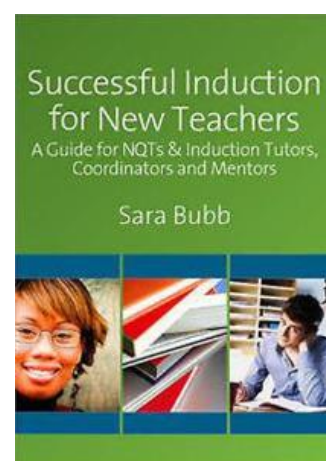
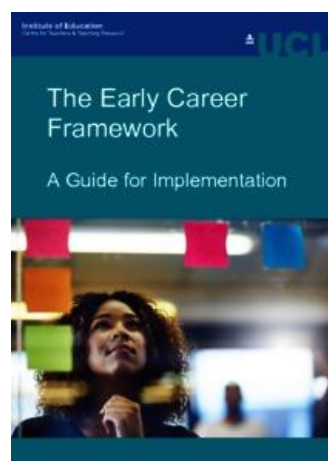
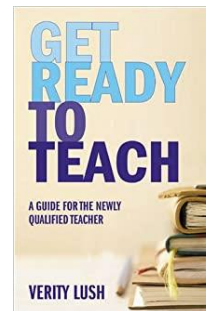
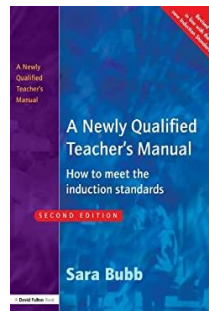
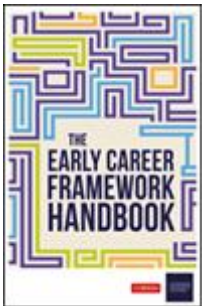


Early Career Teachers and Induction Tutor Handbook



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We look forward to welcoming you in the autumn term, and to working with you and supporting you in the coming years.

Contacts in the Appropriate Body Local Authority (LA)

The Appropriate Body named contact person: Lauren Ovenden, Director of Education- 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

Para 2.25 At registration the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction that they are unable to resolve.

The Appropriate Body has identified a named contact person for ECTs with whom they may raise any concerns about their induction programme that they are unable to resolve with the school amicable.

An ECT who is not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during the induction period, **should in the first instance make use of the school's internal procedures for raising professional concerns**, including those involving the school's Governing Body. **In some cases**, the **ECT should contact their Union representative** for advice and support before going to the Appropriate Body (Waltham Forest LA)

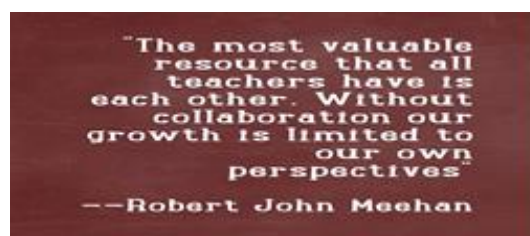
If the ECT's concern has not been addressed, the ECT and/or the school, union representative should contact Sylvia Harper, ECT Coordinator: telephone: 07771 606 897– leave a short message with contact number and/or email: sylvia.harper@walthamforest.gov.uk outlining what the concerns are and who has been informed.

The role of the appropriate body will be checking that early career teachers are receiving a programme of support and training based on the ECF. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed.

Sylvia Harper, ECT Coordinator works as the named first point of contact with all the schools' providing statutory induction and using Waltham Forest as the Appropriate Body. Sylvia's responsibilities are wide, working with all those involved with the induction process. All enquiries from schools go via Sylvia in the first instance at Sylvia.harper@walthamforest.gov.uk or telephone 07771 606 897.

The Director of Learning and Systems Leadership will have a neutral role in the ECT Service as the named person for the Appropriate Body. They will only respond to concerns as a last resort if it cannot be resolved with the input of a union representative or the school.

This booklet outlines the induction process that you will be expected to experience as you embark on your teaching career and signposts you to further information and support.



Typical Roles involved with the Induction Process in School

Headteacher /Principal – The Headteacher/Principal are ultimately **responsible for Induction in the School**. They are jointly responsible for the monitoring, support, and assessment of the ECT induction. They must take the responsibility for supporting new induction coordinators/ tutors and only when necessary, contact Sylvia Harper. The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

Induction Tutor – The headteacher/principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. This is a very important element of the induction process, and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. **The induction tutor is a separate role to that of mentor** (para 2.41).

Induction Mentor – **The role of the mentor has been introduced:** The headteacher/principal should identify a person to act as the ECT's mentor, to **provide regular mentoring**. Mentoring is a very important element of the induction process, and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This **includes attending regular mentoring sessions and mentor training where appropriate** (para 2.42).

The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards (para 2.43).

Familiarise yourself with the Statutory Guidance, Early Career Framework and Teachers Standards



Department
for Education

Induction for early career teachers (England)

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

Revised April 2023 To come into force on 1 September 2023

[updated statutory induction guidance](#)



Department
for Education

Teachers' Standards

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

[Teachers' standards: overview \(publishing.service.gov.uk\)](#)



Department
for Education

Early Career Framework reforms: overview

Published 23 June 2020 Last updated 7 June 2021

[Early Career Framework \(publishing.service.gov.uk\)](#)

Important highlights taken from the DfE Induction for Early Career Teachers(England)- Statutory Guidance

What's new from September 2021

- ❖ The term **early career teacher (ECT)** replaces **newly qualified teacher (NQT)**.
- ❖ The standard length of **induction** has been **increased** from **one school year** to **two school years** (see para 2.29).
- ❖ In addition to the **10% timetable reduction** that ECTs receive in their **first year** of induction, ECTs will also receive a **5% timetable reduction** in the **second year** of induction (see para 2.19).
- ❖ Schools are expected to deliver an **induction period** that is **underpinned by the Early Career Framework (ECF)** (see para 2.39).
- ❖ **Appropriate bodies** will have a **role in checking that an ECF-based induction is in place** (see para 5.11).
- ❖ The **role of the mentor** has been **introduced** (see para 2.42). The **mentor will have a key role in supporting the ECT** during induction and is **separate to the role of the induction tutor** (see para 2.43).
- ❖ There will be **two formal assessment** points, **one midway** through induction, and **one at the end** of the induction period (see para 2.52). These will be **supported by regular progress reviews** to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 2.46).
- ❖ **Early Career Framework (ECF) based training** is expected to be embedded as a central aspect of induction; it **is not an additional training programme**.

What's new from April 2023

This guidance has been updated since the previous version (issued March 2021). The following key changes have been made:

- There will be changes to those organisations that can operate as an appropriate body.
 - o From 1 September 2023, only teaching school hubs and other organisations determined by the Secretary of State will be listed as being able to act as appropriate bodies.
 - o During a transitional period from 1 September 2023 until 31 August 2024, local authorities can only continue to act as appropriate bodies in a limited capacity where the local authority was acting as an appropriate body for an institution immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023 (see para 2.24).

Transitional arrangements for Early career teachers partway through induction (pre-September 2021)

- 1.4. The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended with effect from 1 September 2021, extend induction from one year to two years. This will apply to ECTs who start their induction on or after 1 September 2021.
- 1.5. **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 terms¹**.
- 1.6. Where possible, **schools should have regard to this amended statutory guidance in relation to ECTs who began their statutory induction before 1 September 2021**. For example, where

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>

possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction. This is to be decided by the headteacher and appropriate body given what is most appropriate in the circumstances and considering what proportion of the induction period remains to be served.

- 1.7. **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.

Early Career Framework based training

2.39 The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

2.40 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:

- **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.**

Walthamstow School For Girls is the North East London Teaching School Hub (NELTSH) partnering with the lead provider **UCL Institute of Education** who will be playing a key role in delivering their DfE accredited funded provider led two year programme for Early Career Teachers (ECTs) and Mentors. Most ECTs will be participating via this route, ask your school which approach they are using.

The Early Career Framework is designed to support development in 5 core areas:

- ❖ Behaviour Management
- ❖ Pedagogy
- ❖ Curriculum
- ❖ Assessment
- ❖ Professional Behaviours

ECTs are expected to engage with weekly self-directed study and ECT mentor meetings, and with less frequent training and online learning community sessions, and to put into practice outside these events what they are learning through the programme.

Weekly self-directed study activity is planned to be 45 minutes in length, within an allotted programme time of 60 minutes.

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>

Overview of UCL Early Career Teacher and Mentor Programme

Professional learning for Early Career Teachers (ECT)

YEAR ONE

Early Career Teacher professional development training – 21 hours in total	
induction/learning conference	3 hours
Cluster-based training	2 hours per half term
Participation in a hub-based online learning community	1 hour per half term

Plus

In school professional development activity – 61 hours in total	
Guided self-directed learning materials	22 hours
Structured mentoring meetings providing support and challenge	39 hours
Year one total learning hours: 82	

YEAR TWO

Early Career Teacher professional development training – 15 hours in total	
reflection and learning conference	3 hours
Cluster based training	2 hours per half term in autumn and spring

Plus

In school professional development activity – 25 hours in total	
Guided self-directed learning materials	5 hours
Structured Mentoring meetings providing support and challenge	20 hours
Year two total learning hours: 40	

Annual Professional learning programme for Mentors

An induction and learning conference	3 hours
Participation in a hub-based online learning community	1 hour per term
Guided self-directed study enabling the development of strong mentoring skills	2 hours per half term
Annual total learning hours: 18	

Plus

Opportunity for evidence informed mentoring practice through structured mentoring sessions with early career teachers	
Year one - 39 hours	Year two - 20 hours

<https://www.ucl.ac.uk/ioe/departments-and-centres/departments/learning-and-leadership/early-career-framework>

Purpose of induction

1.1. 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** (see para 1.8). The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Early Career Teachers may only serve one induction period

1.12. An **ECT has only one chance to complete statutory induction**. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see paras 4.9–4.10).

