

# WALTHAM FOREST APPROPRIATE BODY WELCOME SESSION



WEDNESDAY 29 SEPTEMBER 2021

Early Career Framework and the ECT year 2021



**SYLVIA HARPER – ECT COORDINATOR**  
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**NAMED CONTACT PERSON REGARDING INDUCTION  
AT WALTHAM FOREST LOCAL AUTHORITY  
APPROPRIATE BODY**



## CONTACTS ARE IN THIS ORDER:

SYLVIA HARPER, ECT COORDINATOR SHOULD BE NOTED AS THE FIRST NAMED POINT OF CONTACT REGARDING ANY QUERIES OR CONCERNS RAISED AROUND THE INDUCTION PROCESS.....

IN MY ABSENCE, GERRY KEMBLE, ASSISTANT DIRECTOR OF SCHOOLS SERVICES CAN BE CONTACTED ON TEL: 020 8496 4430

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THE APPROPRIATE BODY NAMED CONTACT PERSON: DAVID KILGALLON, DIRECTOR OF LEARNING AND SYSTEMS LEADERSHIP - will not respond to any concerns unless everything has been exhausted and it is a last resort if needed

Regarding anything to do with the ECF training Programme, please contact your induction tutor at school and/or the following people:

- Marion Dowling: **Walthamstow School for Girls**
- [administrator@neltsh.com](mailto:administrator@neltsh.com)
- Seet-Ying Fan: **ECF Project Manager for the Northeast London Teaching School Hub (NELTSH)**
- [SFan@neltsh.com](mailto:SFan@neltsh.com)



# Please introduce yourself

**Either in the chat box or unmute yourself with the following information:**

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☐ **Your Name**

☐ **Your School**

Allow Me  
To Introduce  
Myself!






# PLEASE STAY MUTED UNLESS YOU ARE GOING TO TALK

DUE TO THE AMOUNT OF PEOPLE ONLINE, PLEASE USE THE RAISED HAND ICON OR THE CHAT BOX

YOU WILL BE GIVEN THE OPPORTUNITY TO ASK QUESTIONS

- 
- By the end of this session you should:
  - Understand the new statutory requirements for Early Career teachers and have an overview of the induction tutors roles and responsibilities
  - This **session will not cover the requirements of the ECF delivery**. This training will be delivered through the Teaching School Hub - North East London Teaching School Hub (NELTSH)
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# REQUIREMENTS FOR STATUTORY INDUCTION

- ▶ An **ECT cannot undertake statutory induction** (or a period of employment counting towards induction) **unless they have been awarded QTS.**
- 
- ▶ **Statutory induction is not a legal requirement** to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
  - ▶ **Early Career teachers may only serve one induction period**
  - ▶ An FE institution, **sixth-form college** or 16–19 academy wishing to offer an ECT a post in which to serve a statutory induction period is expected to: **spend the equivalent of at least ten days** teaching children of compulsory school age in a school during their induction; and make every effort to provide the ECT with up to **a further 15 days' experience in a school setting.**

# PURPOSE OF INDUCTION



- **Statutory induction is the bridge between initial teacher training and a career in teaching.**
- **It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards**



## EARLY CAREER TEACHERS – INDUCTION 2021 – KEY CHANGES

- ❖ The **term** early career teacher (ECT) replaces newly qualified teacher (NQT)
- ❖ The **length** of induction has been increased to two school years for ECTs who start their induction on or after 1 September 2021. 'Pre-September 2021' cohort to complete by September 2023.
- ❖ Provision of **training and support** based on the Early Career Framework (ECF). Schools will have three options to choose from.
- ❖ Funded **5% timetable reduction** in their second year of induction (additional to the 10% in the first year).



- ❖ Provision of a **mentor** (regular mentoring and coaching) and induction tutor (monitoring and coordination of assessment).
- ❖ **2 formal assessment points** – one midway through induction and one at the end
- ❖ **Review of progress** each term – induction tutor notifies the appropriate body and ECT after each progress review.
- ❖ The **Appropriate Body** will continue to play a key role in quality assurance of statutory induction and provide ECF fidelity checks, ensuring schools provide ECTs with an ECF-based induction.



## TRANSITIONAL ARRANGEMENTS

- ECTs who, **on 1 September 2021**, had started but not completed their induction, hereafter referred to as ‘the pre-September 2021 cohort’ have until 1 September 2023 to complete induction within three terms
- **After 1 September 2023**, when the transition period ends, all ECTs will be required to complete a two-year induction period. **These ECTs should not restart induction**, but **rather complete what remains of a two-year induction**. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.

The pre-September 2021 cohort should continue to have regard to previous statutory guidance, last revised in April 2018.

