

Welcome to ECT Induction Tutor briefing – Autumn term 2023

Jenna Fishwick

Assistant Director of TSTSH and Appropriate Body Lead

Derek Boyle

Director BSC teacher training SCITT

Induction Tutor briefings for Appropriate Body 2023-4

Thursday 22nd February 3.45pm Register [here](#)

Tuesday 4th June 2024 3.45pm Register [here](#)

Please note, we will be recording this session.

Session aims:

- Reminder of roles of Statutory Induction
- Completion of Progress Reviews and Assessment Reports
- Supporting those ECTs on/or at risk of not on track to satisfactorily meet the teachers' standards

The Appropriate Body Team

- Nick Tildesley – Director of TSTSH
- Jenna Fishwick – Assistant Director and AB Lead
- Jennie Trevillion – ECF Programme Lead and named contact at AB for ECTs to raise any concerns about induction
- Derek Boyle – BSC SCITT Director and support for those ECTs who require additional support plans
- Sally Booth – TSTSH lead administrator
- Maria Perez-Yalan – TSTSH admin officer
- Anna Odell – School Engagement Coordinator

Contact any of the above via thamesouthtsh@nestschools.org

Overview of the AB Service

Monitoring support of the ECT -

- Checking that the ECT is receiving their statutory entitlements

Monitoring assessment of the ECT –

- Managing and reviewing the termly progress reviews and annual assessment reports

NOTE: Invoices for Year 1 and Year 2 ECTs will be sent in next few weeks to finance department – please make them aware



www.thamessouthtsh.org

For information, documents and contact details

All can be found on ECT manager or email us on thamessouthtsh@nestschools.org

Handbook

Review and Report Guidance

Optional Template



Appropriate Body Service 2023-4 Handbook

Email thamessouthtsh@nestschools.org

Website www.thamessouthtsh.org

Phone 020 8289 4767

X Platform @ThamesSouthTSH

Greenwich • Bromley • Bexley



Completion of Progress Reviews and Assessment Reports

Progress Reviews

Progress reviews are due at the end of terms 1, 2, 4 and 5 (Christmas and Easter) of each year of induction (if you start statutory induction in September).

This is what the DfE [statutory guidance](#) says about progress reviews:

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

The process is as follows:

The ECT and induction tutor have a **progress review meeting** during which they discuss the ECT's progress. The induction tutor must confirm with the ECT that their performance indicates that he/she is, or is not, making satisfactory progress against the Teachers' Standards. Evidence can be taken from a variety of sources – lesson observations and feedback ECT's planning documents, marking and assessments, parental communications, pupil voice, classroom displays etc.

The **induction tutor** completes the progress review form on ECT Manager. *Note: we suggest you complete this on a www.documentcloud.org and save it to ECT manager.*

The ECT answers statutory guidance questions and adds their comments to the progress review form on ECT Manager and digitally signs form.

The **induction tutor** digitally signs the progress review form.

The **Appropriate Body** receives, reads and reviews the progress review form. The AB contacts the school in the case of any concerns.

Template (optional) to complete prior to uploading Progress Reviews/Reports to ECT Manager

To be used alongside document: TSTSH Progress Reviews and Assessment report guidance 23-24 for exemplars

The following is a **suggested structure** for the induction tutor sections of the progress review and Assessment reports, under the recommendation of on track/not on track.

You can use the same basic structure for all your ECTs and just adapt according to each ECT's individual strengths/areas for development.

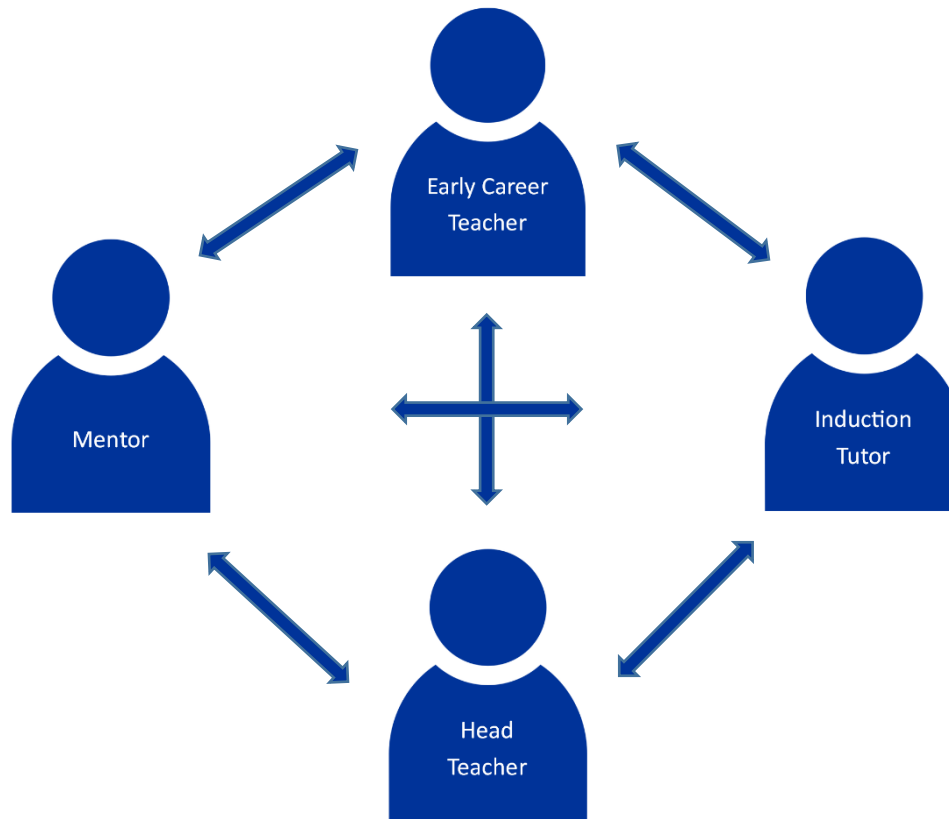
NOTE: All parties must review and sign the assessment review process on ECT manager to complete process