Induction in a maintained, non-maintained or independent nursery school, or maintained children's centre

2.2 ECTs employed and completing a period or part-period of statutory induction in these settings must have a headteacher/principal who can make the recommendation against the Teachers' Standards and should teach classes of pupils predominantly aged three and over. The headteacher/principal should ensure that the ECT's post is suitable for induction (see paras 2.17–2.18).

Induction in further education institutions (including sixth-form colleges and 16–19 academies)

2.3 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:

- ensure that normally no more than 10% of the ECT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over
- enable the ECT to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school; ECTs should 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.

Checking a teacher is eligible to start an induction period

2.9 **Before the ECT takes up post the headteacher/principal must undertake pre-employment checks**, which must be verified by the appropriate body upon registration (see para 2.10).

Qualified teacher status

2.10 **An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS**. Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

Eligibility to carry out short-term (less than one term) supply teaching

- 2.13 A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. **Short-term supply placements of less than one term, or equivalent, cannot count towards induction**, as such posts will not provide an ECT with the breadth of experience, support, and assessment necessary to enable them to

demonstrate that their performance against the Teachers' Standards is satisfactory (see paras 1.8 and 2.17–2.18).

- 2.14 The **headteacher/principal or supply agency is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work.**
- 2.15 **It is not possible to backdate the start of an induction period** if a short-term supply contract is extended so that it lasts for one term or longer. However, **an induction programme must be put in place immediately if it becomes clear that the extended contract will continue for at least a term.**

A suitable post for induction

2.17 In order for the ECT to serve induction the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose. The headteacher/principal of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. **The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.** A suitable post is expected to:

- have a headteacher/principal in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory
- have prior agreement with an appropriate body to act in this role to quality assure the induction process
- provide the ECT with an ECF-based induction programme
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period
- include the appointment of an induction tutor who is expected to hold QTS
- include the appointment of a designated mentor who is expected to hold QTS
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (see paras 2.19 -2.20)
- not make unreasonable demands upon the ECT
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- involve the ECT regularly teaching the same class(es)
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.38).

Ensuring a reduced timetable

2.19 In a relevant school, the **headteacher/principal must ensure that the ECT has a reduced timetable.** In the **first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable** of the school's existing teachers on the main pay range and **in the second year (terms 4-6) of induction must not teach more than 95%.** **This time off timetable should be used to specifically enable ECTs to undertake activities** in their induction programme.

2.20 This is **in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA)** that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Registering the ECT with the appropriate body

2.26 Once an ECT has been appointed, the headteacher/principal must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period.

Informing the Teaching Regulation Agency of ECT appointments

2.28 Appropriate bodies should inform the Teaching Regulation Agency of any ECTs who start an induction period or who have taken up a post in which to continue their induction.

Determining the length of the induction period

2.29 The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms (see para 2.35).

Observation of the ECT's teaching practice

2.44 An ECT's teaching is expected to be **observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice**, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

2.45 **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

2.46 **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 (see paras 2.52 – 2.57) is not scheduled.

2.47 **Progress reviews are expected to be informed by existing evidence of the ECT's teaching** and to be **conducted with sufficient detail to ensure that there is nothing unexpected for the ECT** when it comes to their formal assessment.

2.48 **Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review.** ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

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

2.50 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.

2.51 It is **expected that the induction tutor notifies the appropriate body and ECT after each progress review** stating whether the ECT is making satisfactory progress.

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, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

Formal assessments

2.52 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.

Important: ECTs coming from a previous borough or school please ensure you obtain a copy of their progress review, interim assessment and/or formal assessment to continue professional development.

2.53 **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. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. **Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF** (see paragraph 1.8).

2.54 ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

2.55 **Formal assessment reports should be completed for both formal assessments**. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

2.56 The **final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation** to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Interim assessments

2.58 **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

2.59 **An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance.** 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.

Completing the induction period

2.61 The **appropriate body makes the final decision** as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher/principal.

2.62 Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

2.63 In making this decision the **appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.**

Record keeping/retention

2.69 The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. **Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences.** These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period (see paras 2.46- 2.57). **The headteacher/principal should notify the appropriate body if an ECT leaves the institution before completing the period.** The appropriate body will then notify the Teaching Regulation Agency.

2.70 **Where an ECT has already completed part of their period in another institution, the headteacher/principal should contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports (including any interim assessments).** They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.

2.72 It is **recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years.** If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. **ECTs are advised to retain the original copies of their own assessment reports.**

2.75 The governing body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

Extending an induction period to account for ad hoc absences

3.6 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.

Extension of the induction period after induction has concluded

3.8 The **appropriate body has the option**, when making its decision at the end of the induction period (see paras 2.61–2.65), **to extend the period where this can be justified**. It **determines the length of the extension**, the **procedure for assessments during it**, and the **recommendation at its end**. The **appropriate body may decide to extend where there is insufficient evidence** on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- ❖ personal crises
- ❖ illness
- ❖ disability
- ❖ issues around the support during induction; or
- ❖ where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

3.9 An **ECT may be unable to, or choose not to, serve an extension in the same school/institution** in which they completed their original induction period. **They will then need to find another post in which to complete the extension** to their induction period. In these circumstances the **minimum period of employment, of one term, must still be served** as the ECT will be working in a new institution.

Unsatisfactory progress and appeals

Putting in place additional monitoring and support

4.1 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.

4.2 If it becomes apparent that an **ECT is not making satisfactory progress in the first formal assessment**, the **appropriate body should be informed**, and the **headteacher/principal should ensure that additional monitoring and support measures are put in place immediately**. It is **important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance**. The headteacher/principal and the appropriate body should be satisfied that:

- ❖ areas in which improvement is needed have been correctly identified
- ❖ appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- ❖ an effective support programme is in place to help the ECT improve their performance.

4.3 If the **ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point**, induction tutors **should continue to deliver progress reviews** as set out above, **including reviewing and revising the ECT's objectives and support plan**, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory

- 4.4 Where there are **still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily** and discuss fully with the ECT:
- ❖ the identified weaknesses
 - ❖ the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
 - ❖ details of additional monitoring and support put in place
 - ❖ the evidence used to inform the judgement; and
 - ❖ details of the improvement plan for the next assessment period.
- 4.5 As with all progress reviews, the **progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards** and be **shared with the appropriate body alongside the corresponding support plan**.
- 4.6 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.



During induction ECTs should have the following Support, Monitoring and Assessment:

- 2.38 A **suitable monitoring and support programme must be put in place for the ECT**, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:
- ❖ a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
 - ❖ regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively
 - ❖ support and guidance from a 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 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.

Key Dates to remember for Academic years 2021-2023

School Calendar dates for 2021-2022

Autumn Term 2021 – (73 days)

- Wednesday 1 September 2021 to **Friday 17 December 2021**
- Half Term: Monday 25 October to Friday 29 October 2021
- Bank holiday: 27 and 28 December 2021

Spring Term 2022 – (59 days)

- Tuesday 4 January 2022 to **Friday 1 April 2022**
- Half Term: Monday 14 February to Friday 18 February 2022
- Bank holiday: 3 January / 15 and 18 April 2022

Summer Term 2022 – (63 days)

- Tuesday 19 April 2022 to **Friday 22 July 2022**
- Half Term: Monday 30 May 2022 to Friday 3 June 2022
- Bank holiday: 2 and 30 May 2022

School Calendar dates for 2022-2023

Autumn Term 2022 – (72 days)

- Thursday 1 September 2022 to **Friday 16 December 2022**
- Half Term: Monday 24 October to Friday 28 October 2022
- Bank holiday: 26 and 27 December 2022

Spring Term 2023 – (59 days)

- Tuesday 3 January 2023 to **Friday 31 March 2023**
- Half Term: Monday 13 February to Friday 17 February 2023
- Bank holiday: 2 January / 7 and 10 April 2023

Summer Term 2023 – (64 days)

- Monday 17 April 2023 to **Friday 21 July 2023**
- Half Term: Monday 29 May 2023 to Friday 2 June 2023
- Bank holiday: 1 and 29 May 2023

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

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

Induction terms and assessment dates

Cohort 2021 – 2023	Cohort 2022 – 2024	Start date of term	End date of term	Deadline for assessment	Type of assessment
Term 4	Term 1	01/09/2022	19/12/2022	12/12/2022	Progress Review
Term 5	Term 2	03/01/2023	03/04/2023	27/03/2023	Progress Review
Term 6	Term 3	17/04/2023	24/07/2023	17/07/2023	Formal assessment
	Term 4	04/09/2023	21/12/2023	14/12/2023	Progress Review
	Term 5	08/01/2024	28/03/2024	21/03/2024	Progress Review
	Term 6	15/04/2024	24/07/2024	17/07/2024	Formal assessment

(Based on a full time ECT commencing induction in September)

Enter key dates into your diary

- ✚ Date for initial meeting to set objectives, run through policies and procedures
- ✚ Dates of initial Observations and Feedback discussions
- ✚ Set dates for regular review and assessment meetings
- ✚ Action Plan review
- ✚ Dates when end of year formal assessment review are due
- ✚ Dates booked for training based on ECF

Progress Reviews and Assessments - A Statutory Requirement

✚ **Progress Review and Formal assessment meetings should take place** during the induction period with either the Headteacher/Principal and/or the Induction Tutor (the member of staff assigned as the induction tutor). It is expected that objectives are reviewed and revised in relation to the Teachers' Standards, including the needs and strengths of the individual ECT. 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.**

✚ 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

✚ **Check ECT Manager for assessment deadline dates**, how many terms are completed and the estimated end date on individual ECT overview page

✚ **Induction Tutors to complete the relevant ECT Induction Assessment Reports – Progress reviews** will take place **each term** where a formal assessment is not scheduled. There will be **two formal assessment points**, one midway through induction (**term 3**) and the other at the end of induction (**term 6**). These should be written in **full sentences, addressing all the standards, examples of good practice, avoid just bullet pointing**; the reviewer does not know the ECT and this information will assist with stating whether the ECT is making satisfactory progress before the final decision. The formal **assessments will be rejected or returned for amendment if not submitted with sufficient information.**

✚ **Assessments are submitted online via ECT Manager** within 10 working days of the formal assessment meeting. The user manuals are under the icon heading Helpdesk for assistance on the system.

