

# Welcome to ECT Induction Tutor briefing – Spring 2024

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**Director BSC teacher training SCITT**

**Induction Tutor briefings for Appropriate Body 2023-4**

**Tuesday 4<sup>th</sup> June 2024 3.45pm** [Register here](#)

***Please note, we will be recording this session.***

## Session aims:

- Reminder of Statutory Induction
- Completion of Progress Reviews and Assessment Reports
- Supporting your ECT who is not on track
- Culture and Context in successful induction
- FAQ and time for your questions

# Overview of the AB Service

## Monitoring support of the ECT -

- Checking that the ECT is receiving their statutory entitlements
- Providing ECF fidelity checks, ensuring schools are supported to provide the ECT with an ECF-based induction.

## Monitoring assessment of the ECT –

- Managing and reviewing the termly progress reviews and annual assessment reports
- Making the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, and therefore successfully completed induction, based on the headteacher's recommendation and reporting to TRA



[www.thamessouthtsh.org](http://www.thamessouthtsh.org)

For information, documents and contact details

All can be found on ECT manager or email us on [thamessouthtsh@nestschools.org](mailto:thamessouthtsh@nestschools.org)

Handbook

Review and Report Guidance

Optional Template



## Appropriate Body Service 2023-4 Handbook

Email [thamessouthtsh@nestschools.org](mailto:thamessouthtsh@nestschools.org)

Website [www.thamessouthtsh.org](http://www.thamessouthtsh.org)

Phone 020 8289 4767

X Platform @ThamesSouthTSH

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### 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](http://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"> <li>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</li> <li>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</li> <li>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</li> </ol>
NOTE: if evidence 'still needed' space available to note why issue/concern linked to the specific standard.	

# ECT Manager help

Navigation: Your ECTs | Assessments | Tutors | School | Resources | My Account | Help & Support

## Dashboard -

- Upcoming Assessments**  
See assessment status and due dates for **one year ECTs**.
- Upcoming Reports**  
See report status and due dates for **two year ECTs**.
- Register ECT**  
Add a new ECT, or transfer an existing one to your school.
- Update My Login Details**  
Change your login, email address and your password.
- Update My Personal Details**  
Change your name, email address and phone numbers.
- Helpdesk**  
Add a helpdesk ticket if you are having problems using the site.
- User Manuals**  
Manuals to help guide you through the ECT process.

- your Appropriate Body
- Register an ECT
- View a List of your ECTs
- View an ECT's Details
- Editing an ECT's Details
- Uploading ECT Documents
- Completing a Progress Review Form**
- Completing an Assessment
- Digitally Signing an Assessment
- Help and Support

## Completing a Progress Review Form

You will receive email reminders from ECT Manager when a progress review form is due to ECTs. You will continue to be reminded by email the day before it's due, the day it's due, to overdue reminder.

These email reminders are also sent to the the Induction Lead, Head Teacher and the ECT.

## Accessing a Progress Review Form

When a progress review becomes due it will appear in your dashboard - click on 'Fill in' to e

## Manuals

Our User Manuals are now available for you to download:



[Head Teacher Manual](#)



[Induction Lead Manual](#)



[Tutor Manual](#)



[ECT Manual](#)



[School Administrator Manual](#)

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

## A few reminders....

- **Induction Tutor** - Assesses the ECT against the Teachers' Standards (including formal lesson observations) and co-ordinates support and guidance for the ECT.
- **Mentor** - Supports the ECT with their ECF-based learning.
- ECTs do not have to formally collate evidence of Teachers' Standards in a folder but must be able to demonstrate how they are meeting the Teachers' Standards to Induction Tutors.
- Suitable evidence includes lesson observations, student work, emails, lesson reflections, lesson materials, CPD (including engagement with their ECF training programme), student data/markbooks, displays, student voice...

# Completing a Progress Review

- A Progress Review is a checkpoint to reflect on the progress an ECT has made so far against the Teachers' Standards and to indicate whether the ECT is on track to successfully complete induction i.e. meet the Teachers' Standards.
- Progress Reviews are required to be completed for **all ECTs regardless of FTE** at the end of every term where there is not a Formal Assessment.