ECT Name	
Induction Tutor Name	
ECT mentor	
Year Group/Department	

Progress Review 1	
Date of Progress Review meeting	
On track to meet Teachers Standards? Yes/No (support plan if required)	
Days absent since last review/assessment completed	
General Comments (inc. review of last targets – if applicable- and 3-5 strengths demonstrated this term with evidence)	(ECT name) has demonstrated particular areas of strength against the following Part 1 Teacher's Standards.....add teachers' standards met (3-5 standards discussed with where evidence is from) Evidence to support these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)
Developmental targets for next term linked to TS (2-3)	Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead. (add targets)
Discussion and evidence for Part 2	<ol style="list-style-type: none"> The ECT upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside the school: Discussed? Yes/No Evidence (Select from drop down menu): Still needed/ Some evidence/ Strong evidence The ECT has proper and professional regard for the ethics, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality: Discussed? Yes/No Evidence: Still needed/ Some evidence/ Strong evidence The ECT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities: Discussed? Yes/No Evidence: Still needed/ Some evidence/ Strong evidence
NOTE: if evidence 'still needed' space available to note why issue/concern linked to the specific standard.	

Key Roles in Statutory Induction

*more detail about these given in handbook and in [Statutory induction guidance](#) and slides at end of this presentation



Year 1 Overview for Induction

**schools may have own programme of observation and review paperwork*

Autumn Term

- 2 meetings with IT (one in each half term).
- 1 lesson observation of ECT.
- ECT to engage in the ECF programme.

End of term:

Progress Review 1

Spring Term

- 1 progress review meeting with IT
- 1 lesson observation of ECT.
- ECT to engage in the ECF programme.

End of term:

Progress Review 2

Summer Term

- 1 progress review meeting with IT
- 1 lesson observation of ECT.
- ECT to engage in the ECF programme.

End of term:

First Assessment

Dates for 2023 for Progress reviews and Assessment reports

Term 1 – Friday 1st December 2023

Term 2 – Thursday 14th March 2023

Term 3 – Friday 5th July 2023

2.50. 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.

2.51. 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.

2.52. A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating **whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor 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**.

2.53. Where the induction tutor is not the headteacher, it is expected that they also **update the headteacher** on the ECT's progress after each progress review.



Help & Support

Thames South Teaching School Hub's online ECT support and induction management system

Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.



[Click here](#) if you don't know your login details or can't access your account

Login

If you don't know or can't remember your username/password [click here to reset it](#).

Appropriate Body:

Thames South Teaching School Hub

If this is not your appropriate body, please [click here](#) to select the correct one.

Username:

*

Password:

*

Show Password

Log In

Register Your School with Thames South Teaching School Hub

If you are from a school and your school is new to Thames South Teaching School Hub, your school's induction lead will need to register their details. Once registered, they will then need to be authorised by Thames South Teaching School Hub.

Register your school



User Manuals

Need some extra help? Then our user manuals are here to get you up and running. [Download them now](#).

*Note: The Head, Induction Lead, Tutor, and ECT can see the comments in this report at any time
The system times out after 10 minutes of inactivity – please keep saving work*

Progress Reviews

The ECT manager system takes you through a series of checks and statements to confirm including (Orange are headings from ECT manager):

- **Confirmation of contract details (this term's contract details)**
- **Continuing next term (if no selected then an Interim report will be generated)**
- **Days served and days absent** during this induction period – the days served will be automatically calculated from the terms dates already in the system. Then enter the number of days absent during the induction period (*please note that this can only be submitted 1 week before submission date so you may need to return to your saved form to update this*)
- **Support and Entitlements.** The induction tutor should confirm that the ECT has received an ECF based induction programme and their statutory entitlements.
- **Confirmation of next term's contract.** You will also be asked if the ECT is remaining at the school for the next assessment period (i.e. the next term). If not, you will be asked where they are moving on to and will need to complete an interim report.
- **Recommendation.** The induction tutor will be asked to make a recommendation about whether, based on current performance and rate of progress, the ECT is on track to successfully complete induction or not.

Format of Progress Reviews

We recommend any prose is first written in word and then copied into ECT manager – OPTIONAL TEMPLATE PROVIDED FOR THIS

If the ECT is **on track**, induction tutors should complete the following sections:

Give brief details for the reason(s) for your answer to whether the ECT is on track. Where an ECT is deemed not to be on track to successfully complete induction, list and TS (Inc. personal and professional conduct) where there is a cause for concern, how any evidence supports that concern and the agreed development targets)

Examples of comments can be found in Progress Review guidance document.