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

# MONITORING, SUPPORT AND ASSESSMENT DURING INDUCTION

A SUITABLE MONITORING AND SUPPORT PROGRAMME MUST BE PUT IN PLACE FOR ECTS. THEY ARE EXPECTED TO HAVE:

- ☐ A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- ☐ Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- ☐ Tutor to set and review development targets against the Teachers' Standards; and



- ☐ ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.
- ☐ Support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- ☐ Observation of the ECT's teaching with written feedback provided;
- ☐ Professional reviews of progress conducted by the induction



# THE TEACHING STANDARDS












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- Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards **consistently over a sustained period in their practice.**
  - The ECF is not and should not be used as an assessment tool.

- The Teachers Standards document will inform you that in order to meet the standards, a trainee or teacher will **need to demonstrate that their practice is consistent** with the definition set out in the Preamble, and that they have **met the standards in both Part One and Part Two** of this document.
- The **Teachers' Standards** set a clear baseline of **expectations for the professional practice and conduct of teachers** and define the minimum level of practice expected of teachers in England. They must be used by schools to assess the extent to which newly qualified teachers can demonstrate their competence at the end of their induction period.



# Early Career Framework reforms: support for schools

I want to...	Use a training provider to support meeting the new statutory induction requirements (Full Induction Programme) 	Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE (Core Induction Programme) 	Design my own two year induction programme based on the Early Career Framework 
	<ul style="list-style-type: none"> <li> ✓ Time off timetable funded for early career teachers and mentors in the second year of induction.</li> <li>✓ A sequenced two-year programme based on the Early Career Framework</li> <li>✓ Self-directed study materials for early career teachers.</li> <li>✓ Materials to support mentor sessions designed to reduce mentor workload.</li> <li> ✓ Funded training delivered directly to early career teachers by an external provider.</li> <li> ✓ Funded training delivered directly to mentors by an external provider.</li> <li> ✓ Additional funding to backfill mentor time spent undertaking training in addition to the funding for time off timetable.</li> </ul>	<ul style="list-style-type: none"> <li> ✓ Time off timetable funded for early career teachers and mentors in the second year of induction</li> <li>✓ <a href="#">A sequenced two-year programme based on the Early Career Framework</a></li> <li>✓ Self-directed study materials for early career teachers including videos and evidence based reading</li> <li>✓ Materials to support mentor sessions designed to reduce mentor workload</li> <li>✓ Materials to adapt to deliver further training for early career teachers</li> </ul> <p><a href="#">A sequenced two-year programme based on the Early Career Framework.</a></p>	<ul style="list-style-type: none"> <li> ✓ Time off timetable funded for early career teachers and mentors in the second year of induction</li> <li>✓ Content defined in the <a href="#">Early Career Framework</a></li> </ul>

# EARLY CAREER FRAMEWORK BASED TRAINING

There are *three approaches schools can choose from to enable the delivery of an ECF based induction*. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

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- **A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- **Schools deliver their own training using DfE accredited materials and resources**
  - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
- Schools design and deliver their own two-year induction programme for ECTs based on the ECF.





# EARLY CAREER FRAMEWORK

DEPARTMENT FOR EDUCATION HAS SELECTED SIX EXPERT TEACHER TRAINING PROVIDERS WHO HAVE EACH DEVELOPED THEIR OWN CORE INDUCTION PROGRAMME BASED ON THE ECF:

- Ambition Institute
- Best Practice Network
- Capita with lead academic partner the University of Birmingham
- Education Development Trust
- Teach First
- **UCL Institute of Education**

Early Career Framework available at : <https://www.gov.uk/government/publications/early-career-framework>