**Updated Spring Term Progress Review Deadline  
– Thursday 21<sup>st</sup> March 2024**

# Feedback from Autumn term Progress Reviews

- The team read and reviewed over 600 reports
- Thank you for meeting the deadline (or for contacting the AB if an unavoidable delay was expected)
- The AB added a comment to ECT manager for each report
- Feedback via email was given to induction tutors where further detail was required, and these reports were amended
- Reports that followed the suggested format made it clear where ECTs were meeting the Teachers' Standards and set clear targets for development

## **Identified areas of development**

- Need to make explicit links to the Teachers' Standards e.g TS1
- Need to say where evidence was demonstrated e.g. lesson observation
- Reference needs to be made to progress towards previous targets
- Development targets need to be more detailed to the ECTs individual needs
- Induction tutor needs to be responsible for the content of the review



## Timeline of the completing a Progress Review/Assessment report

The **Induction Tutor** should arrange a 1:1 progress review meeting with the ECT in advance of the deadline. The **ECT** should ensure that they are able to demonstrate they are meeting the Teachers' Standards and share relevant 'evidence' with their Induction Tutor during the progress review meeting (including observation feedback of themselves and others). The Induction Tutor should review any other evidence available to them as well.

The **ECT** and **Induction Tutor** have the progress review meeting during which they discuss the ECT's progress against the Teachers' Standards. The Induction Tutor must confirm with the ECT that their performance indicates that they are **on track** or **not on track** to making satisfactory progress against the Teachers' Standards. Remember, the statutory guidance states that there should be **nothing unexpected**.

The **Induction Tutor** completes the progress/assessment review form on ECT Manager.

The **ECT** adds their comments to the progress review form on ECT Manager and digitally signs the form.

The **Induction Tutor** digitally signs the progress review form and submits the form to the Appropriate Body for review by the deadline.

The **Appropriate Body** receives, reads and reviews the progress review form and provides feedback where required.

# Completing a Progress Review

## MESSAGE WILL APPEAR WHEN YOU LOGIN TO ECT MANAGER

- *If you are completing your second Progress Review this academic year kindly ensure you **copy and paste the previous development targets** into the new review and comment on if they have been met/partially met/amended including brief remarks on the evidence supporting these judgements.*
- *Following this identify 3-5 areas of strength aligning them with the Teachers' Standards and substantiating with evidence. In cases where areas of strength are discussed when reviewing the previous targets then only 1-2 additional areas of strength are necessary.*

Progress Review Term 1 (Year 1)	Progress Review Term 2 (Year 1)	Progress Review Term 4 & 5 (Year 2)
<ul style="list-style-type: none"> <li>● Focus on the progress made against TS1, TS7, TS8 and Part 2 to show how the ECT has settled in.</li> <li>● Identify 2-3 key targets (linked to the Teachers' Standards) for next term.</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on the progress made against TS2, TS3, TS4, TS5 and TS6.</li> <li>● Comment on progress made with targets from last term.</li> <li>● Identify 2-3 targets (linked to the Teachers' Standards) for next term.</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight one or two key strengths from the TS that have developed since Year 1.</li> <li>● Comment on progress made with targets from last term.</li> <li>● Identify 2-3 targets (linked to the Teachers' Standards) for next term.</li> </ul>

Link with what they have been doing in the ECF professional development

# 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)	<i>[ECT name]</i> 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"> <li>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</li> <li>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</li> <li>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</li> </ol> <p>NOTE: If evidence 'still needed' space available to note why issue/concern linked to the specific standard.</p>

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 next slide)** *In cases where areas of strength are discussed when reviewing the previous targets then only 1-2 additional areas of strength are necessary.*

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

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.

# Areas for development: Target setting

- 2-3 targets maximum for your ECT to work on for the next term
- There should not be a target set for every Teachers' Standard
- Targets should clearly link to a relevant Teachers' Standard
- Targets should not just be the wording of the Teachers' Standard - make it personalised and specific to your ECT and school setting
- It is absolutely fine if a target needs to continue to be worked on for a longer period than a term

## ***Exemplar -***

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.*

## 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

## Assessment Reports

*We recommend any prose is first written in word and then copied into ECT manager (exemplar at end of these slides and in guidance document)*

