

# Appendix A - ECF Fidelity Checking Template: Core Induction Programme

Below is a form which Appropriate Bodies (ABs) can issue to schools offering an ECF induction based on a Core Induction Programme (CIP). This form can be used by schools to evidence to their AB how they have used a Core Induction Programme to deliver training and mentor sessions. Guidance on using this form can be found in chapter 4 of the Appropriate Bodies Guidance: Induction and the Early Career Framework.

### Form handling advice

* The member of staff responsible for planning the 2 year ECF induction should complete this form
* This form should be signed off by the headteacher ahead of the start of induction
* This form should be sent to the school’s appropriate body for verification

### Part 1 – Early Career Teacher(s):

|  |  |
| --- | --- |
| **Appropriate Body** |  |
| **School** |  |
| **URN** |  |
| **Headteacher** |  |

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate.

|  |  |
| --- | --- |
| **Full name of ECT** |  |
| **TRN** |  |
| **Induction start date** |  |
| **Mentor (name and role/position)** |  |
| **Induction tutor (name and role/position)** |  |

### Part 2 – Core Induction Programme

**Note**: this form should not be used to describe every session delivered over the entire induction period but should give the appropriate body a clear understanding of how a Core Induction Programme materials will be used, including the sequencing of sessions.

Staff planning induction are expected to have good knowledge and understanding of the CIP materials available from their chosen CIP provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider’s handbooks for further details on how their CIP programme is designed to be delivered.

**1. Which provider’s Core Induction Programme is being delivered?**

**Information on the four options can be found online at:** [Early Career Framework – Core Induction Programme (education.gov.uk)](https://www.early-career-framework.education.gov.uk/)

Ambition Institute

Education Development Trust

Teach First

UCL Early Career Consortium

**2A. With reference to the provider’s Core Induction Programme material, outline how the ECT training sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.**

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| --- |
| [Suggested word count: 250] |

**2B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of ECT training sessions has diverged from the planned sequence. Explain what mitigations are in place.**

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**3A. With reference to the provider’s Core Induction Programme material, outline how the mentor sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.**

|  |
| --- |
| [Suggested word count: 250] |

**3B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.**

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**4A. With reference to the provider’s Core Induction Programme material, outline how the self-directed study will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.**

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| --- |
| [Suggested word count: 250] |

**4B. At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of self-directed study has diverged from the planned sequence. Explain what mitigations are in place.**

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### Part 3 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

|  |  |
| --- | --- |
| **Headteacher signature** |  |
| **Date (DD/MM/YYYY)** |  |

| **GDPR statement on data collection: As documented in Statutory Guidance, ABs are responsible for the collection, retention and storage of data. ABs are responsible for submitting relevant data to the TRA via the DQT.** |
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# Appendix B - ECF Fidelity Checking Template: School-based Induction Programme

Below is a form which Appropriate Bodies (ABs) can issue to schools designing and delivering their own ECF-based induction programme. This form can be used by schools to evidence to their AB how they have used the Early Career Framework to design and deliver training and mentor sessions. Guidance on using this form can be found in chapter 4 of the Appropriate Bodies Guidance: Induction and the Early Career Framework.

### Form handling advice

* The member of staff responsible for planning the 2 year ECF induction should complete this form
* This form should be signed off by the headteacher ahead of the start of induction
* This form should be sent to the school’s appropriate body for verification

### Part 1 – Early Career Teacher(s):

|  |  |
| --- | --- |
| **Appropriate Body** |  |
| **School** |  |
| **URN** |  |
| **Headteacher** |  |

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate

|  |  |
| --- | --- |
| **Full name of ECT** |  |
| **TRN** |  |
| **Induction start date** |  |
| **Mentor (name and role/position)** |  |
| **Induction tutor (name and role/position)** |  |

### Part 2 – School-based Induction Programme

**Note**: this form should not be used to describe in detail every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme.