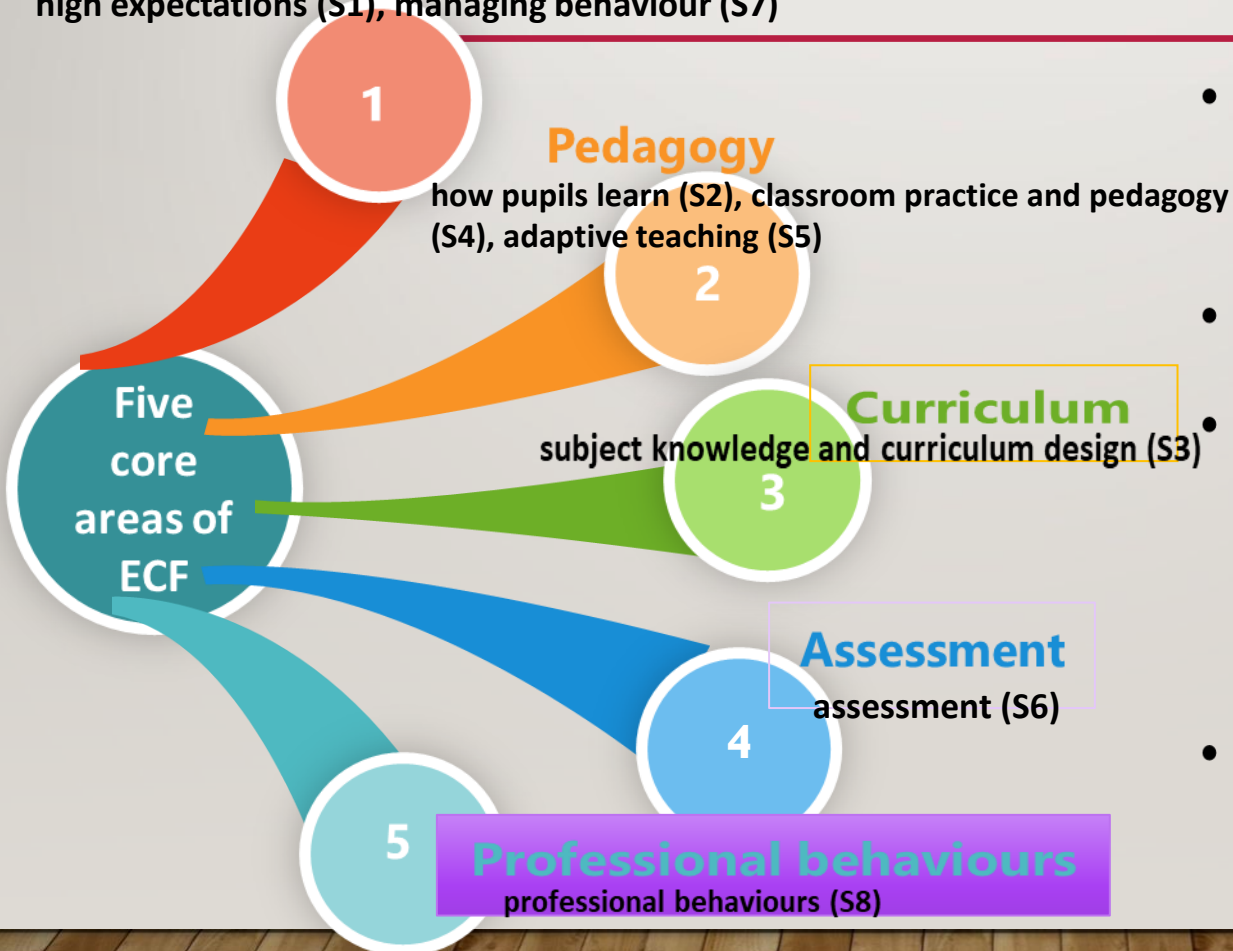
Materials available at: <https://www.early-career-framework.education.gov.uk>



# THE EARLY CAREER FRAMEWORK

## Behaviour Management

high expectations (S1), managing behaviour (S7)



- The ECF sets out what ECTs are entitled to **learn about** and **learn how to do** during the first 2 years of their careers.
- **Five core areas** (linked to the Teachers' Standards).
- **'Learn that'** statements cover knowledge and evidence and **'Learn how to'** statements relate to classroom practice. These are different and both elements are important.
- The ECF is not an assessment framework and should not be used as such.

# Start of term ECT checklist

## Confirmation of appointment

- Confirmation of QTS status
- Arrangements to meet induction contact(s)
- Arrangements for reduced timetable
- Initial information pack containing a selection of the following appropriate to the school:
  - Timetable      -List of staff      -Class list(s)      -Term dates
  - Name of Induction Tutor
  - School/department handbook
  - Signing in procedure
  - Relevant key policies (e.g. Safeguarding, Data Protection)
  - Access to Schemes of Work/Planning
  - Access to stock and equipment

ANY QUESTIONS AT THIS POINT





# 1. High expectations

## Evidence from research

This section in the framework highlights the power of teachers to influence the attitudes, values and behaviours of their pupils.

Teachers are key role models, with teacher-student relationships strongly associated with performance, and students' happiness and sense of belonging at school.

Research has found that many teachers value pupils' social and emotional development as highly as their academic proficiency.