✚ **ECTs can access their reports on ECT Manager.** However, it is also recommended that schools **provide ECTs and their designated mentor with a hard copy of both progress review and formal assessments** which is signed for their record and another put on the school file.

An early career teacher (ECT) 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 the Teacher Standards document.**

Progress Reviews

The induction tutor is expected to conduct a progress review with an ECT in each term where a formal assessment is not scheduled.

There are key differences between formal assessments and progress reviews. Appropriate bodies can help ensure that induction tutors hold these distinctions in mind and do not follow unnecessarily burdensome processes for progress reviews. For example, if an ECT has already evidenced how they met a particular Teachers' Standard as part of their wider professional development, it is not necessary to have them repeat this in full when they add their comments to an assessment form. It is more than sufficient to refer to this existing evidence.

Depending on how far into induction the ECT has progressed, more or less detail may be suitable:

- **Term 1:** it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working.
- **Term 2:** it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.
 - **Term 3:** Formal assessment submitted for Year 1 - First Assessment Meeting should be held towards the end of term 3 to discuss progress and make the judgement about the ECT's progress towards the Teachers' Standards.
- **Terms 4 and 5:** for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.
 - **Term 6:** Final Formal assessment submitted for Year 2 - An Assessment Meeting should be held to discuss the final Assessment Report. ECT's should be made aware of the process for their final assessment and informed of what is required of them to prepare and contribute. Evidence from half termly review meetings, progress reviews and set targets and objectives should be considered

The tutor support is the key element in effective induction but there are other members of school staff who can contribute to the quality of the programme. These include recently qualified teachers who can informally act as "buddies", teachers with specific responsibility for special needs or subject leaders, teaching assistants with specific expertise, as well as other support and professional staff.

Assessment reports must meet the following standards:

- ✓ **Mentors should not carry out formal assessments** unless they are also acting as the induction tutor
- ✓ Must **be fair**, provide **sufficient description** and **relevant evidence** on the progress that the ECTs are making with the Teachers Standards.
- ✓ Some schools may use stock phrases (in cases where there are a few ECTs), each report **should accurately and adequately represent the individual referred to and be sufficiently individual.**
- ✓ Must be **clearly and well written**
- ✓ It is important to **be clear about the difference between areas for development and improvement targets.** Areas for development are considered as areas where teaching could be developed further, or new skills acquired. Targets are areas for improvement to be reviewed and reported upon at the next progress review or assessment point.
- ✓ Formal assessment reports should include **evidence/real examples from the ECT's practice**
- ✓ 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.
- ✓ **Provide new targets for all/most standards** (these must be included in the final report as well as, to enable when they become qualified to continue their development. When the targets are similar, please cross reference them
- ✓ **ECTs should be encouraged to provide some reflections on their development as new teachers and the support they have received from their school and their ECF training.** The comments should not be lengthy but give an honest account of their experience. NQT comments are important for the AB in terms of its quality assuring role.
- ✓ **Assessment must be based on the Teachers Standards** which highlight the Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part One** comprises the Standards for Teaching; **Part Two** comprises the Standards for Personal and Professional Conduct.

When the school are making judgements, you should consider the following:

Induction Tutors should track and evidence the ECT's progress to the Teachers' Standards. The range of evidence **must** include observations and written feedback.

- ✚ Outcomes of the half termly review meetings and termly progress reviews
- ✚ Impact of guidance and advice
- ✚ Impact of the ECF training programme/CPD in and beyond the school
- ✚ Self-review/evaluation and Self reflection

Evidence **could** include: -

- ✚ Outcomes from monitoring such as book scrutiny, planning and marking.
- ✚ Drop-ins; testimonials from key staff.
- ✚ Impact of the ECF training programme and weekly mentor meetings

Make meetings count

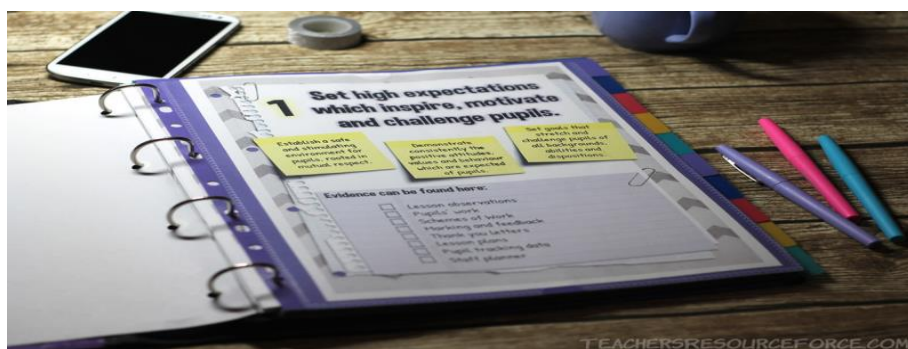
- ❖ It is imperative that meetings have a purpose and action is taken.
- ❖ Talk about what really matters when you meet with your mentor and induction tutor. Bring something to the meeting to discuss.
- ❖ Work collaboratively with those who are involved with your induction within the school to ensure 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

In Waltham Forest we believe what should be informed by the following principles:

Equality of Opportunity - All teachers should have equal access to training and supervision during the induction period.

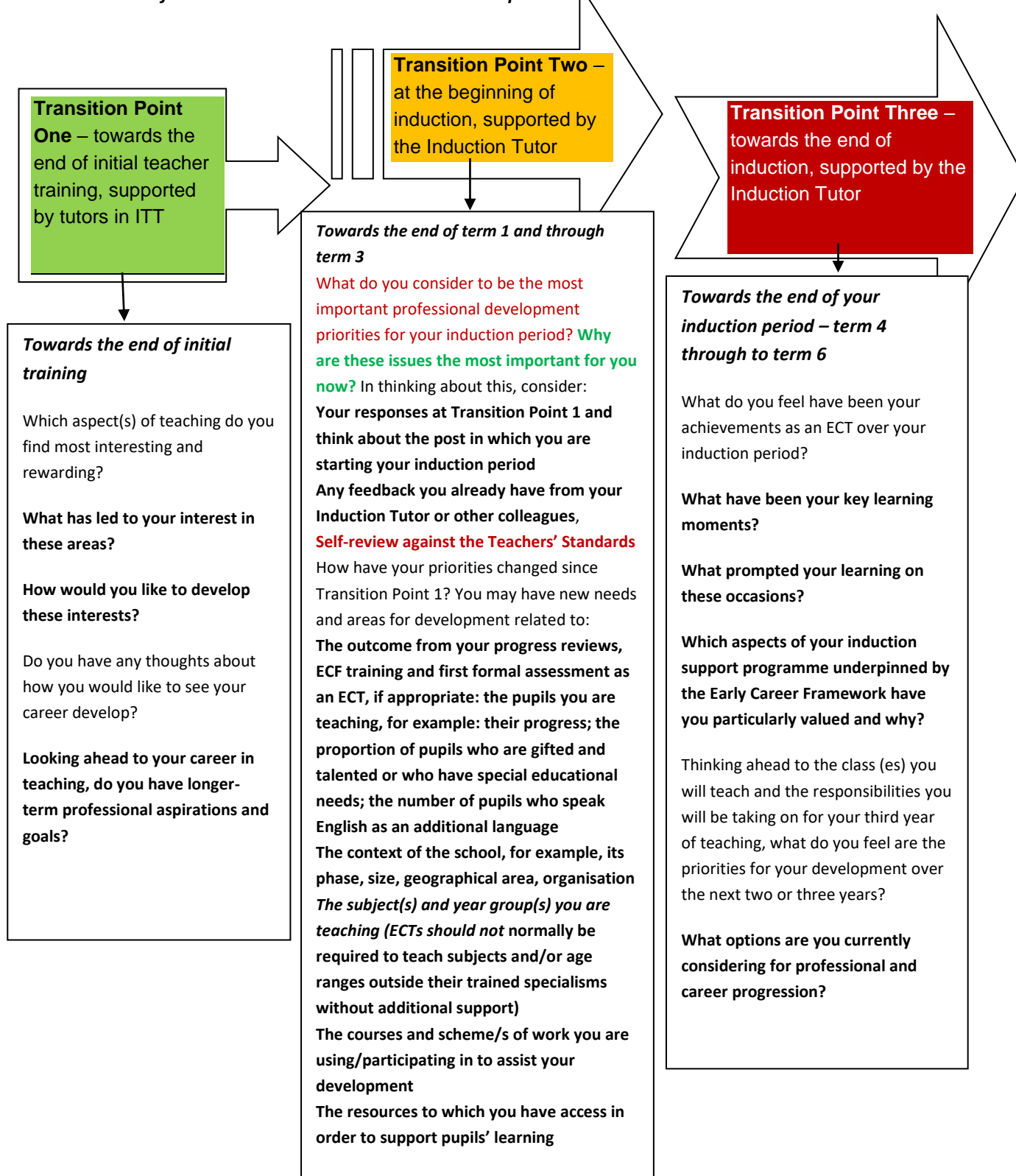
Entitlement - Teachers are entitled to high quality, well planned, well organised support, and training throughout the induction year.

