



East Manchester  
**Teaching School Hub**

# **APPROPRIATE BODY HANDBOOK 2024-2025**

## Contents

Key Information .....	3
Key Documents.....	3
Appropriate Body Quality Assurance Leads .....	4
Overview of Key Roles in Induction Process.....	7
Induction for early career teachers (England) statutory guidance (eastmanchesterteachinghub.com).....	8
A suitable post for induction .....	8
Determining the length of the induction period .....	9
Minimum period of continuous employment that can count towards induction.....	9
Length of the induction period for an ECT who works part-time.....	9
Ensuring a reduced timetable.....	9
Appointment of an induction tutor .....	9
Appointment of a mentor .....	10
Monitoring, support and assessment during induction.....	10
Early Career Framework based training .....	11
Observation of the ECT's teaching practice.....	11
Observing other teachers.....	11
Progress reviews of the ECT.....	11
Formal assessments .....	13
Interim assessments.....	13
Raising concerns.....	13
Unsatisfactory progress and putting in place additional monitoring and support.....	14
Completing the induction period.....	15
Process where an ECT has failed to satisfactorily complete the induction period .....	16
Support Documentation.....	21
Progress Review form .....	21
Formal Assessment Form .....	22
Induction Programme Meeting Schedule Year 2.....	24
Resource documentation from ECT manager .....	26
Teaching Standards Evidence Tracker (template) .....	26
Appropriate Body .....	30
ECT Meeting Notes (template/example).....	30
Appropriate Body .....	31
Mentor Meeting Notes (running record) .....	31
ECT Lesson Observation Template.....	33
Support Plan Template.....	35
Progress review document.....	38
Formal Assessment Document.....	41

## Introduction

**Welcome to East Manchester Teaching School Hub Appropriate Body. At East Manchester we pride ourselves on the personal 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, April 2024:**  
[Induction for early career teachers \(England\) statutory guidance \(eastmanchesterteachinghub.com\)](https://www.eastmanchesterteachinghub.com/induction-for-early-career-teachers-england-statutory-guidance)  
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) which is the professional development element of their Induction.

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

**ECF Delivery Lead :** Ruth Simpson

**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: **AB/ECF Administration officer: Rachel Dean**

**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 April 2024:**

[Induction for early career teachers \(England\) statutory guidance \(eastmanchesterteachinghub.com\)](https://www.eastmanchesterteachinghub.com/induction-for-early-career-teachers-england-statutory-guidance)

## Appropriate Body Quality Assurance Leads

<p>Jo Conway</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. 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>Adelle Greenwood</p> 	<p>I am the Executive Director of Education for The Oak Trust and take strategic responsibility for school improvement. I work alongside the Headteachers and School Leaders supporting self-evaluation and improvement. In order to secure excellence in teaching, learning and leadership, I have the strategic oversight for Trust-wide training and development, supporting our schools to secure excellent development for teachers at all stages of their career including a high-quality offer for Initial Teacher Training (ITT) and Early Career Teachers (ECT). I am passionate about developing positive relationships with educational partners in order to strengthen the experiences of teachers, leaders and young people. I am a Specialist Leader of Education (SLE) for Initial Teacher Education (ITE) and I have also experience of delivered the NPQ at middle and senior level.</p>
<p>Erin Brown</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>Kayleigh Byrne</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>Mark Couper-Barton</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>Alison Edwards</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>Rebecca Howarth</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 led 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>Natasha Morgan</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 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>Liz O'Shaughnessy</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>Katz Schlindwein</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>
<p>Rachel Taaffe</p> 	<p>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. Before this I have been a Head of Department and Advanced Skills Teacher.</p>

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.