## In the classroom/ practice

This might be **learning how to create an emotionally safe environment**, where **making mistakes and learning from them**, as well as the need for effort and perseverance, **are part of the daily routine**. Specifically, this may mean **considering how positive attitudes to learning are praised and rewarded**. Or learning how to use intentional and consistent language that builds a culture of mutual respect. For example, while the experienced teacher can be adept at the use of humour to build relationships, we will all be aware of the way sarcasm can unintentionally upset or demean. **The expert teacher, then, needs to be skilled in the use of positive and unambiguous language that promotes challenge and aspiration, modelling the courteous behaviour expected of pupils.**

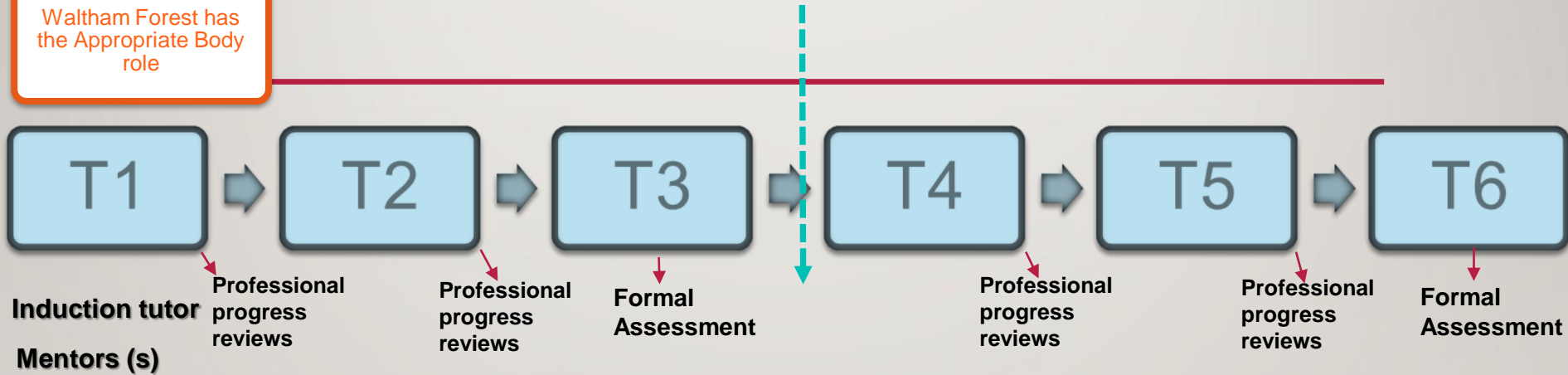
**How will you support the ECT with this standard?**

# INDUCTION OVERVIEW AND STATUTORY REQUIREMENTS

The appropriate body has two key roles:

- **Monitoring of support** to ensure that ECTs receive all their statutory entitlements and an ECF-based induction.
- **Monitoring of assessment** to ensure it is fair and make the final decision as to whether the ECTs satisfactorily meet the Teachers' Standards.

Waltham Forest has  
the Appropriate Body  
role



ECT(s)

North East  
London  
Teaching  
School Hub  
(NELTSH) has  
the ECF  
delivery partner

## Early Career Framework

combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework

# **Get familiar with the Statutory bits! Compulsory Useful tools for Induction:**



Department  
for Education

## **Induction for early career teachers (England)**

**Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies**

**Revised March 2021 To come into force on 1 September 2021**

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-ECTs>



Department  
for Education

## **Teachers' Standards**

**Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013)**

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/teachers-standards-overview)



Department  
for Education

## **Early Career Framework reforms: overview**

**Published 23 June 2020 Last updated 7 June 2021**

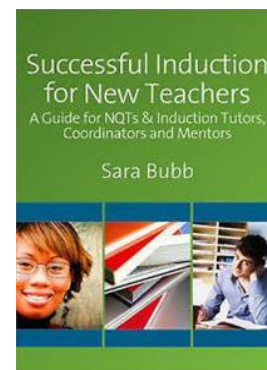
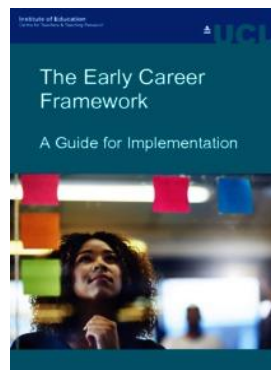
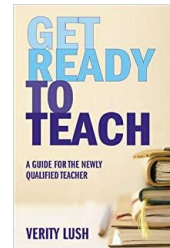
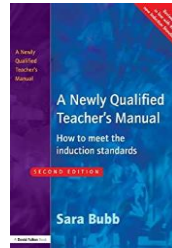
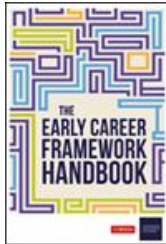
[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/early-career-framework-overview)