- 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.***



# What should I think about when completing a Progress Review/Assessment report?

- The ECT reads the progress review so no surprises!
- Provided that overall classroom practice is satisfactory and that where advice has been given, it is being acted on and progress can be seen, you can judge the ECT to be on track to complete induction successfully.
- Wherever you have concern that the ECT is not reflecting appropriately, not responding to feedback, not showing they have the capacity to improve or their performance is falling significantly below satisfactory, then that needs to be flagged as not on track.
- ECTs are required to confirm on the progress review that they are receiving all statutory entitlements: Engaging with ECF programme, Mentor meetings, Observations, ECT time on timetable. AB will get in touch with Induction Tutor if an ECT selects 'no' to an entitlement.
- It is essential that absences are recorded accurately. ECT manager collects absence dates in the reporting window so please keep a record of any ECTs who have high absence levels.

## **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 (see next slide)
- 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

**The ECT is not on track**

**Further Information**

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 any teaching standards (including personal and professional conduct) where there is a cause for concern and how any evidence supports that concern.

**Reasons**

Whilst Felix has established a good relationship with his Y7 tutor group there are some concerns with Felix's progress at this stage:  
TS1 and TS7 - Felix has struggled to set consistent behaviour expectations with some of his classes. During a recent lesson observation it was noted that several Y9 students were not following Felix's instructions and causing disruption to the lesson which Felix did not address during the lesson. Several strategies were given to Felix to use with this group as part of the observation feedback but these have not been implemented by Felix, despite the Head of Department sitting in on the next two lessons to model these strategies, poor behaviour continues to be an issue.  
TS8 and Part 2 - Felix has missed the last two department team meetings as he had forgotten to note them in his diary and the Head of Department has had to give Felix an extension on submitting his Y8 data as he missed the deadline.

If the ECT is not on track to successfully complete induction, has the ECT been informed?

**Has the ECT been informed?**

Yes

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)

**Support Plan In Place?**

Yes

**Support Plan To Upload:**

Choose File No file chosen

If there is a positive you can start with please do!

This should always be **yes** - no surprises!

A support plan will need to be uploaded. If a support plan is not in place the AB will query this. A template support plan will be provided by your AB.

# Culture and context – making Statutory induction successful

UCL research....findings from first 2-year cycle

## School Culture

In UCL's research study into the impact of the ECF programme, one of the biggest contributing factors to the ECF being successful is down to the individual school's culture.

How does your school value professional development and nurture ECTs to be the best they can be?

## Mentor time

Mentors are the key to the ECF working in a school and helping it work for the ECT.

How does the school recognise the work of mentors? Are they given protected time?

## Common Themes

2 common 'criticisms' of the ECF you may hear are around workload and repetition from ITT. The answer is all about contextualisation for you as an ECT.

ECTs and Mentors must look at the ECF in terms of your context, not just the research but how does it work for you now in the classes you have now or may have in the future?

New [ITTECF](#) launched for 2025 and [outcomes](#) of review

# Workload and the ECF (you follow)

## Flexibility

All ECTs will have different starting points so ECTs and Mentors should use any programme flexibly to make it play to the strengths of the ECT and support the needs.

For example, UCL's programme uses audits at the start of every module to help focus mentors into which areas to focus on in more detail.

## UCL's Wellbeing Charter

- Anytime, anywhere
- All the content, all the time
- Plug in and play
- **Guidebook, not rulebook**
- Click to download
- Flexible Programme
- Review, Tailor, Tick



## 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**

- ECT 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-rotta (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



## Just a recap of our most FAQs:

Q: Who can observe the ECT for formal observations and how frequently?

A: Induction Tutor, Headteacher or delegated member of T&L team. Statutory guidance says to be observed 'regular intervals' so can fit in with your school policy

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 are on website and on ECT manager and shared via email