- **Free text box 1 Reasons:** Give brief reasons for whether your ECT is on track stating the evidence you have used to make that judgement (e.g. lesson observation, lesson planning, pupil voice, pupil work etc) . We suggest that 3-5 strengths/concerns in relation to the Teachers’ Standards are given and links are explicitly made back to the previous targets set (from progress review 2 onwards)

Template (optional) to complete prior to uploading Progress Reviews/Reports to ECT Manager

To be used alongside document: TSSH Progress Reviews and Assessment report guidance 23-24 for exemplars

The following is a suggested structure for the induction tutor sections of the progress review and Assessment reports, under the recommendation of on track/not on track.

You can use the same basic structure for all your ECTs and just adapt according to each ECT's individual strengths/areas for development.

NOTE: All parties must review and sign the assessment review process on ECT manager to complete process

ECT Name	
Induction Tutor Name	
ECF mentor	
Year Group/Department	

Progress Review 1	
Date of Progress review meeting	
On track to meet Teachers Standards? Yes/No (support plan if required)	
Days absent since last review/assessment completed	
General Comments (inc. review of last targets – if applicable- and 3-5 strengths demonstrated this term with evidence)	<p>[ECT name] has demonstrated particular areas of strength against the following Part 1 Teacher's Standards:..... add teachers' standards met (3-5 standards discussed with where evidence is from) Evidence to support these judgements can be found in the following records:.. (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentors, planning, student's books etc.)</p>
Developmental targets for next term linked to TS (2-3)	<p>Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead. (add targets)</p>
Discussion and evidence for Part 2	<ol style="list-style-type: none"> 1. The ECT upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside the school: Discussed? Yes/No Evidence (Select from drop down menu): Still needed/ Some evidence/ Strong evidence 2. The ECT has proper and professional regard for the ethics, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality. Discussed? Yes/No Evidence: Still needed/ Some evidence/ Strong evidence 3. The ECT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities. Discussed? Yes/No Evidence: Still needed/ Some evidence/ Strong evidence <p>NOTE: If evidence 'still needed' space available to note why issue/concern linked to the specific standard.</p>

The following is a **suggested structure** for the induction tutor sections of the progress review, under the recommendation of on track/not on track.

You can use the same basic structure for all your ECTs and just adapt according to each ECT's individual strengths/areas for development.

As a general rule, if you have an ECT who is not on track to meet the standards, then you will need to provide more detail than for those who are on track.

Exemplar completed Progress Review 1 for an ECT who is on track

TEXT BOX 1 **Reasons:**

Evidence gathered from **Ben** this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards TS1 - Evidence gathered from Ben's lesson observation on 2/11/23 show he has created a classroom environment that is very safe and positive where students are enjoying coming to lessons and their learning experience. He has produced a wall display which promotes good examples of pupils' work. This is regularly updated. It not only includes examples of stretch and challenged work but also work from lower ability students which has had a positive impact on their effort in trying to get on to 'the wall'.

TS5 - **Ben's** confidence is growing in using adaptive teaching methods. This is evidenced by the way in which he groups pupils according to their level of understanding. This is done effectively and is particularly helpful in targeting necessary support for those that have developed some misconceptions. This was observed in lesson 2/11/23 and through discussion in progress review meeting showing seating plans.

Format of Progress Reviews

We recommend any prose is first written in word and then copied into ECT manager – OPTIONAL TEMPLATE PROVIDED FOR THIS

If the ECT is **on track**, induction tutors should complete the following sections: **Direct wording from ECT manager -**

Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT

Examples of comments can be found in Progress Review guidance document.

Free text box 2: Briefly describe any agreed development targets

- Areas of development have been discussed during progress review meeting and 2-3 SMART targets have been agreed for the term ahead.

[template optional] to complete prior to uploading Progress Reviews/Reports to ECT Manager

To be used alongside document: TSTSH Progress Review and Assessment report guidance 23-24 for exemplars

The following is a suggested structure for the induction tutor sections of the progress review and Assessment reports, under the recommendation of on track/not on track.

You can use the same basic structure for all your ECTs and just adapt according to each ECT's individual strengths/areas for development.

NOTE: All parties must review and sign the assessment review process on ECT manager to complete process

ECT Name	
Induction Tutor Name	
ECT mentor	
Year Group/Department	

Progress Review 1	
Date of Progress review meeting	
On track to meet Teachers Standards? Yes/No (support plan if required)	
Days absent since last review/assessment completed	
General Comments (inc. review of last targets – if applicable- and 3-5 strengths demonstrated this term with evidence)	ECT name has demonstrated particular areas of strength against the following Part 1 Teacher's Standards.....add teachers' standards met (3-5 standards discussed with where evidence is from) Evidence to support these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentors, planning, student's books etc.)
Developmental targets for next term linked to TS (2-3)	Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead. (add targets)
Discussion and evidence for Part 2	<ol style="list-style-type: none"> The ECT upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside the school: Discussed? Yes/No Evidence (Select from drop down menu): Still needed/ Some evidence/ Strong evidence The ECT has proper and professional regard for the ethics, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality. Discussed? Yes/No Evidence: Still needed/ Some evidence/ Strong evidence The ECT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities. Discussed? Yes/No Evidence: Still needed/ Some evidence/ Strong evidence <p>NOTE: If evidence 'still needed' space available to note why issue/concern linked to the specific standard.</p>

Progress Review exemplar

TEXT BOX 2 – TARGETS FOR NEXT TERM:

Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead.