# Academic Year 2021/2022



## ***Early Career Teachers and Induction Tutor Handbook***

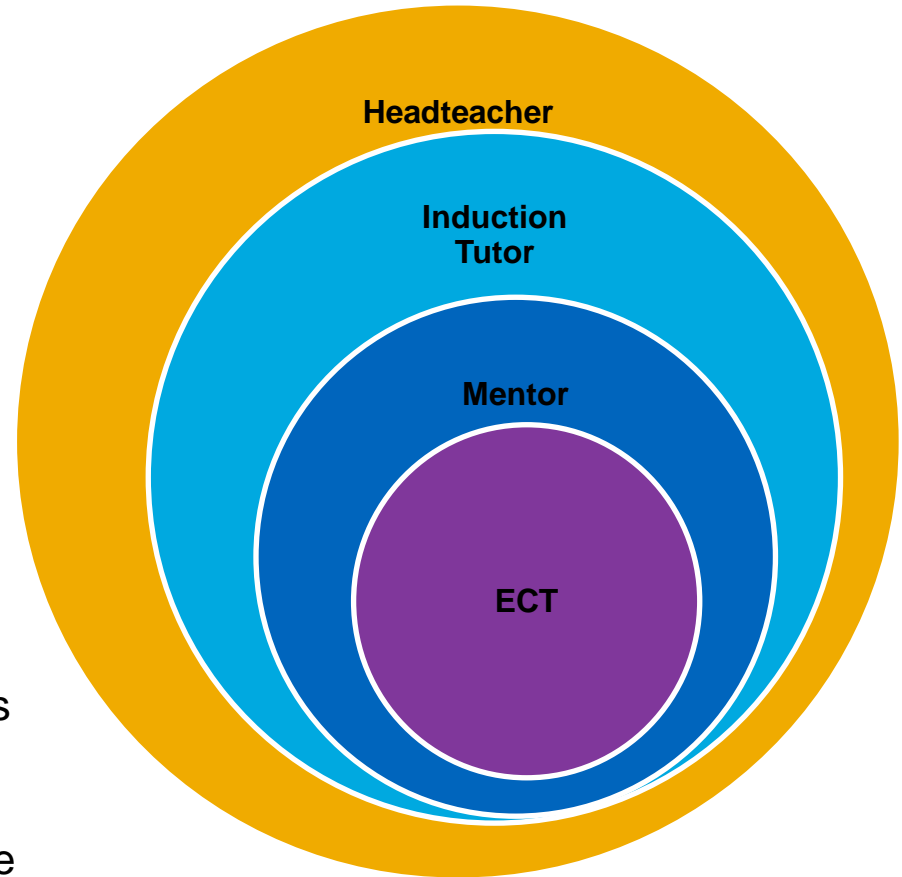


# The role of the Induction tutor in ECT induction

The induction tutor is a separate role to that of mentor (see para 2.43).

## The induction tutor

- must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.
- will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.
- will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.
- It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.

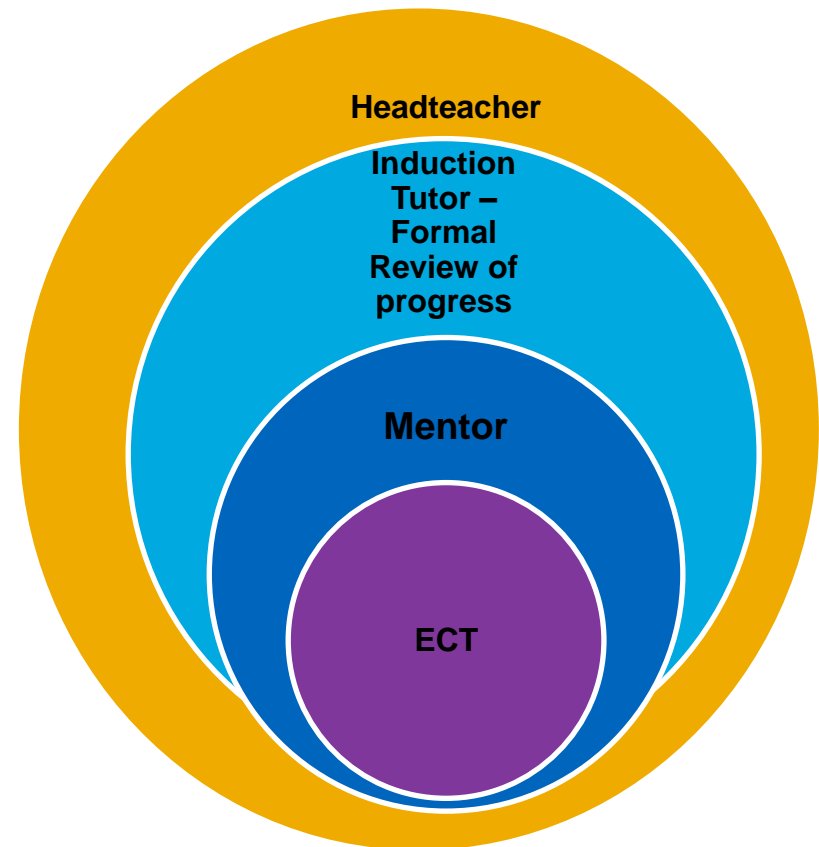




# The role of the Induction tutor in ECT induction

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

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



# TWO -Year Induction outline

## YEAR 1

### Term 1

- ❖ 10% off timetable
- ❖ Regular meetings with mentor
- ❖ Training based on ECF
- ❖ Regular monitoring and support by induction tutor includes:
- ❖ Regular observations with written feedback
- ❖ Progress review assessment submitted on ECT Manager