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 if required

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?**

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

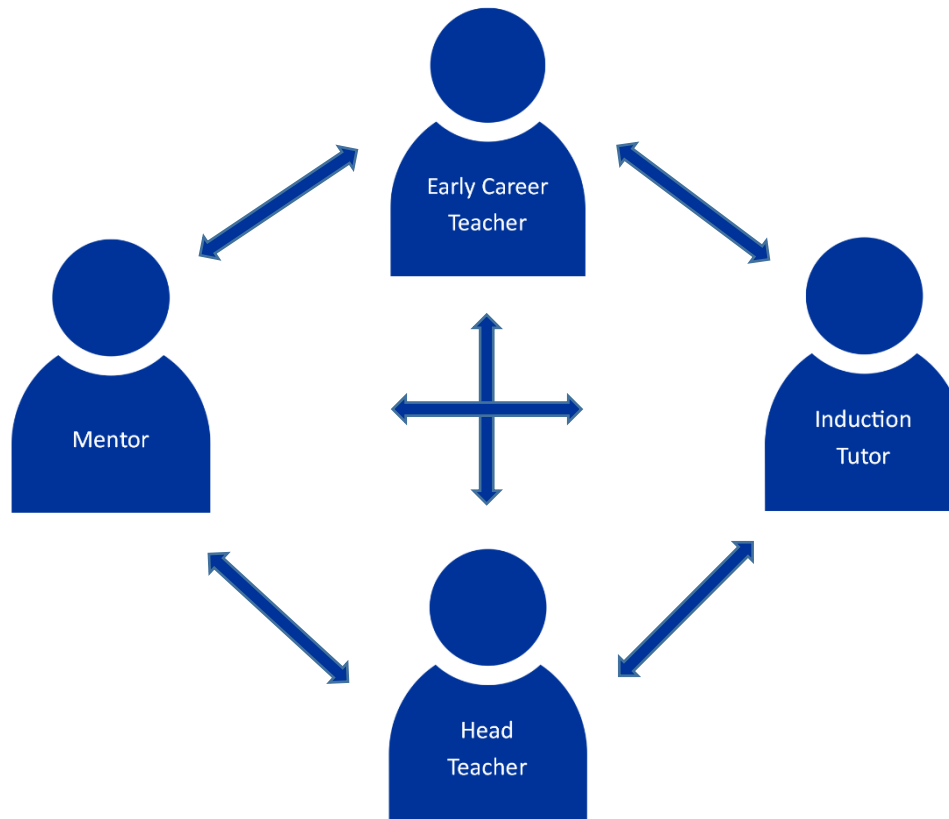
## NPQs

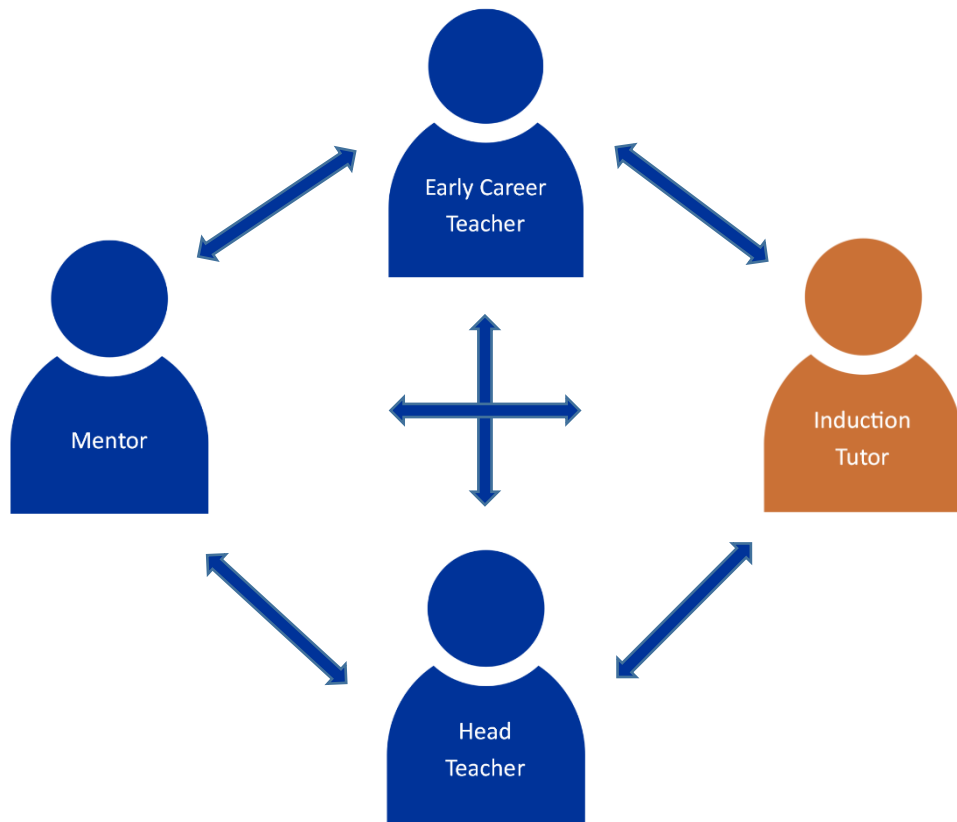
Thames South TSH are the delivery partner for **NPQs** using TDT as the lead provider