Relating to the areas for development the following targets have been agreed:

- *TS5 - Provide more challenging activities for higher ability pupils. Observe HOD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation.*
- *TS6 - Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils' books at next progress review.*

Exemplar completed Progress Review 2 onwards for an ECT who is on track

TEXT BOX 1 **Reasons:**

Evidence gathered from ECT A this term demonstrates progress towards meeting targets set at the last progress review (TS5 and TS6)

- Provide more challenging activities for higher ability pupils. Observe HoD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation (TS5). **Target met as observed in lesson 2/11/23.***
- Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils' books at next progress review (TS6). **Target partially met – not all pupils are completing follow up tasks.***

THEN MAKE 3-5 STATEMENTS WITH EVIDENCE ABOUT STRENGTHS DEMONSTRATED THIS TERM (see previous slide)

- Note: could be linked to the ECF content your ECT is focusing on*

Not on Track Progress Review – you will have to upload Support Plan document to ECT Manager

Evidence gathered from (insert name) shows that there has been some progress towards meeting targets set for the following Part 1 Teacher’s Standards:

Cut and paste targets from Progress Review 1 and indicate whether they have been met/partially met/not met.

Progress has also been made in the following Teachers’ Standards:.....

However, it has not yet been possible to demonstrate expected progress against the following Teacher Standards.....

Add in comments about the standards where there are still concerns.

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student’s books etc.)

Key areas identified and agreed for development are...(add details for areas of development) with specific short term targets.....(add target details)

Please see attached support plan for further details. *This will need to be uploaded onto ECT manager on TSTSH template*

Part 2: Personal and Professional standards

You will then be asked to confirm you have discussed the following questions with your ECT in the Progress Review meeting. You select Yes/No and then select an option to state level of evidence. A comment is only required if you select 'still needed' to give a reason for areas still needing development.

ECT Personal and Professional conduct

1. The ECT upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside the school: Discussed? Yes/No

Evidence:

Still needed/ Some evidence/ Strong evidence

2. The ECT has proper and professional regard for the ethics, policies and practices of the school in which they teach and maintains high standards in their own attendance and punctuality.

Discussed? Yes/No

Evidence:

3. The ECT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities. Discussed? Yes/No

Evidence:

Still needed/ Some evidence/ Strong evidence

Induction Tutor final sections to complete:

Next terms contract details for [ECT name] You will be then be asked to confirm the next term contract details

Finally, you are asked:

Have you finished the progress review?

- I have not yet completed this progress review and will come back to it at a later date
- ECT available – I have completed my part of the progress review and it is ready for the ECT to add their comments

ECT contributions

Please make them aware of the process - you may wish to share the guidance document.

- ECT has some additional questions to answer about their Statutory entitlements in addition to the optional free text box where they are encouraged to write some feedback on their induction. They will then sign the report after reading all the comments

All will be required to answer these questions with Yes/No- and add comment if no

1. Do you have a reduced timetable of teaching (10% in year 1 and 5% on year 2) If no please comment
2. Are you having regular meetings with your mentor?
3. Are you participating in an ECF based induction programme?
4. Have you been formally observed against the Teachers' Standards and received both written and verbal feedback?
5. Have you had a meeting with your induction tutor this term, focused on how you are meeting the Teachers' Standards?
6. Have you observed other teachers?
7. Do you have any concerns about your induction? If you answer yes, a member of TSTSH Appropriate Body team will be in contact with you to discuss this.

Assessment Reports

We recommend any prose is first written in word and then copied into ECT manager

- Confirm if the ECT is 'on track' to complete induction successfully.
- Give brief details of the reasons why and **evidence** this judgement is based on;
 - Make statements against progress for each Teachers' Standard 1-8 and Personal and professional conduct including areas of strength and areas requiring further development, even where progress is satisfactory and/or area of concern
 - Comment on any previous targets set in the relevant standard.
 - Set 2-3 development targets for the term ahead

NOTE:

- *Evidence for assessments **must be drawn from the ECT's work as a teacher during their induction.***
- *To ensure evidence gathering is **not burdensome** for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment.*
- *This will consist of **existing documents and working documents.***

Assessment Reports – a fair assessment

We recommend any prose is first written in word and then copied into ECT manager

TS1 Set high expectations which inspire, motivate and challenge pupils

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- Lesson observation by Induction tutor on 3/5/22 demonstrated high expectations of pupils and clear routines in the classroom
- Student voice feedback demonstrating that pupils feel you value them and feel suitably challenged in your lessons, especially in a lesson on global aid.

TS6 Make accurate and productive use of assessment

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- **Target from previous review met** – time is now regularly planned in for pupils to act on feedback given (lesson plans, book look and lesson observation 3/5/23)
- ECT has attended an online course about GCSE assessment criteria and attended moderation meetings with department. Worked with ECF mentor to mark and moderate assessments

Current area of development:

- Use pupil data to inform planning – look at year 10 moving into year 11. Some of the higher ability pupils are currently below their target grade so aim to include more challenging activities.

ECTs not 'on track' to meet the Teachers' standards

- Initial conversations and support in place via Mentor and department/year group? 'nothing unexpected' at the end of induction – keep an open dialogue
- Induction Tutor to let AB know as soon as there is a concern about an ECT as risk of not meeting the teachers' standards – do not wait until a progress review or assessment report is submitted
- Guidance document on TSTSH website and in handbook
- Case will be passed to the 'Tier 2 support' team to follow up and provide additional support and guidance
- Do remember that ECT induction and capability can run concurrently.