Consistency - The supervision, training, monitoring, support and assessment provided for teachers should at all times be kept within the principles of equality of opportunity and entitlement and be applied consistently by all schools in the LA.



Think about your professional development at key points towards the end of initial teaching training (ITT) and throughout your induction period. Always communicate with your mentor and tutor about any struggles or concerns you may have so they can offer the required support.

The Profile is structured around three transition points:



Making the most of your induction period

The induction period gives all ECTs entitlement to support and ongoing monitoring to ensure knowledge and skills are consolidated.

2.19 In a relevant school, the headteacher/principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

2.20 This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

The 10% non-contact time is given to ensure ECTs can have focussed time to:

- Meet and discuss and reflect on progress with the induction tutor and/or mentor.
- Engage in ECF training and further professional development in school based, borough or other settings
- Further develop reflective practice - a skill which will continue to develop throughout your career.

The proformas in the handbook are optional, they can be used with your induction tutor to plan and review your continuing professional development. Use the planner to discuss and set important dates, such as for review and assessment meetings and when you will be observed.

Action planning:

Working with your induction tutor on a simple action plan and appropriate objectives will identify both the aspects of the induction programme and help focus development activities on your main interests and development needs, this will also include your ECF training programme. Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction.

You can judge your progress by considering the potential impact of your objectives. Impact is best considered as that made on learners and/or your confidence and increased skills.

Observing Colleagues:

ECTs benefit enormously from working with colleagues: Planning, teaching together (co-teaching), being mentored and coached. Observation of colleagues especially if they teach your pupils/students can be very helpful. Discussions afterwards and follow-up activities, such as trying a new strategy, will ensure you make the most effective use of the time.

Self-evaluation of ECT progress to the teaching standards:

All the teaching standards must be met by the end of the induction for completion to be satisfactory. Many of the standards can be evidenced in lessons - but not all!

Work with your induction tutor to plan and review your progress at half-termly review meetings.

The teaching standards progress trackers can be used to check you are meeting the relevant standards and to record some brief telling statements of the impact of your work, in and beyond, the classroom. Do not keep it to yourself if you are struggling.

This reflective practice will continue to be integral to your professional development throughout your career. A termly self-review just before the review/assessment meeting can help prepare and focus for the discussion you will have with your tutor.

Accepting help and asking for help. Your induction tutor and mentor will meet with you regularly and will be a valuable source of advice, resources, and assistance, as will your colleagues and fellow ECTs. There are also a range of external organisations who support teachers including trade unions.

Online Safety Audit Tool

The UKCIS Online Safety Audit Tool is designed to help trainee teachers (ITTs) and newly qualified teachers (NQTs) better understand their role in keeping children safe online and their school's policy and practice. The accompanying document, 'Guidance for ITT/NQT mentors: using the UKCIS Online Safety Audit Tool', helps ITTs and NQTs induct mentees and provide ongoing support, development, and monitoring.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907864/UKCIS_Online_Safety_Audit_for_NQTs_and_ITTs_final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907867/UKCIS_Guidance_for_NQT_ITT_Mentors_final.pdf

DfE Guidance - Safeguarding and remote education during coronavirus (COVID-19)

Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak. Updated 10 March 2021

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

This guidance is to help schools and colleges support pupils' and students' remote education and to keep them safe as we continue our response to the pandemic. It should be read alongside statutory safeguarding guidance on [keeping children safe in education](#).

TIMELINE FOR FIRST YEAR INDUCTION PERIOD

Start of Autumn Term induction - Before Term 1

- Check ECT has QTS
- Ensure post is suitable for induction
- Register ECT with Appropriate Body (via ECT Manager)- purchase service on WF Online
- Check ECT has materials such as Action Plan and/or Development Plan transition from their Initial Teacher Training (ITT)
- Ensure 10 per cent timetable reduction
- If part-time, work out assessment period for induction



TERM 1

- Initial Meeting/Observation /weekly meeting
- Set objectives from ITT transition to induction with Action Plan/target setting
- Ensure ECT has school handbook, copy of ECT policy, details of main policies and practice in school
- Formal observation of the ECT's teaching practice within four weeks of the beginning of term. Have a follow-up discussion, providing written feedback
- Informal observation/training based on ECF
- ECT keeping a written log of progress towards objectives
- Meet to review progress and objectives on ECT Action Plan



Half term

- weekly meeting/ Formal Observation/ Feedback meeting
- Formal observation of the ECT's teaching practice.
- Have a follow- up discussion, providing written feedback
- ECT attends ECF training meetings/sessions
- Meet for progress review and review objectives on ECT Action Plan
- 2nd December – Professional Progress Review meeting (induction tutor)
- Assessment meeting with ECT, induction tutor and or head teacher to discuss progress
- End of term 1 submit Progress Review on ECT Manager

END OF TERM 1

Start of Spring Term 2

Term 2

- Formal observation of the ECT's teaching practice.
- Have a follow-up discussion, providing written feedback
- Action planning/target setting / weekly meeting
- Ensure ECT observes other lessons within and outside of the department/age range
- Ensure 10 per cent timetable reduction
- Meeting to review progress and objectives on ECT Action Plan



February HALF TERM

Half term

- Mentor Meeting/Observation /weekly meeting
- ECT attends ECF training meetings/sessions
- Formal observation of the ECT's teaching practice. Have a follow-up discussion, providing written feedback
- Meet for progress review and review objectives on ECT Action Plan/target setting
- Assessment Meeting with ECT, Induction Tutor and or Head teacher to discuss progress
- 17th March – Professional Progress Review meeting (induction tutor)
- End of Term 2 submit Progress Review on ECT Manager

Start of Summer Term 3

After Easter Break

- Mentor Meeting/Observation /weekly meeting
- Ensure 10 per cent timetable reduction
- Action planning/target setting / weekly meeting
- Ensure ECF training meetings/sessions
- Formal observation on ECT. Have a follow- up discussion, providing written feedback
 - Meet for progress review and review objectives on ECT Action Plan

May HALF TERM

After Half Term

- weekly meetings/ Formal Observation/ Feedback meeting
- Ensure 10 per cent timetable reduction
- Training based on ECF
- Formal assessment meeting with induction tutor and/or headteacher before the end of term around 7th July 2022
- Formal assessment form completed online via ECT Manager linking evidence to the Teaching Standards

END OF TERM 3

The above terms must have Support Programmes for ECTs underpinned by the Early Career Framework and should include the following: observation of experienced teachers, team teaching, learning walks, discussions with the SENDCO, feedback through SLT, seeking advice from the Inclusion Manager, ECF based training and advice from outside the school, taking part in external training events, participating in working groups, securing understanding of how a range of factors such as SEND, EAL, LAC, FSM and G&T can inhibit children's ability to learn and other projects which the ECT has taken part or organised.

TWO -Year Induction outline

YEAR 1

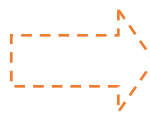
Term 1

- ❖ 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
- ❖

Top Tips for a successful Parents' Evening

**All parents want the best for their children. They want to feel that their children are in safe hands, that you know something about them, that you like them and that you know your stuff! **



Don't forget
parents'
evening!

Look the part

Parents might feel twitchy if they know that you're newly qualified. So, look smart and feel confident!

Keep strictly to time

Remember that a parent who arrive feeling mildly irritated about a missing jumper is likely to be even more miffed after a 20-minute wait to see you.

To give you the best chance of sticking to time, outline to the parent the agenda when they arrive.

As the end of the slot approaches draw your meeting to a close by smiling, standing up and walking the parent to the door and saying it has been a pleasure to meet you/ thank you for coming.

If you are reaching the end of your slot but the (useful) conversation appears to be ploughing on you have a few options:

1. Ask for the parents to make another appointment where this can be resolved
2. Direct the parent to SLT

Think about seating

The focus of the evening should always be, "How can we, as a team, better help your child be successful?" To reinforce this team approach, it can be a good idea to seat yourself on the same side of the table as the parents or to sit alongside a table. Sitting across a table from them could set up an authoritative position that might suggest the parents are still students themselves.

Welcome

When you ask the parent in, greet them with a smile, tell them how nice it is to see them, and thank them for coming in. This will quickly create an atmosphere of warmth and conviviality.

Be organised

Have all your paperwork (in appointment order) and a notebook to hand.

Avoid 'Teacher Talk'

Parents want to hear how their child is getting on in terms that they can easily understand, especially where English is an additional language. Avoid using educational jargon words

Positive-negative-positive sandwich

Always start with something positive about the pupil before mentioning areas for development and always end on a positive.

Know when to refer on

If a parent asks you a question that you cannot answer, then refer it on. Good phrases to give are “I do not have that information to hand, but I will get back to you tomorrow”,

If a parent is getting aggrieved about something, first, let the parent vent. Quietly, patiently, and respectfully listen, making mental notes of how you need to respond when the outburst is over.

Second, make sure you keep your cool. Respond firmly but politely. Practice active listening. Use statements like, “I can hear that you’re upset about that. Let me refer you to Mrs/Mr Trump who will be able to talk to you about this”

If you feel uncomfortable about managing a situation, phone the office and say “I need a senior manager in class —”

Refresh and Refuel

Have a glass of water handy and avoid endless cups of tea/ coffee. Have a cereal bar, banana, or other snack nearby for when your energy levels are flagging.

Translators

Although, certain members of support staff will be arranging to translate for individual parents, some parents will bring an older sibling to translate for them, the sibling may be as young as 9, so be aware not to discuss any sensitive issues and to arrange another time to meet to discuss these when you can have an adult present to translate.

Take parents seriously

Listen carefully to what parents have to say. Follow up any concerns they might have and do whatever you've promised to do.