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

## Key Roles in Statutory Induction

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





## 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

## Mentor

Participate in ECF mentor training (if applicable)

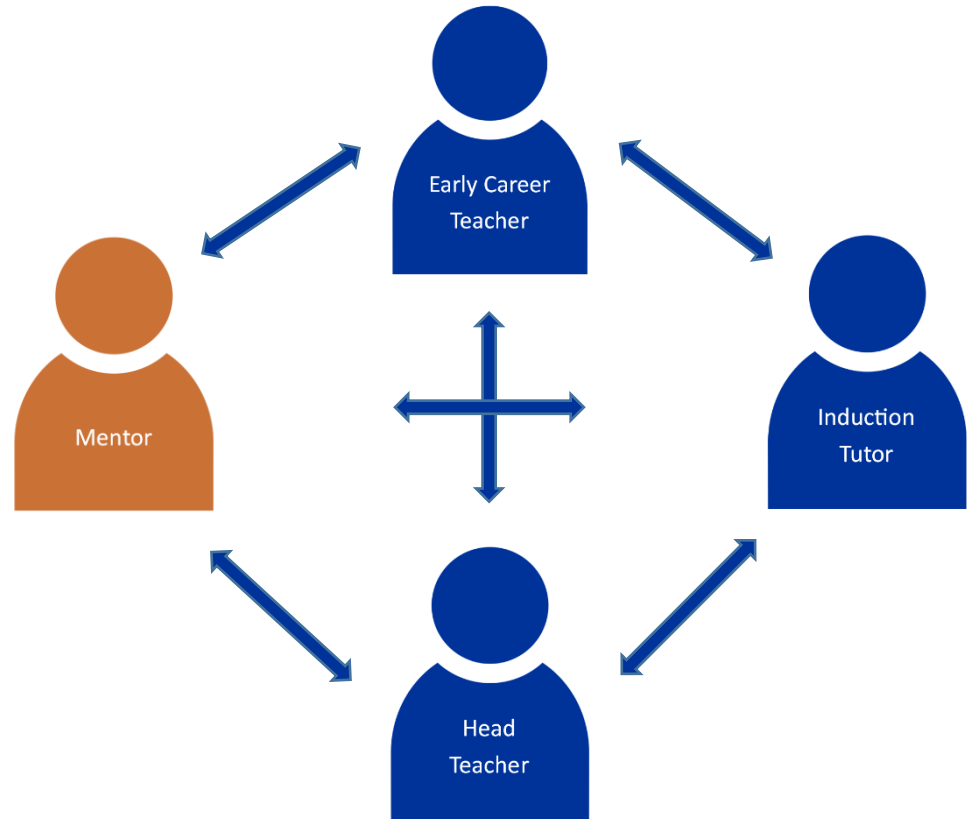
Year 1 - Weekly (or regular) mentor meetings with ECT contextualising the ECF training materials