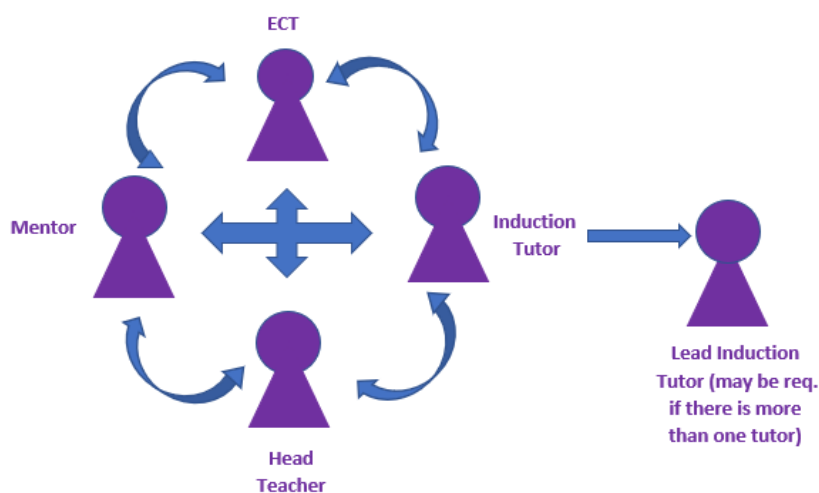
Jo-Anne Riddy



I have been employed in Secondary Education as an English and Drama specialist across Lancashire and Tameside for over 25 years. I worked as a Senior Deputy Headteacher for 10 years in a Tameside school. I am currently a part-time lecturer in Education and Teaching at a North West college, at Levels 3, 4 and 5. I also work with trainee teachers as an SKE facilitator through Delta Academies.



## Overview of Key Roles in Induction Process



<b>Early Career Teacher</b>	<b>Headteacher</b>
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 their induction entitlements
Engage with the Early Career Framework	Ensure the ECT is employed in a suitable post for Induction.
Continue to work towards, and ultimately meet, the Teachers' Standards	Observe ECT teaching
Share their career entry profile with their schools Induction Tutor.	Read, agree, and sign off progress reviews and assessments
Record their comments about their progress through Induction on their Termly progress review/formal assessment.	Ensure that all ECTs records including Progress reviews and assessments are requested from and transferred between schools.

<b>Mentor</b>	<b>Induction Tutor-senior leader</b>
Participate in ECF mentor training	Participate in face to face AB induction tutor training
Weekly mentor meetings with ECT working together through the ECF training materials	Regularly observe ECTs teaching (formal) and make a judgement against Teachers' standards.
Carry out the mentoring sessions during <b>normal teaching hours</b>	Provide, or coordinate guidance for the ECT's professional development
Access the ECF materials and follow the programme with their ECT.	Complete progress reviews and assessments within the timeframe provided on ECT manager.
Take prompt, appropriate action if an ECT appears to be having difficulties	Meet with ECT every half term to share progress against the Teachers standards.
	Monitor the engagement and participation of the Mentor and ECT in the ECF programme.

<b>Lead Induction Tutor (where required)</b>
Co-ordinate and quality assure the work of the induction tutors to ensure a fair and consistent experience for all ECTs within the school.

<b>Appropriate Body</b>
Quality assure the induction process, including progress reviews and assessments.
Final decision on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required.
Provide schools and colleges with training, 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.

[Induction for early career teachers \(England\) statutory guidance \(eastmanchesterteachinghub.com\)](https://www.eastmanchesterteachinghub.com/induction-for-early-career-teachers-england-statutory-guidance)

### 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.
- Provide the ECT with opportunities to observe more experienced Teachers.
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.
- Not ask the ECT to undertake leadership responsibilities during their Induction period.

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. This should be agreed with the Appropriate Body at the start of Induction and a formal request made. All requests for reduction will be presented to an Appeal Panel who will consider all evidence presented.

## 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 the school can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced. This can only be reduced in agreement with the ECT, headteacher, and appropriate body. All requests for reduction will be presented to an Appeal Panel who will consider all evidence presented.

## 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 that form part of 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 from Teaching 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.

In order for the Tutor to accurately write an ECTs reports they should start to gather evidence against Teachers standards from the first term of Induction. All records should be kept in case these are referred to when an ECT is causing concern or failing to make satisfactory progress.

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 out of teaching 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. It is recommended that Mentors keep an accurate log of the sessions with their ECT.