If any issues that are brought to your attention regarding bullying, racism, safeguarding etc. write them down and speak to a member of SLT on duty in the office before you go home.

Roles & Responsibilities

This section is extracted from the Statutory Guidance for early career teachers, it summarises the roles and responsibilities of all those involved in the induction process. I have highlighted below what is required:

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
- ❖ **consult their appropriate body named contact at an early stage** if there are, or may be, difficulties in resolving issues with their tutor/within the institution
- ❖ **keep track of and participate effectively** in the scheduled classroom observations, progress reviews and formal assessment meetings
- ❖ **agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and**
- ❖ **retain copies of all assessment reports.**

Headteachers and principals are expected to:

- check that the **ECT has been awarded QTS**
- clarify whether the **teacher needs to serve an induction period or is exempt**
- agree, in advance of the **ECT starting the induction programme**, which body will act as the appropriate body
- **notify the appropriate body** when an **ECT is taking up a post** in which they will be **undertaking induction**
- ensure that the requirements 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
- make the **governing body aware of the arrangements** that have been put in place to **support ECTs serving induction**

- **make a recommendation to the appropriate body** on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- **participate appropriately in the appropriate body's quality assurance procedures**; and
- **retain all relevant documentation/evidence/forms** on file for six years.

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

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

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

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
- ensure that the **ECT's teaching is observed** and **feedback provided**
- ensure **ECTs are aware of how**, both within and outside the institution, **they can raise any concerns about their induction programme** or their personal progress

- **take prompt, appropriate action** if an ECT appears to be having difficulties; and
- **ensure that all monitoring and record keeping is done** in the most streamlined and least burdensome way, and that **requests for evidence from ECTs do not require new documentation but draw on existing working documents.**

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

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

The governing body:

- ❖ should **ensure compliance with the requirement** to have regard to this guidance
- ❖ should be **satisfied that the institution has the capacity to support the ECT**
- ❖ should **ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction**
- ❖ must **investigate concerns raised by an individual ECT** as part of the institution's agreed grievance procedures
- ❖ can **seek guidance from the appropriate body on the quality of the institution's induction arrangements** and the roles and responsibilities of staff involved in the process; and
- ❖ can **request general reports on the progress of an ECT.**

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

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

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

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

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns
- induction tutors have the ability and sufficient time to carry out their role effectively
- mentors have the ability and sufficient time to carry out their role effectively
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- any agreement entered into with either an FE institution or an independent school's governing body is upheld
- the headteacher/principal has verified that the award of QTS has been made
- the school is providing a reduced timetable in addition to PPA time
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school
- ECTs' records and assessment reports are maintained
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing (see para 2.40).

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

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

Induction Tutors - Further Guidance

Title	What do I do as a tutor	What am I trying to achieve
Initial meeting	It is the responsibility of the tutor to lead the session. This meeting should take place within the first two weeks of their induction period. The meeting should be summarised in writing. A lesson observation should follow this meeting.	A clear understanding as to the nature of your professional role, relationship with your ECT, and needs and interests of your ECT.
Termly induction planned/recorded	Work with your ECT in completing this planner that becomes a record of their professional development. Ensure they record their use of the 10% release time.	This becomes a record of your ECT's professional development experiences and impact on learners.
Setting objectives for development	Using information gleaned from the initial meeting and observation; identify three to five specific objectives for development that will enable the ECT to achieve the Teachers' Standards selected. Agree and record appropriate actions and timescales on an ECT Action Plan.	The support and development work are targeted to those areas necessary to ensure successful achievement of the Teachers Standards.
Weekly mentors meeting mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor	Mentors must regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.	Monitoring and support throughout induction and there are no surprises when an ECT reaches a formal assessment point.
Early Career Framework (ECF) based training	Ensure ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.	Combined with 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.

Review meeting and summary	Plan a review meeting at the end of each half-term, following the printed agenda, using the ECT Action Plan to guide discussion. Each meeting should be summarised in writing.	These meetings are crucial in helping your ECT to monitor and review their progress, and to update their evidence of achievement.
Progress Review The induction tutor is expected to conduct a progress review with an ECT in each term where a formal assessment is not scheduled.	Plan and lead on progress review meetings at which progress to the Teachers Standards is considered: strengths, areas for development, targets, example of good practice and support needed. Ensure evidence is clear and linked to the Teachers Standards. Involve the ECT.	The assessor has all the evidence needed with which to write a fair assessment report of progress to the Teachers Standards.
Formal Assessment report there will be two formal assessment points: one midway through induction and one at the end. These will be supported by regular reviews to monitor progress, to take place in each term where a formal assessment does not.	Briefly summarise with pertinent comments the ECTs progress as laid out in the DfE guidance on the report template.	Clear evidence-based judgements linked to the Teachers Standards.

Suggested mentor meeting agenda template

Item Complete this in advance of the meeting	Notes Use this space to write notes during the meeting	Actions Use this space to make a note of specific actions- remember to put a deadline!
How are you? (5 minutes) Wellbeing is important for both you and your mentor, so always start the meeting with a short update on how you are and any concerns you have		
Actions from last meeting (5 minutes) In this section, you should list out any actions you agreed in your last meeting with a short comment on whether they have been completed or not.		
Successes since last meeting (5 minutes) It's useful to start with this so you can recognise the progress you are making and celebrate this with your mentor. Think about what it was, but also what the ingredients were of the success. This means you can apply this to other areas that are less successful. Try to list three successes.		
Development focus (30 minutes) Write down what you want to focus on and how you want your mentor to support you. Your mentor may also have suggestions for how this is done. Some schools will have specific processes they use (eg instructional coaching)		
Item Complete this in advance of the meeting		
Priorities for next week (10 minutes) Try to identify three key priorities for the next week you would like to review or discuss with your mentor		
Wrap up (5 minutes) Agree actions and date/time for next meeting		

Induction Programme Planner

Consider how you will balance formal meetings, observations and course attendance with activities, self-study that meet interests and needs as the year progresses.

Focused observations in other departments/schools and time to reflect on what was learned

Visiting field centres and other resources

Progress review meeting

Observing a colleague teaching your class/group

Feedback meeting

Meeting with the SENCO

Finding out about parent's consultations/report writing

Action research

Team and co-teaching

Shadowing a subject leader

Week	Meetings with induction tutor/mentor:	Observations	* Use of 10% release time to engage in focussed professional development activity linked to objectives and teaching standards.	Courses
	Including weekly meetings, observations & feedback, half termly review meetings and assessment meetings.	Two each term; first observation in first four weeks of term. Written feedback to be provided.		ECF based training What are you covering (dates) and what has been covered (dates)
1				
2				
3				

4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

Record of review meeting

ECT name _____

Date _____ Time _____ Class _____

Induction tutor name _____

School _____

Agenda for discussion	Evidence/material
1.	1.
2.	2.
3.	3.

Main point of discussion
1.
2.

3.

4.

5.

6.

Action points (and by whom)

1.

2.

3.

Induction tutor (signature) _____ **Date** _____

ECT (signature) _____ **Date** _____

NB. Induction tutor should keep a copy and ECT be given a copy for their file

Action planning for induction

You have been assessed as having met the standards for Qualified Teacher Status (QTS). You will already have developed strengths while in other areas you will feel you need more help and support in order to become more capable and confident. This is true of all early career teachers. Some aspects of teaching are very difficult to develop until you have full responsibility for the pupils you teach and are playing a full part in the life of a school.

In addition, many early career teachers find that once they have taken up their first teaching post, they suddenly feel less confident and capable even in those areas identified as strengths in their ITT Development Profile.

When setting your objectives with your induction tutor it is important to remember the following points:

Agreeing objectives:

Your objectives should be negotiated between yourself and your induction tutor. It is important that you take note of your induction tutor's views as well as stating your needs and requesting the guidance and support you feel you need.

Short, medium- and long-term objectives:

At the beginning of your first term, the most helpful objectives will be short term and can be achieved and reviewed after a few weeks, and certainly by the end of the first half term. Later on, in the first term once you have settled in, feel part of the school and have received feedback from observations of your teaching, you should set more challenging medium- and longer-term objectives.

Making objectives specific and achievable:

To make sure your objectives are as useful to you as possible, try to state clearly what you are setting out to achieve. Remember to identify the small steps you will need to take towards longer term development.

Writing success criteria:

The success criteria should state how you will know you have achieved your objectives. It is helpful to think about what an observer would expect to think about and what an observer would expect to see as evidence that you have achieved your objective.

Building on your strengths:

Make sure at least one of your objectives is focused on an area of strength. In this way you will extend and develop your expertise in the areas in which you are relatively confident and have interest or talents.

Support to help you meet your objectives:

Your induction tutor will discuss with you the support the school can provide to enable you to work towards your objectives. Over the year this support should include:

- Structured time to reflect on your practise with your induction tutor
- Guidance from induction tutor and other colleagues on whole school issues
- Observation of your teaching and feedback focused on your objectives
- Staff meetings, workshops, school-based in-service training
- Opportunities to attend the ECF training courses for early careers teachers and any other courses

- Continued help to improve planning and teaching
- Opportunities to observe experienced teachers
- Specific guidance at key points in the year
- Opportunities to discuss with senior staff in school your progress towards objectives as well as any difficulties you may be experiencing.

Reviewing and revising action plans:

The objectives identified in your ITT Development Profile will be a useful as a starting point, but you will also identify other areas for development as your induction progresses. It is important that you regularly review your objectives, recognise your successes, and then go on to identify the set of objectives. The teaching standards progress tracker will help you to keep a broad view of your development over the year.

Termly induction planner:

- ❖ Work with your induction tutor/mentor and other colleagues to plan how each term will be organised.
- ❖ Take time to consider how to make the best use of meetings and 10% non-contact time.
- ❖ As well as helping you with time management the planner can also be discussed at review and assessment meetings.