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

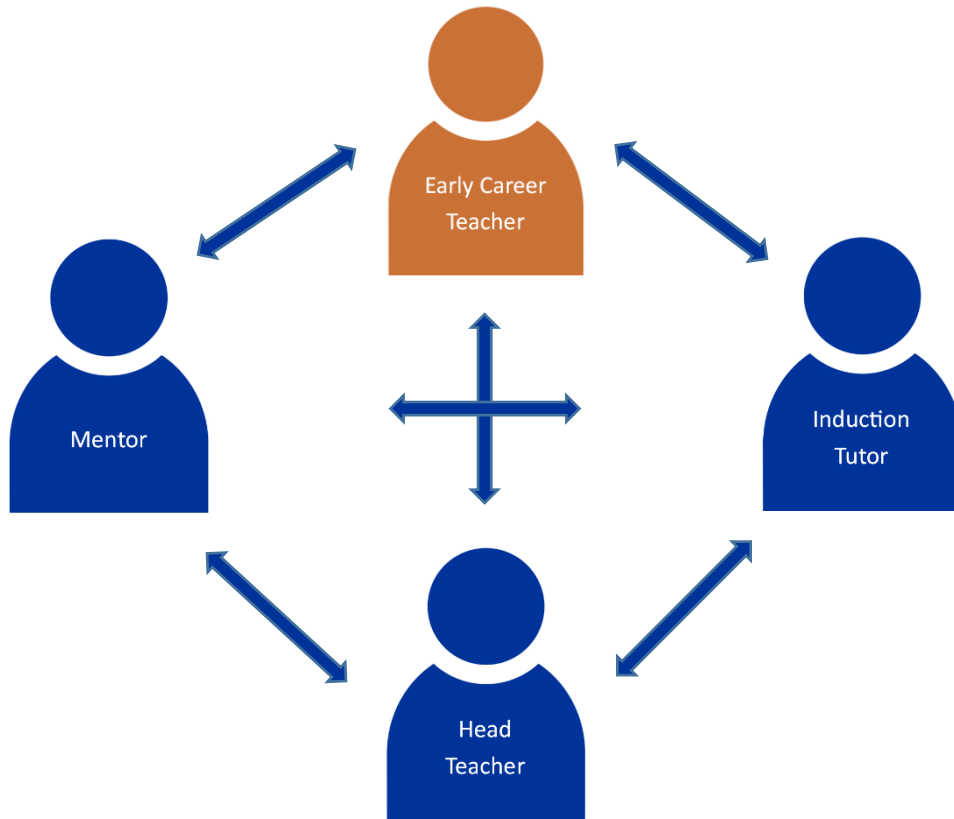


## Early Career Teacher

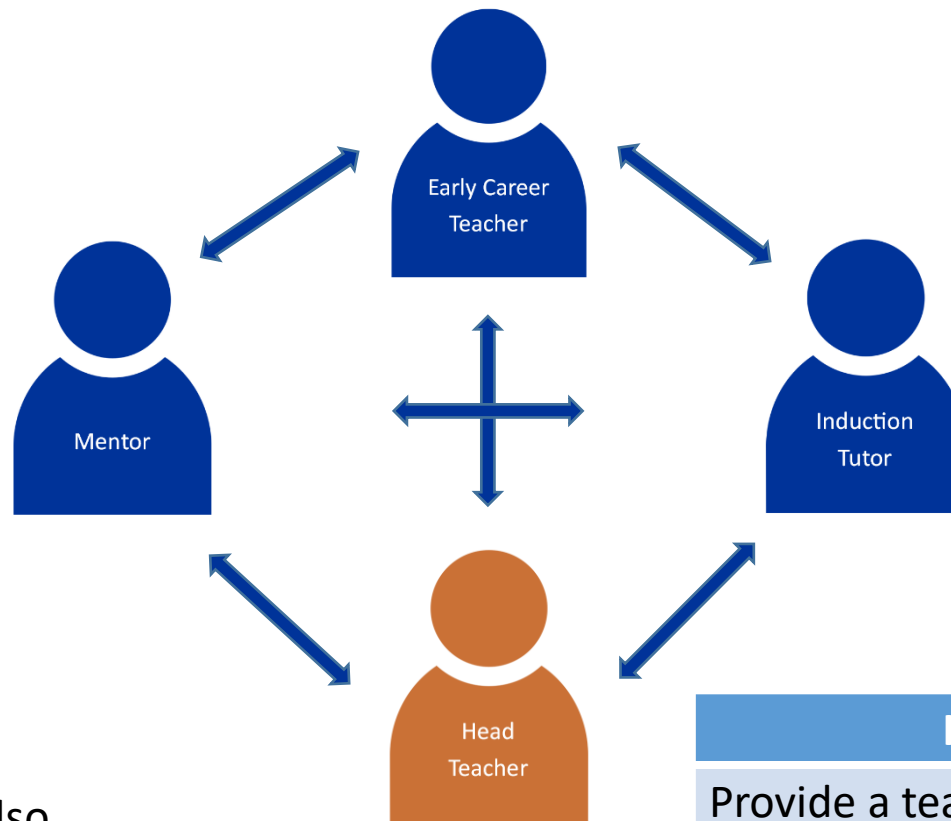
Engage with the Early Career Framework

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