**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.**

**The mentor should not contribute to, make judgements or write ECTs progress reports/assessments.**

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 prior to the ECT starting Induction. 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 very term;
- 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. Successful completion of the ECF is not used to contribute towards the passing of Induction.

### 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. EMTSH recommends that ECTs are observed at least once half termly in Year 1 and termly in Year 2. The tutor needs to be reassured that they have sufficient evidence to make a judgement against all the Teachers' Standards.

**The mentor should not carry out observations or complete reviews/assessments of their ECT.**

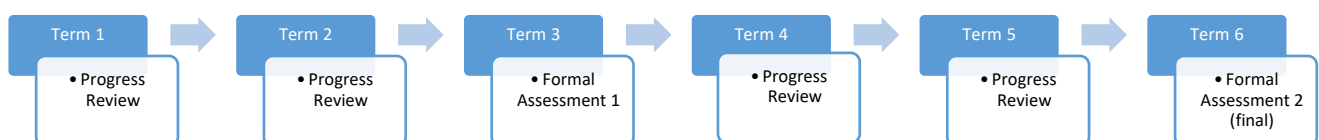
The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive and judgements made against Teachers Standards. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate 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.

Once progress reviews have been completed, they should then be signed by the ECT and the induction tutor. These will be submitted electronically on ECT Manager.

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.

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

The Appropriate Body provides more detailed guidance and the process to follow in the;

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

[Guidance-for-ECTs-not-making-satisfactory-progress-.pdf \(eastmanchesterteachinghub.com\)](#)

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 then meet with the ECT to discuss and share the plan. The plan can then be uploaded to the ECT's page on ECT manager within 5 days.

The support plan should document areas of concern and additional support beyond entitlements. The support plan template can be found in the resources section of ECT Manager.

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.

### 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 retain their own copy and the document sent to the appropriate body via ECT Manager 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.

The Headteacher must share the Interim report and any other reports with the receiving school.

### Raising concerns

An ECT is normally expected to initially raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the ECT may notify the named contact at

the appropriate body who should, as soon as possible, investigate the issues raised. 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. They should contact the appropriate body immediately for advice and share the support plan with the nominated QA lead and upload to the ECT's page on ECT manager. There is a support plan template in the resources section of ECT Manager.

An ECT can only fail at the end of Induction. At no point during the Induction process should a school indicate an ECT is failing.

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.

Induction tutors should be careful not to include too many objectives within a support plan as this may lead to a lack of progress due to overload.

### 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.

Induction tutors should keep their named Quality assurer regularly updated regarding the review of progress for ECTs on support plans.

## 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

- Within **5 working days** of receiving the headteacher's recommendation, the appropriate body will write to the headteacher and the ECT to notify them of the date and time of the panel meeting and invite them to submit any additional written evidence that they may wish to be considered by the panel.

- Any additional written evidence submitted by the school and by the ECT must be received by the appropriate body no later than **1 full working day** in advance of the panel meeting.

- The headteacher and the ECT will be offered the opportunity to attend the panel meeting in order to present their respective cases. The headteacher may be accompanied by a colleague (possibly the induction tutor) and the ECT may be accompanied and/or represented by their union representative. Attendance is optional but must be confirmed no later than **1 full working day** before the panel meeting.

- The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the TRA within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

- If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the TRA), and the deadline for appeals. The ECT must notify the TRA that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Within **5 working days** of receiving the headteacher's recommendation, the appropriate body will write to the headteacher and the ECT to notify them of the date and time of the panel meeting and invite them to submit any additional written evidence that they may wish to be considered by the panel. Any additional written evidence submitted by the school and by the ECT must be received by the appropriate body no later than **1 full working day** in advance of the panel meeting.

The headteacher and the ECT will be offered the opportunity to attend the panel meeting to present their respective cases. The headteacher may be accompanied by a colleague (for example, the induction tutor) and the ECT may be accompanied and/or represented by their union representative. Attendance is optional but must be confirmed in advance no later than **1 full working day** before the panel meeting.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the TRA within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the appeals body (the TRA), and the deadline for appeals. The ECT must notify the TRA that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

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.