Staff planning induction are expected to reference the ‘learn that’ and ‘learn how to’ statements from the Early Career Framework which can be found online: [Early Career Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/913646/Early-Career_Framework.pdf)

**Overview: scheduling/sequencing**

A. Give a termly overview of how the induction programme has been scheduled and sequenced across the full 2 year induction period.

This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.

|  |
| --- |
| [Suggested word count: 1000. Continue on separate sheet if necessary] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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|  |

**1. High Expectations (Standard 1 – Set high expectations)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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**2. How Pupils Learn (Standard 2 – Promote good progress)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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|  |

**3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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|  |

**4. Classroom Practice (Standard 4 – Plan and teach well structured lessons)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

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| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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**5. Adaptive Teaching (Standard 5 – Adapt teaching)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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**6. Assessment (Standard 6 – Make accurate and productive use of assessment)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

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**7. Managing Behaviour (Standard 7 – Manage behaviour effectively)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

|  |
| --- |
|  |

**8. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)**

A. **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**

**Explanation, and robust rationale, should cover:**

* **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**
* **How mentoring will support ECT’s learning of this statement**

|  |
| --- |
| [Suggested word count: 250] |

**B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.**

|  |
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|  |

### Part 3 – Additional planning documents

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

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|  |

### Part 4 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

|  |  |
| --- | --- |
| **Headteacher signature** |  |
| **Date (DD/MM/YYYY)** |  |

| **GDPR statement on data collection: As documented in Statutory Guidance, ABs are responsible for the collection, retention and storage of data. ABs are responsible for submitting relevant data to the TRA via the DQT.** |
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# Appendix C - Early Career Teacher: Formal Assessment Template

Below is a form which induction tutors can use to complete formal assessments of Early Career Teachers (ECTs) during or at the end of their statutory induction. Further guidance is available on GOV.UK.

### Form handling advice

* This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher
* A summary of the evidence considered in reviewing the ECT’s progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.
* A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment

### Personal details and induction details

|  |  |
| --- | --- |
| **Full name of Early Career Teacher (ECT)** |  |
| **ECT Teacher Reference Number (TRN)** |  |
| **ECT date of birth (DD/MM/YYYY)** |  |
| **School/Academy name** |  |
| **Induction tutor name and role** |  |
| **Mentor name and role** |  |
| **Assessment period start date** |  |
| **Assessment period end date** |  |
| **Term 1 / 2 / 4 / 5 / Other?** |  |
| **Is the ECT full-time or part-time?** *(Give the FTE if PT)* | **FT / PT** |
| **Days absent in this assessment period** |  |
| **Nameof appropriate body receiving this report** |  |

### Assessment period details

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

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

|  |
| --- |
| Use this box for the answer |

2. **If this is a final assessment, 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

|  |
| --- |
| Use this box for the answer |

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

 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

 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

4. **Briefly describe how any evidence demonstrates progress made towards meeting the Teachers’ Standards**. Do not reproduce evidence in full. The Teachers’ Standards are available here: [**https://www.gov.uk/government/publications/teachers-standards**](https://www.gov.uk/government/publications/teachers-standards)

TS1 Set high expectations which inspire, motivate and challenge pupils

|  |
| --- |
| Use this box for the answer |

TS2 Promote good progress and outcomes by pupils

|  |
| --- |
| Use this box for the answer |

TS3 Demonstrate good subject and curriculum knowledge

|  |
| --- |
| Use this box for the answer |

TS4 Plan and teach well-structured lessons

|  |
| --- |
| Use this box for the answer |

TS5 Adapt teaching to respond to the strengths and needs of all pupils

|  |
| --- |
| Use this box for the answer |

TS6 Make accurate and productive use of assessment

|  |
| --- |
| Use this box for the answer |

TS7 Manage behaviour effectively to ensure a good and safe learning environment

|  |
| --- |
| Use this box for the answer |

TS8 Fulfil wider professional responsibilities

|  |
| --- |
| Use this box for the answer |

Personal and professional conduct

|  |
| --- |
| Use this box for the answer |

5. **Briefly describe any areas for development.** 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.