### Term 2

- ❖ 10% off timetable
- ❖ Regular meetings with mentor
- ❖ Training based on ECF
- ❖ Regular monitoring and support by induction tutor includes:
- ❖ Regular observations with written feedback
- ❖ Progress review assessment submitted on ECT Manager

### Term 3

- ❖ 10% off timetable
- ❖ Regular meetings with mentor
- ❖ Training based on ECF
- ❖ Regular monitoring and support by induction tutor includes:
- ❖ Regular observations with written feedback
- ❖ First Formal end of term assessment submitted on ECT Manager

## YEAR 2

### Term 4

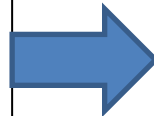
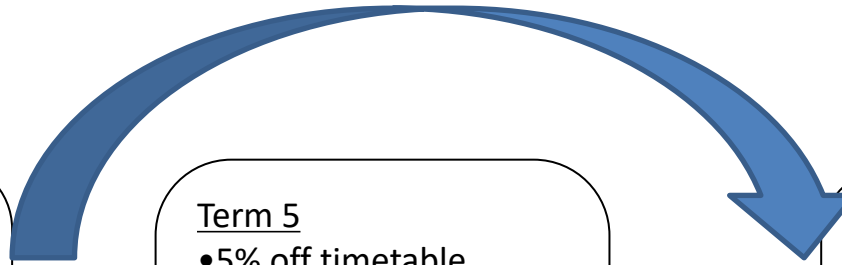
- 5% off timetable
- Regular meetings with mentor
- Training based on ECF
- Regular monitoring and support by induction tutor includes:
  - Regular observations with written feedback
  - Progress review assessment submitted on ECT Manager

### Term 5

- 5% off timetable
- Regular meetings with mentor
- Training based on ECF
- Regular monitoring and support by induction tutor includes:
  - Regular observations with written feedback
  - Progress review assessment submitted on ECT Manager

### Term 6

- 5% off timetable
- Regular meetings with mentor
- Training based on ECF
- Regular monitoring and support by induction tutor includes:
  - Regular observations with written feedback
  - Second Formal assessment -final report submitted on ECT Manager



# Key Dates to remember

## YEAR I

Period	Start of ECT term - full time	End of ECT term - full time	Earliest Assessment submission date from
<i>Autumn Term</i>			
Term 1	1 September 2021	20 December 2021	13 December 2021
Half Term	25 - 29 October 2021 (73 days)		
<i>Spring Term</i>			
Term 2	4 January 2022	4 April 2022	28 March 2022
Half Term	14- 18 February 2022 (59 days)		
<i>Summer Term</i>			
Term 3	19 April 2022	25 July 2022	18 July 2022

# YEAR 2

Half Term	30 May – 3 June 2021	(63 days)
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<i>Autumn Term</i>
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Term 4	1 September 2022	19 December 2022	12 December 2022
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Half Term	24 - 28 October 2022	(72 days)
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<i>Spring Term</i>
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Term 5	3 January 2023	3 April 2023	27 March 2023
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Half Term	13 - 17 February 2023	(59 days)
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<i>Summer Term</i>
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Term 6	17 April 2023	24 July 2023	17 July 2023
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Half Term	29 May – 2 June 2023	(64 days)
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# **ABSENCES**

## **EXTENDING AN INDUCTION PERIOD TO ACCOUNT FOR AD HOC ABSENCES**

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) **total 30 days or more** (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave (see para 3.7)).

In these circumstances the induction period must be **extended by the aggregate total of days absent**. If the ECT is unable to serve the extension in the same school/institution, the **minimum period of employment of one term or equivalent must be served in a new school/institution**.



# **Observation of the ECT's teaching practice**

An ECT's teaching is expected to be **observed at regular intervals (recommended every half term)** throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards.

**Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.**

**It is also expected that:**

- *the observer holds QTS;*
- *the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;*
- *feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and*
- *any written record will indicate where any development needs have been identified.*

# Professional progress reviews of the ECT

**Take place in term 1,2,4 and 5**

The induction tutor is expected to review the **ECT's progress against the Teachers' Standards throughout the induction period**, with progress reviews taking place in each term where a formal assessment is not required.