An ECT working in a relevant school who has failed induction must be dismissed within 10 working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within 10 working days of being told of the outcome of the hearing.

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.

## Roles and responsibilities

### The ECT

The ECT should:

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

### Headteachers

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

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

- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

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

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

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

## Induction tutors

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

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- meet with the ECT termly to discuss their progress
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- carry out progress reviews in terms where a formal assessment does not occur
- inform the ECT, following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments

- ensure that the ECT's teaching is observed and feedback provided. Please note that mentors should not carry out formal lesson observations for the purposes of induction unless they are also acting as the induction tutor
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if an ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

## Mentors

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

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
- Mentors are not expected to carry out observations or write reports to assess an ECT against Teachers Standards.

## Appropriate Bodies

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

Headteachers (and governing bodies where appropriate) are aware of and can meet their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, designated induction tutor and mentor, and the reduced timetable; and the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

The appropriate body should, on a regular basis, consult with headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

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

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

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

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

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

## The Governing Body

- should ensure compliance with the requirement to have regard to this guidance
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures



- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an ECT.

## Teaching Regulation Agency

The TRA will carry out specific duties on behalf of the Secretary of State, including:

### Statutory

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

### Non-statutory

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

## 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 process. 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.

AB Teacher standards evidence tracker

AB Lesson observation template

AB meeting notes template

AB support plan template

Mentor meeting-running record

## 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 should 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 have been informed and that a support plan has 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.

## Formal Assessment Form

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

The Formal 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. Deadlines are set to enable the AB to read, review and receive amendments to reports prior to the TRA reporting deadlines.

**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 can download PDF copies of the assessment forms at any time.

## Reduced timetable

ECTs are entitled to a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year 1 and no more than 95% in year 2 to enable them to undertake activities in their ECF based induction programme. This time is to form part of the ECT's induction programme and should be clearly identifiable on the ECT's timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

## 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 Associations

EMTSH recommends that ECTs give serious consideration to joining a union. The teacher unions provide a range of CPD opportunities and, when necessary, individual confidential support and advice.

## Induction Programme Meeting Schedule Year 1

Agree dates and times for meetings between the induction tutor and ECT for the year and note them in the table. There should be a minimum of 1 formal meeting each half term to share and discuss the progress report/assessment.

	<b>Date, time and location</b>	<b>Focus</b>	<b>Documentation</b>
<b>Half Term 1 Meeting</b>		ECT provides career entry profile document. Agree targets and arrange a lesson observation for the autumn 1 term. Discuss Teachers' Standards Evidence Tracker Form.	Meeting Notes Teachers' Standards Evidence Form
<b>Half Term 2 Meeting</b>		Agree observation for Autumn 2 RAG rate and Review Teachers' Standards Evidence Form. Share and discuss Progress Review 1.	Teachers' Standards Evidence Form Term 1 Progress Review 1 – ECT Manager, due 1-2 weeks before the end of term Meeting Notes
<b>Half Term 3 Meeting</b>		Agree observation for Spring 1 Review targets and arrange a lesson observation for the spring term.	Meeting Notes Teachers' Standards Evidence Form
<b>Half Term 4 Meeting</b>		Agree observation for Spring 2 RAG rate and Review Teachers' Standards Evidence Form. Share and discuss Progress Review 2.	Meeting Notes Teachers' Standards Evidence Form Term 2 Progress Review 2 – ECT Manager, due 1-2 weeks before the end of term
<b>Half Term 5 Meeting</b>		Review targets and arrange a lesson observation for the summer 1 term. Discuss Teachers' Standards Evidence Form.	Meeting Notes Teachers' Standards Evidence Form
<b>Half Term Meeting 6</b>		Agree observation for Summer 2 RAG rate and Review Teachers' Standards Evidence Form Evidence Form. Discuss first assessment.	Teachers' Standards Evidence Form Term 3 Formal Assessment Form 1 – ECT Manager due 2 weeks before the end of term