|  |
| --- |
| Use this box for the answer |

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)*

|  |
| --- |
| 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 of the length of extension being recommended

|  |
| --- |
| Use this box for the answer |

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 |

If ‘No’ and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

|  |
| --- |
| Use this box for the answer |

### Teacher comments

9. **Has the ECT 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

|  |
| --- |
| Use this box for the answer |

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

|  |
| --- |
| Use this box for the answer |

### Section 3 – Signatures

**Induction tutor.** This progress review was completed by:

|  |  |
| --- | --- |
| **Signature** |  |
| **Date (DD/MM/YYYY)** |  |

**Headteacher.**

|  |  |
| --- | --- |
| **Signature** |  |
| **Date (DD/MM/YYYY)** |  |

**Early Career Teacher.**

|  |  |
| --- | --- |
| **Signature** |  |
| **Date (DD/MM/YYYY)** |  |

This completed assessment form should be sent to the appropriate body 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 Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).** |
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# Appendix D - Early Career Teacher: Progress Review Template

Below is a form which induction tutors can use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further guidance is available on GOV.UK.

### Form handling advice

* This form is for the member of staff assigned as the induction tutor for an ECT to complete
* Only a summary of the evidence considered in reviewing the ECT’s progress is required. **There is no need to reproduce all the evidence in detail**
* In all instances, send copies of this form to the ECT and their designated mentor
* If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body

### Personal details and induction details

|  |  |
| --- | --- |
| **Full name of Early Career Teacher (ECT)** |  |
| **ECT Teacher Reference Number (TRN)** |  |
| **ECT date of birth (DD/MM/YYYY)** |  |
| **School/Academy name** |  |
| **Induction tutor name and role** |  |
| **Mentor name and role** |  |
| **Progress review period start date** |  |
| **Progress review period end date** |  |
| **Term 1 / 2 / 4 / 5 / Other?** |  |
| **Is the ECT full-time or part-time?** *(Give the FTE if PT)* | **FT / PT** |
| **Days absent in this period** |  |

### Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled (adjusted to FTE if the ECT is part-time).

1. At formal assessment points and to successfully complete induction, the ECT’s performance against the Teaching Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

|  |
| --- |
| Yes / No |

2. **Give brief details for the reason(s) for your answer to question (1).** 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 cause for concern and how any evidence supports that concern.

|  |
| --- |
| Use this box for the answer |

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

|  |
| --- |
| Yes / No |

4. **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)*

|  |
| --- |
| Yes / Not yet |

5. **Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?** *(If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)*

|  |
| --- |
| Yes / No |

6. **Is the ECT expected to remain at this school for the duration of the next term?**

|  |
| --- |
| Yes / No |

If ‘No’ and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT’s progress to date to the new institution and/or appropriate body.

|  |
| --- |
| Use this box for the answer |

### Teacher comments

Use this section for the early career teacher to make any brief comments themselves.

|  |
| --- |
| Use this box for the answer |

### Section 3 – Signatures

**Induction tutor.** This progress review was completed by:

|  |  |
| --- | --- |
| **Signature** |  |
| **Date (DD/MM/YYYY)** |  |

**Early Career Teacher.**

|  |  |
| --- | --- |
| **Signature** |  |
| **Date (DD/MM/YYYY)** |  |

In all instances, copies of this progress review should be provided to the ECT and their designated mentor.

If the answer given to questions (1), (3), (5) or (6) is ‘No’, or if the appropriate body has requested a copy, copies should also be provided to the headteacher/principal and appropriate body. Additionally, appropriate bodies are able to request copies of any ECT’s progress review forms.

| **GDPR statement on data collection**  **As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data.** |
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