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 (see handbook and ECT manager for a copy) 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.
- 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.
- Induction tutors will complete and submit this via ECT manager so that Waltham Forest as appropriate body are notified as well as the ECT after each progress review
- Where the induction tutor believes the ECT is not making satisfactory progress (see para 4.1) it is expected they outline the plan they have put in place to assist the ECT in getting back on track.
- **It is expected that schools maintain regular contact with the appropriate body throughout induction**



# Formal Assessments

- ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor.
- Mentors should not carry out formal assessments unless they are also acting as the induction tutor (see Section 5 for further information about roles and responsibilities).
- ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).
- It is for institutions and ECTs to agree exactly when the assessment dates are set.
- Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.





## INTERIM ASSESSMENTS

When an **ECT leaves a post after completing one term or more** in an institution but **before the next formal assessment** would take place, the induction tutor or headteacher/principal is expected to **complete an interim assessment.**

This is **expected to take place before the ECT leaves their post** to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen.

The **information recorded on the interim assessment** report **will help to ensure that induction can be continued effectively** in any subsequent post. This is also **required if the ECT leaves during their final term of induction.**



## **RAISING CONCERNS - STATUTORY GUIDANCE**

An ECT should normally **raise any concerns** about their induction programme with their **induction tutor**. If the matter is **not resolved**, the ECT **may notify** the **named contact at the appropriate body** (see para 2.27) who should, as soon as possible, investigate the issues raised.

### **Putting in place additional monitoring and support**

Where the **induction tutor determines** during the progress review that **the ECT is not making satisfactory progress against the Teachers' Standards**, they should **state this clearly within the progress review record** and **clearly outline the support plan they have put in place** to assist the ECT in getting back on track.

The **induction tutor is expected to notify the appropriate body** of this determination and **share both the progress review record and support plan** for the appropriate body to review.



## Mentors

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

- **regularly meet with the ECT** for structured mentor sessions to provide effective targeted feedback (see weekly meetings template for evidencing this);
- **work collaboratively with the ECT** and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- **provide, or broker, effective support**, including phase or subject specific mentoring and coaching; and
- **take prompt, appropriate action** if an ECT appears to be having difficulties.

## Induction tutors

**What is your policy for monitoring and QA across mentors?**

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**How do you ensure consistency of approach where you have more than one mentor?**

**What training will mentors have to ensure that they are aware of their statutory roles and responsibility?**

**What are your next steps as an induction tutor?**





# ANY QUESTIONS AT THIS POINT





# ROLES AND RESPONSIBILITIES

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**ECT, headteacher/principal and tutor/mentor role**

## The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- **meet with their induction tutor to discuss and agree priorities** for their induction programme and keep these under review;
- **agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;**
- **provide evidence of their progress** against the Teachers' Standards (see para 1.8);
- **participate fully in the agreed monitoring** and development programme;
- **raise any concerns with their induction tutor** as soon as practicable;
- **keep track of and participate effectively in the scheduled** classroom observations, progress reviews and formal assessment meetings;
- **retain copies of all assessment reports.**



## Headteachers and Principals should:

- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure** that the requirements for a **suitable post for induction are met**;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the **mentor has the ability and sufficient time** to carry out their role effectively;
- ensure an **appropriate ECF-based induction programme** is in place;
- ensure the **ECT's progress is reviewed regularly**, including through observations of and feedback on their teaching;
- ensure that **assessments are carried out** and reports completed and sent to the appropriate body;
- maintain and **retain accurate records of employment** that will count towards the induction period;
- ensure that all monitoring and record keeping is done** in the most streamlined and least burdensome way;

# INDUCTION TUTOR

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



## MENTORS

- **regularly meet with the ECT** for structured mentor sessions to provide effective targeted feedback;
- **work collaboratively with the ECT and other colleagues** involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- **provide, or broker, effective support**, including phase or subject specific mentoring and coaching; and
- **take prompt, appropriate action if an ECT** appears to be having difficulties.





# THINGS TO REMEMBER

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WHAT  
YOU  
NEED  
TO  
KNOW



# AGREEING OBJECTIVES AND ACTION PLANS

- Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction. They help Early Career Teachers (ECTs) not only meet the teacher standards but also look towards their longer-term professional development. Objective-setting is not an end in itself. It is part of an overall professional development process that includes review, planning and action.
- **Appropriate objectives provide a basis for reviewing an ECT's progress,** and enable the ECT, induction tutor and mentor to identify both the aspects of the induction programme that are supporting development and any areas in which improvements may need to be made. Objectives in the induction period need to be carefully thought through and designed to meet the individual needs and circumstances of the ECT.