10% non-contact time is for your professional development and is **in addition to PPA time**.

Consider how you will balance formal meetings, observations and the ECF training programme attendances with activities that meet your interests and needs as induction progresses, for example:

- Focused observations in other classes/departments/schools and time to reflect on what was learned
- Visiting field centres and other resources
- Observing a colleague teaching your class/group
- Meeting with the SENCO
- Regular meetings with Induction Mentor
- Finding out about parent's consultations/report writing
- Action research
- Team and co-teaching
- Shadowing a subject leader
- If part of a Multi Academy Trust, visit/observe teaching at another site
- You may wish to record which standards the activities relate to provide this as evidence

Observing experienced teachers:

Opportunities to observe experienced teachers should be included as part of your induction programme. Although you will have had similar opportunities during your initial training, now that you are teaching your own class (es), you will find it very useful to learn from observation of experienced colleagues.

Your induction tutor will help to organise these opportunities for you. Some of the observation will be in your own school, but it is also very helpful to visit other schools to compare approaches and experience different settings.

Observation opportunities in your own school could include:

Secondary:

- Tracking a pupil through a school day
- Observing a class, you teach being taught different subjects
- Observing within your own department/faculty

Primary:

- Observing a colleague teaching a subject where you feel less confident
- Observing in the same year group as you teach
- Comparing approaches in other year groups
- Observing another teacher/adviser teach your class

Opportunities to learn from observation in other schools include:

- Teachers in specialist schools
- Leading mathematics teachers (primary)
- Observations in another key stage, for example partner schools
- Your year group/subject taught in another school
- Teachers in schools within your school's cluster

Remember:

You will learn more from the observation if you have a clear focus. It can be daunting even for the experienced teacher looking at their practice, so make time to thank them, giving examples of the things you found particularly interesting or useful.

ECT Personal Action Plan

Progress towards the achievement of objectives should be reviewed regularly and these reviews should result in the revision of objectives and updating of the action plan. The ECT and the induction tutor/mentor should complete this section jointly.

Name of ECT:

Objectives	Teacher's Standard No	Success criteria: - know I shall have been successful when....." - impact on learners - improved skills - improved knowledge - improved understanding	Activities: ECF Training undertaken by ECT	Support & resources available including use of 10% non-contact time	Target date for achievement	Review/date achieved
Signature of induction tutor/Headteacher			Date	Signature of ECT		Date
Name:				Name:		

Tracking ECT progress to the Teachers' Standards

Sources of evidence:

Observations of teaching and learning	Discussions of planning	
Review of pupils' work	Pupil progress reviews	
Self-evaluation: personalised action plan	Self-review:	
Testimonials from colleagues outcomes	Review meeting	
Evidence of impact of CPD on teaching and learning	Pupil feedback	
Feedback from pupils/students/pupil voice outcomes		
Feedback from parents/carers		
Learning Journals		
Impact of coaching/mentoring		
Preamble Teachers make education of pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive relationships; and work with parents in the best interests of their pupils.	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6
Teaching: A teacher must: 1.Meet high expectations which inspire, motivate and challenge pupils Establish safe stimulating environment Set goals to stretch and challenge pupils of all backgrounds, abilities, and dispositions Demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

<p>2. Promote good progress and outcomes by pupils</p> <p>be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impact on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	<p>Evidence Sources</p>	<p>Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6</p>
<p>3. Demonstrate good subject and curriculum knowledge</p> <p>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<p>Evidence Sources</p>	<p>Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6</p>

<p>4. Plan and teach well-structured lessons</p> <p>impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out –of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area (s)</p>	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6
<p>6. Make accurate and productive use of assessment</p> <p>know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <p>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</p>	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6
<p>8. Fulfil wider professional Responsibilities</p> <p>make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being</p>	Evidence Sources	Timeline and dates e.g. Initial meeting Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

Teachers' Standards Evidence Grid

Teachers' Standards Evidence Grid

NAME:

DATE:

Teachers' Standards		Reflective Questions	Evidence for this standard (Inc. source & location)
1. Teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect 	<ul style="list-style-type: none"> What have you done to develop constructive relationships with your pupils? How do you encourage every pupil to achieve their best? How do you communicate, model, and promote positive attitudes and values through your teaching? Have you received the current legal requirements and local arrangements for safeguarding pupils? What are the implications for your practice? What circumstances might impact on the progress, development, or well-being of pupils? How do you support pupils to develop their emotional intelligence, their confidence and self-esteem and become increasingly independent as learners? What evidence do you have that you succeed in this? 	

	<ul style="list-style-type: none"> ▪ set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions 	<ul style="list-style-type: none"> ▪ What do you know about the background of learners in your class? ▪ How does this influence your planning and teaching? ▪ How are you providing appropriate challenge for all learners in your class? ▪ How do you communicate these learning objectives to your pupils? 	
	<ul style="list-style-type: none"> ▪ demonstrate consistently the positive attitudes, values, and behaviour, which are expected of pupils. 	<ul style="list-style-type: none"> ▪ How do you communicate, model, and promote positive attitudes and values through your teaching? ▪ How do you support pupils to develop their emotional intelligence, their confidence and self-esteem and become increasingly independent as learners? ▪ What evidence do you have that you succeed in this? 	

Teachers' Standards		Reflective Questions	Evidence for this standard (Inc. source & location)
2. promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress, and outcomes 	<ul style="list-style-type: none"> What different assessment strategies have you used? How do you use information from assessment and monitoring in your planning and teaching? How do you evaluate the impact of your teaching on pupils' well-being? What specific examples can you give of feedback that has improved pupils' achievement, attitudes, or behaviour? 	
	Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> How do you know all pupils can achieve in your lessons and that work is matched to all levels of attainment? What do you know about the background of learners in your class? How does this influence your planning and teaching? How do you use prior learning to shape subsequent teaching and learning? How do you communicate these learning objectives to your pupils? In your lessons how do the tasks/activities, range of questioning strategies and plenaries relate to and support these learning objectives? 	

	<p>Guide pupils to reflect on the progress they have made and their emerging needs</p>	<ul style="list-style-type: none"> ▪ What do pupils know about the standards of attainment expected of them in the next stage, level or at point of transition? ▪ How effective is the feedback you give to pupils? ▪ How do you plan for them to respond to this feedback? ▪ What specific examples can you give of feedback that has improved pupils' achievement, attitudes, or behaviour 	
	<p>demonstrate knowledge and understanding of how pupils learn and how this impact on teaching</p>	<ul style="list-style-type: none"> ▪ How do you know all pupils can achieve in your lessons and that work is matched to all levels of attainment? ▪ How do you use your subject/knowledge? <p>Curriculum knowledge and skills to stimulate and challenge pupils?</p> <ul style="list-style-type: none"> ▪ How do you create opportunities to develop cross-curricular links? ▪ How are you providing appropriate challenge for all learners in your class? 	
	<p>Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	<ul style="list-style-type: none"> ▪ What specific examples can you give of feedback that has improved pupils' achievement, attitudes, or behaviour? ▪ How do you support pupils to develop their emotional intelligence, their confidence and self-esteem and become increasingly independent as learners? What evidence do you have that you succeed in this? 	

3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> ▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils' interest in the subject, and address misunderstandings 	<ul style="list-style-type: none"> ▪ How do you use your subject/curriculum knowledge and skills to stimulate and challenge pupils? ▪ How do you create opportunities to develop cross-curricular links? ▪ How do you keep your subject/curricular knowledge up to date and when do you reflect on its effectiveness? ▪ What range of strategies do you employ to engage and motivate groups in your lessons and how do you know whether pupils are absorbed, engaged in and enjoying the lessons? 	
	<ul style="list-style-type: none"> ▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 	<ul style="list-style-type: none"> ▪ How do you use your subject/curriculum knowledge and skills to stimulate and challenge pupils? ▪ How do you create opportunities to develop cross-curricular links? ▪ How do you keep your subject/curricular knowledge up to date and when do you reflect on its effectiveness? 	
	<ul style="list-style-type: none"> ▪ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard 	<ul style="list-style-type: none"> ▪ How do you use your literacy, numeracy, and ICT skills to support your teaching and promote high standards? ▪ What opportunities do you create for pupils to develop thinking skills? 	

	English, whatever the teacher's specialist subject	<ul style="list-style-type: none"> How do you promote the correct use of standard English, including articulation, grammar, and punctuation? 	
	<ul style="list-style-type: none"> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 	<ul style="list-style-type: none"> How do you use your knowledge of early reading to stimulate and engage pupils? What range of strategies do you employ to teach systematic synthetic phonics? What opportunities do you create for pupils to apply their knowledge of phonics? 	
	<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	<ul style="list-style-type: none"> How do you use your knowledge of mathematics and skills to stimulate and challenge pupils? How do you create opportunities to develop cross-curricular links? How do you use a range of teaching strategies to support pupils' understanding of early mathematics? 	

Teachers' Standards (2012)		Reflective Questions	Evidence for this standard (Inc. source & location)
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time 	<ul style="list-style-type: none"> How does your planning show progression within a lesson and over a series of lessons? How are you using a range of teaching and learning strategies? In your lessons how do the starter, introduction, independent/group activities, range of questioning strategies and plenaries relate to and support learning objectives? 	
	<ul style="list-style-type: none"> promote a love of learning and children's intellectual curiosity 	<ul style="list-style-type: none"> What opportunities are you creating to ensure that pupils are encouraged to explore, make connections, and develop their curiosity? 	
	<ul style="list-style-type: none"> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 	<ul style="list-style-type: none"> How do homework and other out of class activities consolidate or extend learning? 	
	<ul style="list-style-type: none"> reflect systematically on the effectiveness of lessons and approaches to teaching 	<ul style="list-style-type: none"> What professional development opportunities have you undertaken to improve the effectiveness of your teaching? 	