Tier 2 support provided for Induction Tutors to support with ECTs not on track to meet the Teachers' Standards

- Derek Boyle will contact **Induction Tutor and ECT separately** for initial discussion about concerns and check statutory induction requirements in place
- TSTSH Template given for support plan to Induction Tutor and guidance given on how to complete which is then reviewed and implemented over 6 week period
- TSTSH colleague will contact the Induction Tutor during the support plan process to check plan is being followed by all parties involved
- Review at end of 6 week cycle and uploaded to ECT manager

From the meeting with the ECT:

- What must you achieve?
- What would you like to achieve?
- What could you achieve?

What definitive evidence do you have of identified weaknesses in practice?

Is the evidence objective and substantiated?

Supportive framing:

“We are aiming to agree on how we can all support you in achieving success in [x]”

“What would success feel like?”

“What else do you think that we could be doing to support you with [x]?”

Reducing/Increasing Induction

- TSTSH will assess requests to reduce/increase the length of the induction period, or consider special circumstances, in compliance with the April 2023 guidance. An application will need to be submitted to TSTSH.

For example reducing induction:

- *previous teaching experience e.g. taught in the private sector or QTS gained via assessment only route (minimum 1 term induction to be completed)*

For example increasing induction:

- *Automatically where ECT absence exceeds 30 days in one year or where there is insufficient evidence to make a decision* NOTE: Progress review and assessment dates will therefore be slightly different to 'standard' ECTs

If your ECT is following a non-standard induction (i.e. not starting in September) you must contact us to discuss induction dates

- will need to serve the full time equivalent of two full school years, so 0.5 = 4 years.
- ECTs who have completed a period **covering but not equivalent to** two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced.
- A progress review need to be completed every term but the Assessment reports are pro-rota (but not if fall in same term – this will be manually adjusted by AB)
- You can only apply for reduced induction the term prior to minimum of 2 years being covered.
- Discuss ECF programme with your delivery partner

Reminder

An ECT has **one chance only** to complete induction.

An ECT who has completed induction, and failed to meet the Standards, is not permitted to repeat induction.

While such an ECT does not lose his or her QTS, he or she cannot be employed lawfully as a teacher in a relevant school.

Just a recap of our most FAQs:

Q: Who can observe the ECT for formal observations?

A: Induction Tutor, Headteacher or delegated member of T&L team

Q: Who completes the Progress review meeting and written reviews/reports?

A: The Induction Tutor or Headteacher

Q: What date do I have to complete the progress review and Assessment reports

A: All dates will be published in handbook and on ECT manager

Q: I am worried my ECT is not meeting all the teachers' standards

A: Speak to HT and then AB – will set up support plan

Q: My ECT is struggling with workload – can we stop following the ECF resources?


A: No - speak to ECF provider who can support reviewing content

Q: Information on ECT manager seems incorrect what should I do?

A: Raise a helpdesk ticket, contact us via email or phone (0208 289 4767)

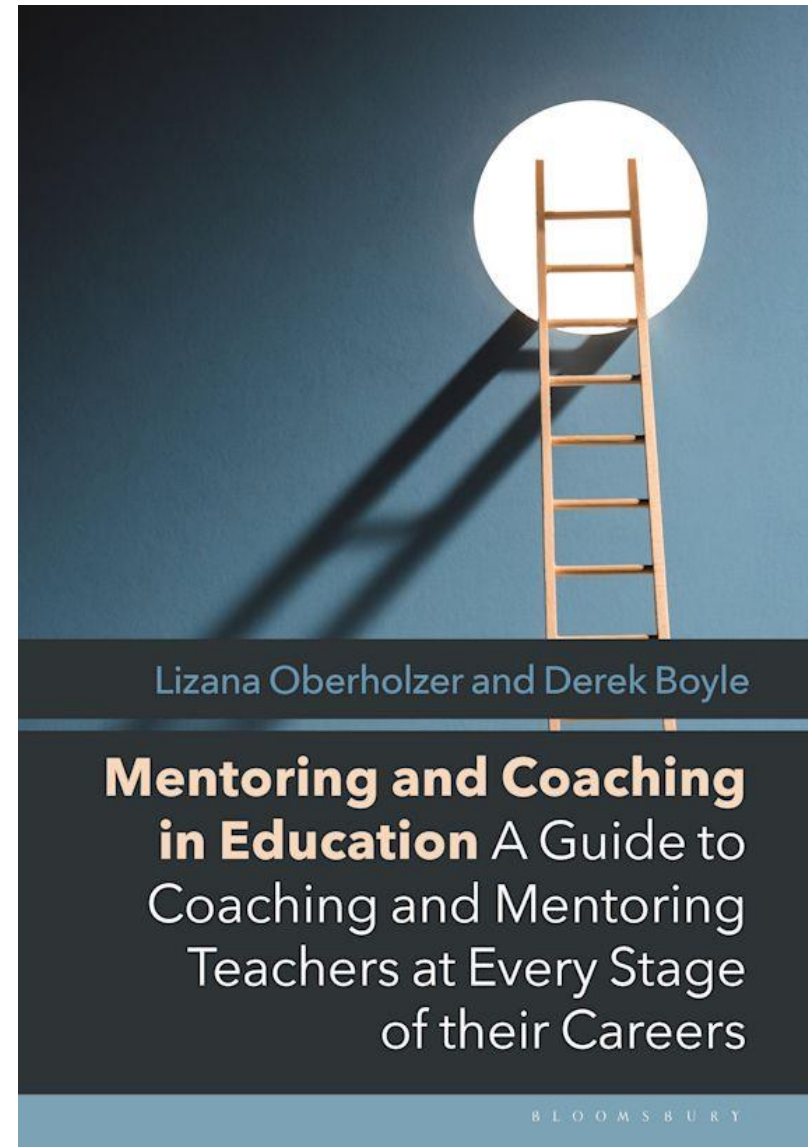
PLEASE: Update any changes to Induction Tutor on DfE and ECT manager

Questions?