## Induction Programme Meeting Schedule Year 2

	<b>Date, time and location</b>	<b>Focus</b>	<b>Documentation</b>
<b>Half Term Meeting 7</b>		Agree targets and arrange a lesson observation for the autumn term.	Meeting Notes Teachers' Standards Evidence Form

<b>Half Term Meeting 8</b>		RAG rate and Review Teachers' Standards Evidence Form Evidence Form. Discuss Progress Review 3.	Teachers' Standards Evidence Form Progress Review 3 – ECT Manager, due 1-2 weeks before the end of term
<b>Half Term Meeting 9</b>		Review targets and arrange a lesson observation for the spring term.	Meeting Notes Teachers' Standards Evidence Form
<b>Half Term Meeting 10</b>		RAG rate and Review Teachers' Standards Evidence Form Evidence Form. Discuss Progress Review 4.	Teachers' Standards Evidence Form Progress Review 4 – ECT Manager, due 1-2 weeks before the end of term
<b>Half Term Meeting 11</b>		Review targets and arrange a lesson observation for the summer term.	Meeting Notes Teachers' Standards Evidence Form
<b>Half Term Meeting 12</b>		Review Teachers' Standards Evidence Form. Discuss final assessment.	Teachers' Standards Evidence Form Final Assessment Form – ECT Manager due 3 weeks before the end of term.

### 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>								

## Appropriate Body

### ECT Meeting Notes (template/example)

Meeting No: 1 2 3 4 5 6 7 8 9 10 11 12	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> <li>• Agree targets for the xxxx term;</li> <li>• Arrange a lesson observation of the ECT for the xxxxx term;</li> <li>• Ensure ECT understands how to complete the Teachers' Standards Evidence Form;</li> <li>• Ensure ECT is engaging with the ECF Programme with their mentor;</li> <li>• Ensure ECT is aware of internal and external CPD opportunities;</li> <li>• Ensure ECT is aware of school safeguarding procedures.</li> </ul> <p>After the meeting (examples):</p> <ul style="list-style-type: none"> <li>• induction tutor submits Progress Review on ECT Manager;</li> <li>• ECT comments on and signs Progress Review on ECT Manager</li> </ul>		

Summary/confirmation of discussion point	Tick	Comments/Actions
Agree targets for the autumn term.		
A lesson observation has been arranged for the autumn term.		
The ECT understands how to complete and RAG rate the Teachers' Standards Evidence Form.		
ECT is engaging with the ECF programme with their mentor.		
Internal and external CPD opportunities were discussed.		

Safeguarding procedures were discussed.		
Progress review/assessments has been shared and discussed		

### Appropriate Body

### Mentor Meeting Notes (running record)

Week Date	ECF module Comments/Actions	Mentor/ECT signature
Wk 1.....		
Wk 2.....		
Wk3 .....		
Wk 4.....		
Wk 5.....		
Wk 6.....		
Wk 7.....		
Wk 8.....		
Wk 9.....		
Wk 10 .....		
Wk 11 .....		

Wk 12.....		

## 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>
<p><b>Personal and professional conduct</b>            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

<b>ECT name</b>		<b>Subject/Class</b>	
<b>Induction Tutor name</b>		<b>Mentor name</b>	
<b>School</b>		<b>Date set</b>	
<b>Set &amp; monitored by</b>		<b>Date to be reviewed</b>	

**Context**

**Area for improvement (1)**  
*Reference to standard*

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**Area for improvement (2)**  
*Reference to standard*

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**Area for improvement (3)**  
*Reference to standard*

**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 action(s)	Support provided	Timeline	Outcome reviewed	Next review date

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Review meeting notes and date

**Area for improvement (3)**

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

Review meeting notes and date

**Areas for improvement agreed by:**

Induction Tutor (signed)
ECT (signed)
Headteacher (signed)
Date
<b>Further points for review and improvement including objectives to be included on a further support plan:</b>

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**Outcomes agreed by:**

Induction Tutor (signed)
ECT (signed)
Headteacher(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 <span style="margin-left: 150px;">PT</span>
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 duration 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

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**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).**

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