		<ul style="list-style-type: none"> ▪ How do you evaluate the impact of your teaching on pupils' well-being? ▪ How effective is the feedback you give to pupils? ▪ What specific examples can you give of feedback that has improved pupils' achievement, attitudes, or behaviour? ▪ How do you evaluate and reflect on the lessons you teach? 	
	<ul style="list-style-type: none"> ▪ contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 	<ul style="list-style-type: none"> ▪ How does your planning show progression within a lesson and over a series of lessons? ▪ How do you create opportunities to develop cross-curricular links? ▪ How does the design and planning of the curriculum reflect the age and ability of your pupils? 	

Teachers' Standards (2012)		Reflective Questions	Evidence for this standard (Inc. source & location)
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 	<ul style="list-style-type: none"> How do you know all pupils can achieve in your lessons and that work is matched to all levels of attainment? What range of strategies do you employ to engage and motivate groups in your lessons and how do you know whether pupils are absorbed, engaged in and enjoying the lessons? How do you know that your teaching and learning strategies raise attainment? How do you differentiate your lessons to support pupils learning? 	
	<ul style="list-style-type: none"> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 	<p>What do you know about the background of learners in your class? How does this influence your planning and teaching?</p> <ul style="list-style-type: none"> How do you promote equality and cultural diversity? How do you create positive learning environment? (conditions for learning) 	
	<ul style="list-style-type: none"> demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education 	<ul style="list-style-type: none"> What circumstances might impact on the progress, development, or well-being of pupils? 	

	at different stages of development	<ul style="list-style-type: none"> ▪ In your lessons how do the tasks/activities, range of questioning strategies and plenaries relate to and support the learning objectives? ▪ What range of strategies do you employ to engage and motivate groups in your lessons and how do you know whether pupils are absorbed, engaged in and enjoying the lessons? 	
	<ul style="list-style-type: none"> ▪ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 	<ul style="list-style-type: none"> ▪ How are you providing appropriate challenge for all learners in your class? ▪ How do you promote equality and cultural diversity? ▪ How are you using a range of teaching and learning strategies? ▪ How do you ensure that resources are used effectively and creatively in lessons? ▪ How do you use prior learning to shape subsequent teaching and learning? ▪ How do you scaffold learning? 	

Teachers' Standards (2012)		Reflective Questions	Evidence for this standard (Inc. source & location)
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 	<ul style="list-style-type: none"> How is your school's calendar of assessment reflected in your planning? What do you know about the assessment requirements and expectations of learners in the age range above and below that which you teach? How have you used this data? What do you know about the frameworks related to your own and other subjects and the expectations they place on pupils and teachers? 	
	<ul style="list-style-type: none"> make use of formative and summative assessment to secure pupils' progress 	<ul style="list-style-type: none"> Where and how would you use formative assessment? What opportunities are there in your lessons for pupils to reflect on their learning? What is your school's assessment policy, including marking and feedback, and how do your procedures follow this policy? What other information could you use to provide pupils with accurate and constructive feedback on their progress? 	

	<ul style="list-style-type: none"> ▪ use relevant data to monitor progress, set targets, and plan subsequent lessons 	<ul style="list-style-type: none"> ▪ How do you use information from assessment and monitoring in your planning and teaching? ▪ How are you tracking the progress of pupils? ▪ How are you using this information to set targets and plan for next steps in learning? 	
	<ul style="list-style-type: none"> ▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<ul style="list-style-type: none"> ▪ What information could you use to provide pupils with accurate and constructive feedback on their progress? ▪ How do you give feedback in a positive, accurate and constructive way to motivate pupils? ▪ What do pupils know about the standards of attainment expected of them in the next stage, level or at point of transition? ▪ What opportunities are pupils given to respond to feedback? 	

Teachers' Standards (2012)		Reflective Questions	Evidence for this standard (Inc. source & location)
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 	<ul style="list-style-type: none"> How have you implemented the school behaviour policy consistently and fairly? What strategies do you employ to promote positive behaviour in your classroom and minimise low level disruptive behaviour? How do you support pupils to develop their emotional intelligence, their confidence and self-esteem and become increasingly independent as learners? What evidence do you have that you succeed in this? How do you communicate this to parents? 	
	<ul style="list-style-type: none"> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 	<ul style="list-style-type: none"> How have you implemented the school behaviour policy consistently and fairly? What strategies do you employ to promote positive behaviour in your classroom and minimise low level disruptive behaviour? 	

	<ul style="list-style-type: none"> ▪ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 	<ul style="list-style-type: none"> ▪ What range of strategies do you employ to engage and motivate groups in your lessons and how do you know whether pupils are absorbed, engaged in and enjoying the lessons? 	
	<ul style="list-style-type: none"> ▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 	<ul style="list-style-type: none"> ▪ What have you done to develop constructive relationships with your pupils? ▪ How do you encourage every pupil to achieve their best? ▪ How do you make your expectations clear? ▪ How do you communicate, model and promote positive attitudes and values through your teaching? 	

Teachers' Standards (2012)		Reflective Questions	Evidence for this standard (Inc. source & location)
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school 	<ul style="list-style-type: none"> How do you challenge discrimination and promote equality of opportunity and good relations? What positive contributions do you make to staff meetings and/or team meetings? How do you contribute to the wider community? 	
	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<ul style="list-style-type: none"> What opportunities are there for you to work collaboratively with other professionals? How have you established relationships and rapport with other colleagues? How have you responded to opportunities to receive coaching and/or mentoring support in your school? Are you aware of the range of other colleagues' responsibilities covered by these standards and the role they have in supporting your pupils' learning? (e.g. SENCOs, inclusion managers, G&T leading teachers, childcare workers, health service professionals) In what ways has the contribution of other colleagues impacted on your planning, teaching, and learning? 	

	<ul style="list-style-type: none"> ▪ deploy support staff effectively 	<ul style="list-style-type: none"> ▪ How do you involve others in your planning and practice? ▪ How does your planning recognise and take account of the roles of other colleagues? ▪ How do they know what you want them to do for pupils to achieve learning outcomes? ▪ How do you know that you fully utilise the skills and expertise of your support staff? 	
	<ul style="list-style-type: none"> ▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 	<ul style="list-style-type: none"> ▪ What professional developmental needs have you identified? ▪ What use have you made of the 10% reduction in your timetable? ▪ What difference has professional development made to your practice? ▪ How do you respond to feedback, new ideas and suggestions? ▪ What examples can you give of how your response has improved your practice? How have you evaluated the impact of your response? 	
	<ul style="list-style-type: none"> ▪ communicate effectively with parents regarding pupils' achievements and well-being 	<ul style="list-style-type: none"> ▪ How many ways do you communicate? Are some more effective than others? <p>How and what do you do to involve parents and carers? How have you</p>	

		used their contributions to support pupils' development and well-being?	
Sources of evidence for Part 1			
<ul style="list-style-type: none"> • ITT/Development Profile • Personal notes/reflections / self-review • Professional development reviews • Progress review meeting • Weekly meetings • Assessment Meeting • Teaching environment • Notes from observations of/meetings with colleagues • Written feedback (e.g. observation) from colleagues • Planning/assessment/record keeping • Examples of children's work/displays • Feedback from pupils • Discussion / feedback from parents/ carers • Evaluation of collaborative working, sharing practice and CPD activities • School policies/documents that have been implemented in their teaching 			

<p>Teacher's Standards (2012)</p> <p>Part two: Personal and professional conduct</p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career</p>
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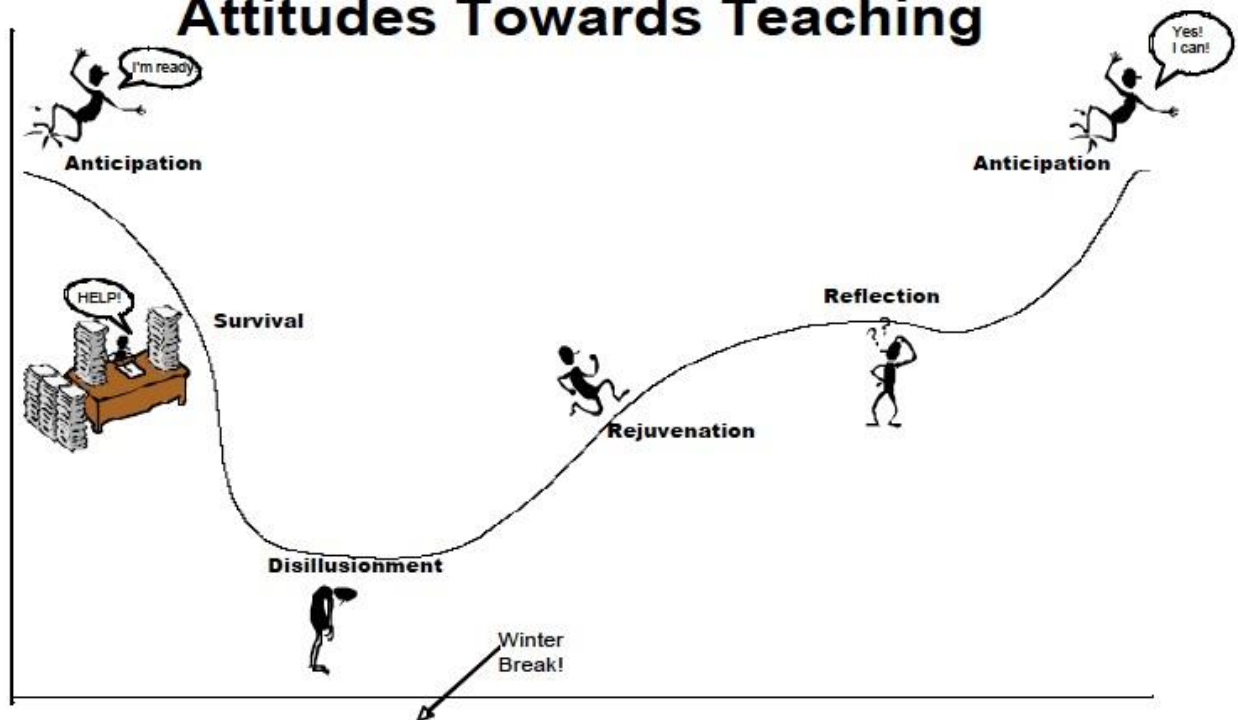
Teacher's Standards (2012)	Reflective Questions	Evidence
<p>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by</p> <ul style="list-style-type: none"> ▪ treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position ▪ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ▪ showing tolerance of and respect for the rights of others ▪ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ▪ ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law. 	<ul style="list-style-type: none"> ▪ How do you communicate, model, and promote positive attitudes and values through your teaching? ▪ What have you done to develop constructive relationships with your pupils, parents, and colleagues? ▪ How do you ensure that you communicate your concerns about pupils' safeguarding ensuring it is in line with statutory guidance? ▪ How do you promote equality and diversity? ▪ How do you ensure that your personal views/beliefs do not impact on pupils' behaviour/attitudes? 	
<p>B. Teachers must have proper and professional regard for the ethos, policies, and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</p>	<ul style="list-style-type: none"> ▪ Have you read and practice the school's policies? ▪ How do you encourage other colleagues, parents, and pupils to maintain the culture and ethos of the school? ▪ How do you maintain professional behaviour in your school? 	