Book available
from 30th
November in
paperback

Kindle from 2nd
November



Appendices – additional slides from previous presentation follow...

Thames South

TEACHING SCHOOL HUB

Appropriate Body

Thames South TSH is the **Appropriate Body**, which oversees the statutory induction process

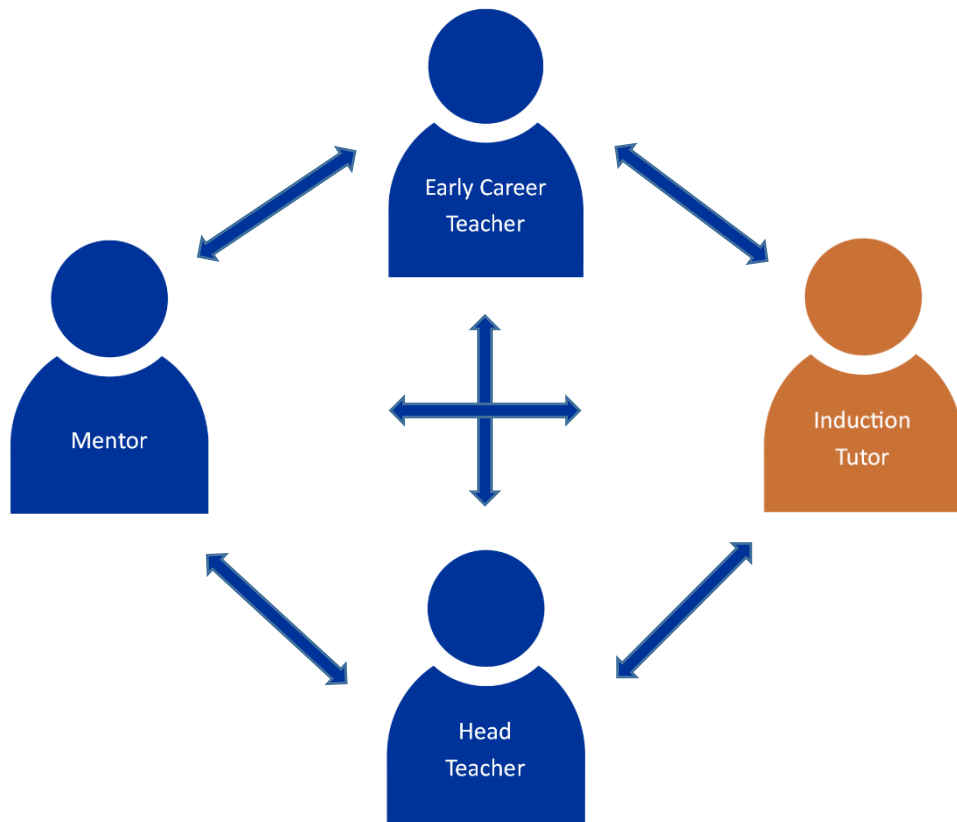
Early Career Framework

Thames South TSH are the delivery partner for the **ECF** using UCL as the lead provider

NPQs

Thames South TSH are the delivery partner for **NPQs** using TDT as the lead provider

Our region covers Bromley, Bexley and Greenwich but we are happy to work with others beyond this area



Induction Tutor

Attend induction tutor briefings - TSTSH

Meet all ECTs and Mentors at beginning of induction so all aware of roles and responsibilities

Meet at least termly with ECT (and once at beginning of induction) for Progress review meetings

Observe ECT teaching* (formal)

Complete progress reviews and assessments

Take prompt action if the ECT appears to be having difficulties

**please see section on who can observe ECTs for formal assessments*

Mentor

Participate in ECF mentor training (if applicable)

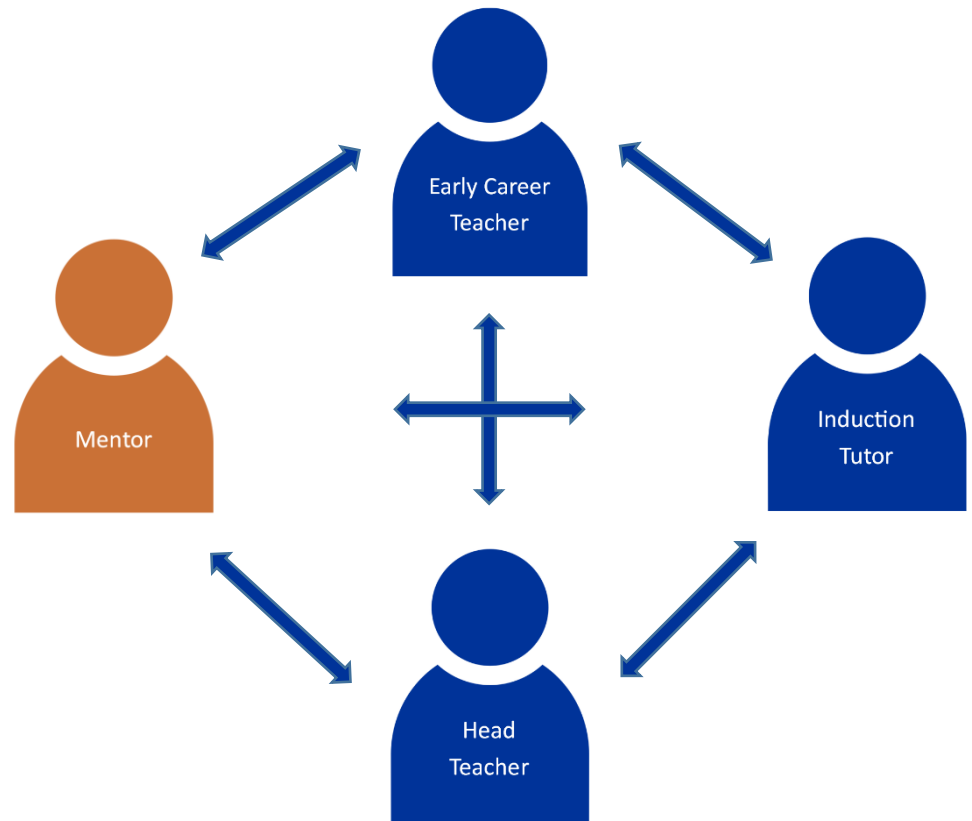
Year 1 - Weekly (or regular) mentor meetings with ECT contextualising the ECF training materials