Observe experienced teachers





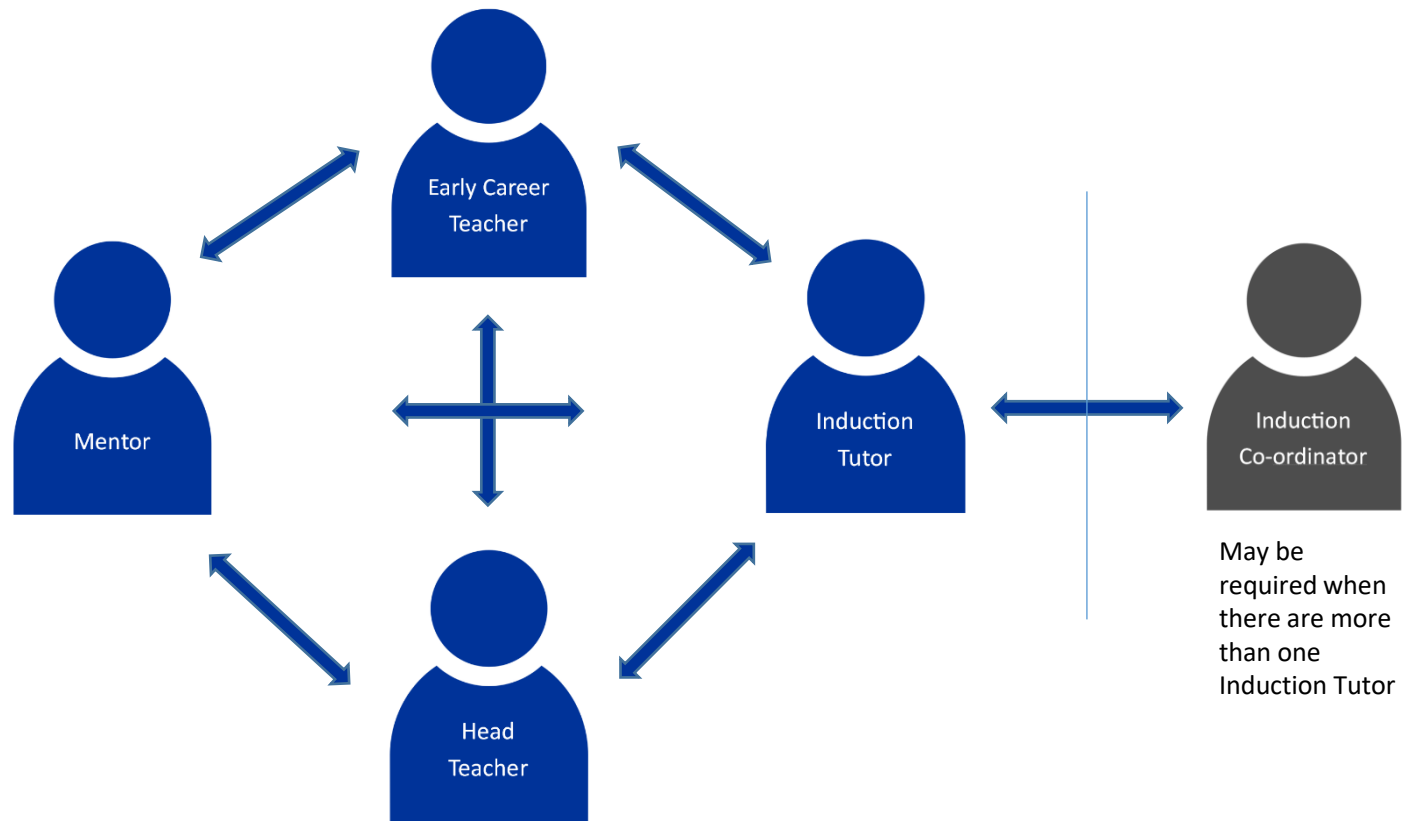


In a small school the Head Teacher may also be the Induction Tutor

## 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

## 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.