# Make meetings count



- ❖ It is imperative that **meetings have a purpose and action is taken**.
- ❖ **Talk about what really matters** when you meet with your mentor and induction tutor. Bring something to the meeting to discuss.
- ❖ **Work collaboratively** with those who are involved with your induction within the school to ensure you receive a high-quality ECF based induction programme.
- ❖ **Areas for discussion can be based on your training requirements**, whether this is about improving behaviour, developing questioning techniques, refining planning or applying feedback methods.
- ❖ **Spend time reflecting on how you have been developing** and then look at how to move forward.
- ❖ **You should participate fully in the programme of monitoring, support and assessment** that has been agreed with the induction tutor. You should be familiar with the teaching standards and should monitor your own work in relation to them.
- ❖ **Almost every setback has a solution** so spend time learning from mistakes.
- ❖ **Records of observations of teaching** and the outcomes of professional review meetings should be kept by both the ECT and the induction tutor

# ECT MANAGER – ONLINE MANAGEMENT SECURE SYSTEM

## Entering a Username and Password

To return to the login page from any ECT Manager page you can click on the Login link from the top right corner of the screen. If this link is not available and you see Log Out instead this means that you are already logged in.

If you forget your password and username, the password recovery page can be used for retrieving login details for all users at school. Please see the login details box as shown on the login page. You must click on the orange link and this will take you to reset your password, enter your email address and this can be done for your username as shown below.

<https://walthamforest.ectmanager.com/Login.aspx>

Login

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

Username:

Password:

☐ Show Password


Log In

[Can't access your account?](#)


Register Your School

If you are from a school and your school is new to this website, your school's induction lead will need to register their details. They will then need to be authorised by the Appropriate Body.

Register your school

User Manuals

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

Waltham Forest

Waltham Forest'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.](#)

Username:

Register Your School

If you are from a school and your school is new to this website, your school's induction lead will need to register their details. They will then need to be authorised by the Appropriate Body.

[Help & Support](#)

## Reset your Password

If you have forgotten, or don't know your login details, you can reset them here. You can use one or more of the three options below. Please ensure the details you enter are linked to the account you are trying to access.

Enter one of the pieces of information which you know and click the continue button below the text box.

### Email Address

Please enter the email address that you are registered on the system with. If you are an NQT and your email address is wrong on the system, your tutor, head or coordinator can update this for you from your overview page. If you are a tutor, your head or coordinator can update this for you from your details page.

Your Email:

→ Continue

### Mobile Phone

## Retrieve your Username and Password

Select your school and your role. If you are a tutor or NQT you will also be asked to enter your Last name. Once you have selected your school and role, the 'Send Username and Password' button will appear for you to click.

[Click here for help](#) if your email address has changed or you still experience problems logging in.

Your School:

Your Role:



### Spam filters

If you don't get an email from us within a few minutes please be sure to check your spam box. The email will be coming from [do\\_not\\_reply@nqtmanager.com](mailto:do_not_reply@nqtmanager.com).

If you forget your password and username, the password recovery page can be used for retrieving login details for all users at school. Please see the login details box above as shown on the login page. You must click on the *Retrieve a username or password* link, as shown below, and then select the name of your school from the drop-down list. It is important to select your role (position) at the school, if you select Tutor or ECT as your role you will need to enter your last name. Finally, click on Send Username and Password to have the details sent to the registered email address.



# User friendly Manuals for ECTs, Induction Tutors, Induction Leads, Headteachers/Principals

Login

Help & Support

## Manuals

Our User Manuals are now available for you to download:



[Head Teacher Manual](#)



[Induction Coordinator Manual](#)



[Tutor Manual](#)



[NQT Manual](#)



[School Administrator Manual](#)



# WALTHAM FOREST TRADED SERVICE –WF ONLINE



All traded services are purchased via WF Online, there is no paperwork. Please ask your School Business Manager or the finance person to purchase the service. When you click on the link: <http://wftradedservices.uk> this will show you to sign up or login, all the traded services will be seen, click on ECT Induction Service, then it will direct you to “Buy Now”, click that and you will see the options available to purchase. The traded services team will be able to assist you with queries regarding logging in or setting up an account : WF Traded Services email [wftradedservices@walthamforest.gov.uk](mailto:wftradedservices@walthamforest.gov.uk)

# The Teaching Regulation Agency (TRA)

The Appropriate Body must report to the TRA when ECTs are new starters, complete their induction, extensions, leavers, fails and sanctions

- **Induction certificates** - On completion of the induction period, certificates are downloaded by individuals on the Teacher Portal online system - [teacher self-service](#) . The Local Authority do not issue induction certificates and the TRA do not issue printed induction certificates.

# PLEASE DISCUSS MEMBERSHIP WITH UNION COLLEAGUES IF YOU HAVE NOT JOINED

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