Year 2 – Fortnightly (or regular) mentor meetings

Keep a record of these meetings

Observe ECT teaching (informal as part of ECF programme)

Inform Induction tutor if ECT having difficulties and share successes

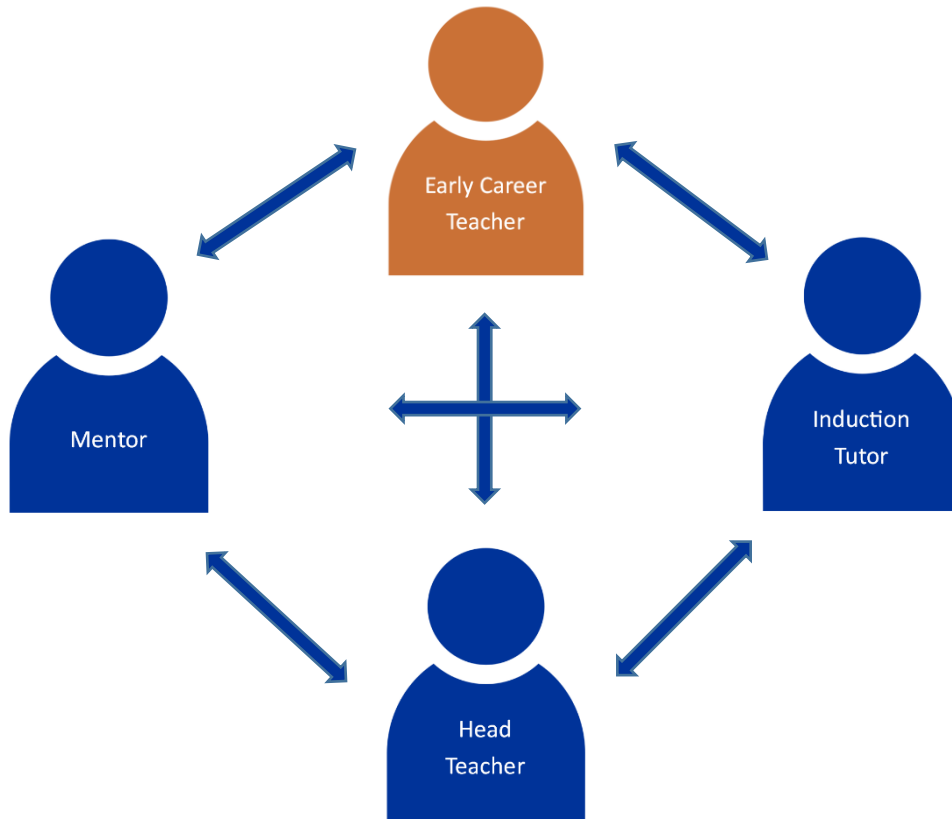


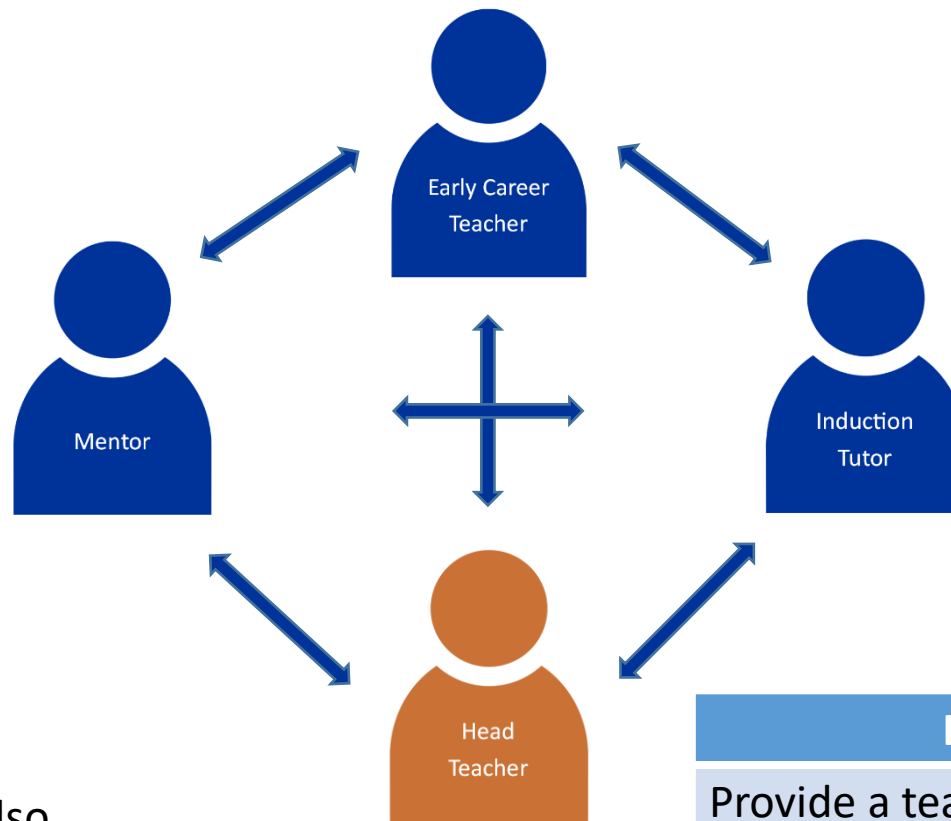
Early Career Teacher

Engage with the Early Career Framework

Continue to meet the Teachers' Standards (provide evidence as requested)

