Be completed by the induction tutor in consultation with the ECT.
- Be completed and shared with the EMTSH AB within 5 working days of the ECT being identified as not making satisfactory progress towards the Teachers' Standards on a progress review or identified as not on track to meet standards on their first formal assessment.
- Be signed and dated by the Induction Tutor, ECT and Headteacher.
- Clearly identify the areas of weakness and describe the specific concerns for each relevant Standard. These concerns must be based on evidence, e.g., lesson observations, lesson plans, assessment information and meeting notes.
- Describe the actions that will be taken by the ECT and the support from the school that is in addition to the statutory entitlements of an ECT to support the ECT in meeting the Teachers' Standards that are a concern.
- Detail additional monitoring and support to be put in place.
- Specify who will take the action (ECT? Induction tutor? Mentor? ECT and induction tutor or mentor? Other colleagues?), and by when the action will have taken place.
- Be written to describe the additional support actions that will take place over a period of a number of weeks - usually 4 to 6 weeks depending on the length of the half-term.
- Only address the areas within Teachers' Standards that the ECT is not making progress in or at risk of not being on track to meet the standards by the end of Term 6(or equivalent for part time ECTs).
- Have a maximum of 3 targets on the support plan.
- Contain SMART targets that should be set, agreed and prioritised against the areas for development identified in the Progress review or Formal assessment.

- Be uploaded to the ECT's document page on ECT manager once approved by the AB.
- Be reviewed after a period of 5 to 6 weeks by the Tutor with the ECT and then uploaded to ECT manager.
- Include carefully considered monitoring activities- (not more of the same)- please see Appendix 2 for examples of suggested support actions.

In addition:

- Mentoring sessions should continue as planned, if necessary, additional focus and time may be spent on the specific areas for development that are available within the ECF.
- The induction tutor should meet at least fortnightly with the ECT to review and update the Support plan. These meetings should be formally recorded, and progress recorded on the support plan.
- If a further support plan is needed, this should be written based upon the new needs and areas for development of the ECT, shared with the named QA and uploaded to ECT manager.

If you have any questions, please contact your school's named Quality assurer at the East Manchester Teaching Hub AB for further guidance.

13. [AB Support Plan template available on ECT Manager \(resources section of the contents tab\)](#)

This document should be completed by the school's Induction Lead/Tutor

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

Context

Area for improvement (1) <i>Reference to Teachers' standard</i>	Outcome RAG rated
Area for improvement (2) <i>Reference to Teachers' standard</i>	Outcome RAG rated
Area for improvement (3) <i>Reference to Teachers' standard</i>	Outcome RAG rated

Area for improvement (1)

Improvement objective	Agreed action(s)	Support provided	Timeline	Outcome reviewed	Next review date

Review meeting notes and date

Area for improvement (2)

Improvement objective	Agreed actions	Support provided	Timeline	Outcome reviewed	Next review date

Review meeting notes and date

Area for improvement (3)

Improvement objective	Agreed actions	Support provided	Timeline	Outcome reviewed	Next review date

Review meeting notes and date

Areas for improvement agreed by:

ECT (signed)	Date
Induction Tutor (signed)	Date
Headteacher/Principal (signed)	Date

Summary of outcome:

Further points for review and improvement including objectives to be included on a further support plan:

Review outcomes agreed by:

ECT (signed)	Date
Induction Tutor (signed)	Date
Headteacher/Principal (signed)	Date