Observe experienced teachers



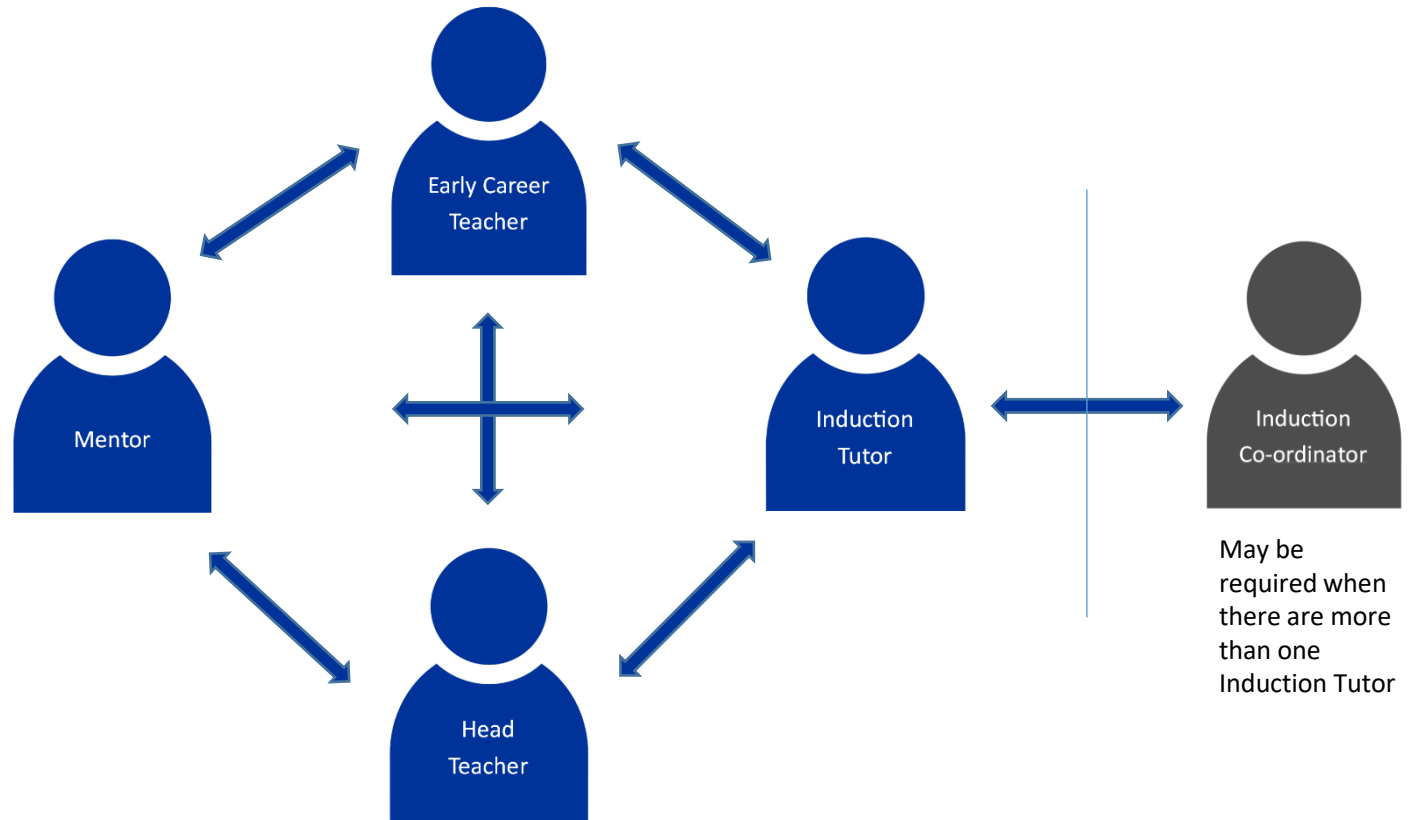


In a small school the Head Teacher may also be the Induction Tutor

Headteacher

Provide a teaching post that is suitable for induction to be completed

Sign-off assessments and make final recommendation



May be required when there are more than one Induction Tutor

Induction Co-Ordinator (Optional)

Coordinate and quality assure the work of the induction tutors