C. Teachers must understand, and always act within, the statutory frameworks, which set out their professional duties and responsibilities	<ul style="list-style-type: none"> ▪ What are you doing to find out about relevant statutory policies and how do you apply them in everyday practice? ▪ Do you know when and whom to consult regarding matters of safeguarding? 	
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Sources of evidence for Part 2:

- Self-reflection
- Observations
- Testimonials from colleagues, parents & pupils
- Examples of the application of the school policies
- Demonstration of statutory policies and guidance (e.g. hardcopy plus examples of application)

Phases of First Year Teachers' Attitudes Towards Teaching



Anticipation = Committed to making a difference; idealistic, theoretical

Survival = Realities confronted, trying to stay a day ahead

Disillusionment = Question commitment and capability

Rejuvenation = Reenergised, confidence is building, perspectives emerge

Reflection = Begin to look at success and challenges

Anticipation = Building on what works, set goals for a new year

Observing Experienced Teachers: Record of observation

Date: _____

Year group: _____

Subject: _____

School: _____

Focus of the observation: _____

Ideas and approaches I found useful:

Issues to discuss with my induction tutor:

Changes I will make to my own teaching/class management following this observation:

Termly Self-Review

Name: _____

Date: _____

This review is for the end of my 1st/2nd/4th/5th term of teaching. It records the areas where I feel I have made progress and sets out my objectives for next term.

My knowledge and understanding of _____ subject(s)

Has improved in the following ways:

-

I consider my **planning** to be very good/good most of the time/reasonable with some weaknesses/in need of major improvement.

The following are examples of **my improved planning**:

-

My **classroom management** has improved in the following ways:

-

My **assessment, monitoring and recording** of pupils' progress has improved in the following ways:

-

This term I have gained greater understanding of the following **school policies and procedures**:

-

The following are examples of ways I am developing positive **relationships with parents**:

-

I consider **my personal organisation** (including administrative efficiency) is very good/good most of the time/reasonable with some weaknesses/in need of major improvement.

I have made the following **contributions to the school** (beyond my own classroom):

-

I have **worked together with colleagues** and **shared effective practice** in the following ways:

-

The areas I am **pleased** with are:

-

The areas I need to **develop next time** are:

-

As an ECT you must be thriving, not struggling

Where do you fit in?

Eisenhower's Urgent and Important matrix:



Lesson Observation Sheet

ECT:	School:
Phase/Subject:	Observer Name:
Class/Year Group incl:	Role of Observer:
Number of pupils:	Date & duration:
Lesson Context:	
Std 1: Set high expectations which inspire, motivate and challenge pupils	Comments
Establish a safe and stimulating environment for pupils, rooted in mutual respect.	
Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.	
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	

Std 2: Promote good progress and outcomes by pupils	Comments
Be accountable for pupils' attainment, progress, and outcomes.	
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	
Guide pupils to reflect on the progress they have made and their emerging needs.	
Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching.	
Encourage pupils to take a responsible and conscientious attitude to their own work and study.	

Std 3: Demonstrate good subject and curriculum knowledge	Comments
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	
Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.	
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	

Std 4: Plan and teach well-structured lessons	Comments
Impart knowledge and develop understanding through effective use of lesson time	
Promote a love of learning and children's intellectual curiosity	
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
Reflect systematically on the effectiveness of lessons and approaches to teaching.	
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	

Std 5: Adapt teaching to respond to the strengths and needs of all pupils	Comments
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	

Std 6: Make accurate and productive use of assessment	Comments
<p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p>	
<p>Make use of formative and summative assessment to secure pupils' progress</p>	
<p>Use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	
<p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	

Std 7: Manage behaviour effectively to ensure a good and safe learning environment	Comments
<p>Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p>	
<p>Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	
<p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	
<p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	

Std 8: Fulfil wider professional responsibilities	Comments
Make a positive contribution to the wider life and ethos of the school.	
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	
Deploy support staff effectively.	
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	
Communicate effectively with parents regarding pupils' achievements and well-being.	

Strengths of lesson:	Standards
Area(s) for development	Standards
Support/resources to aid improvement	Standards

Induction Tutor's signature:

Date:

ECT's signature:

Date:

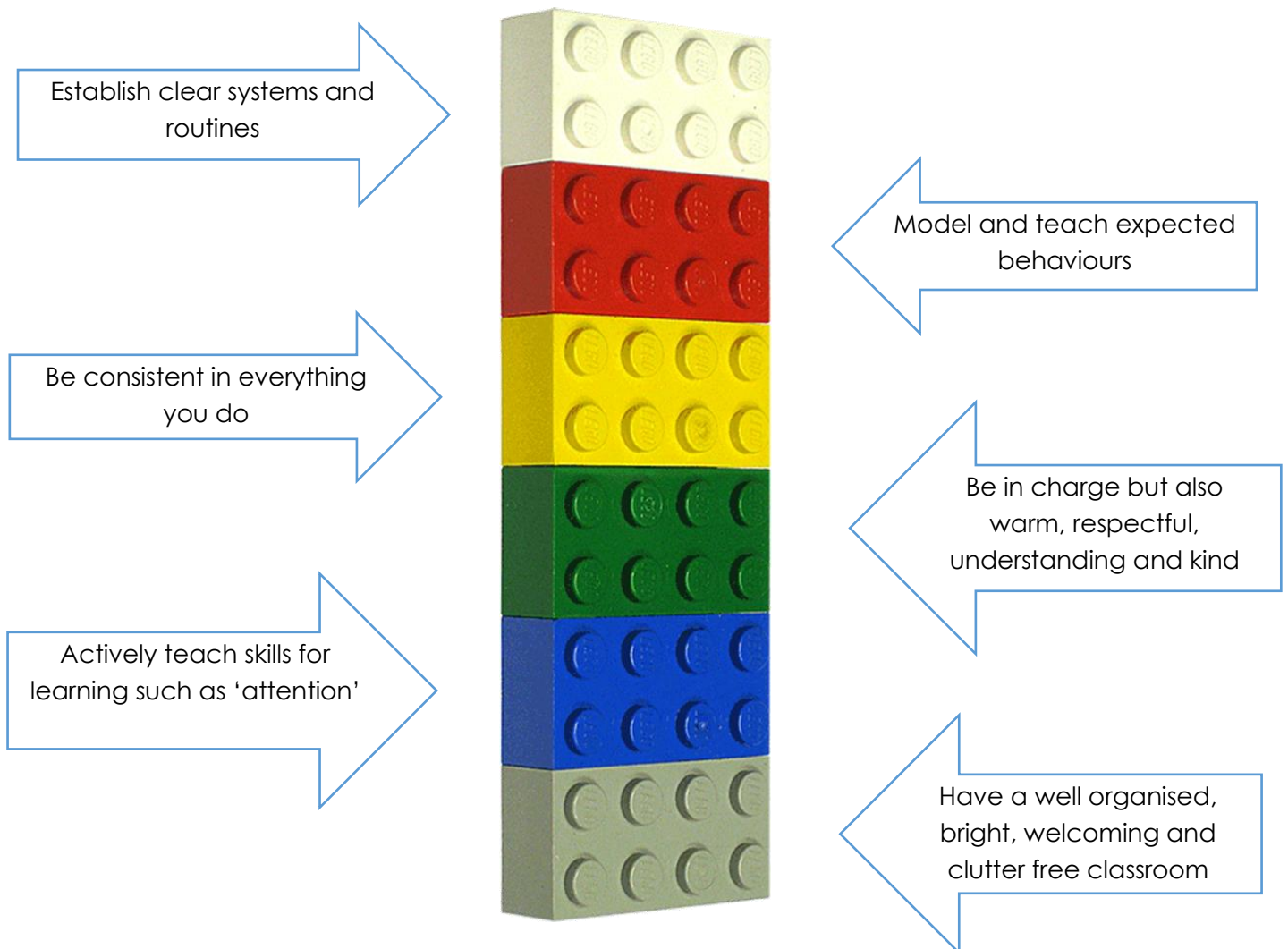
Solutions to Good Behaviour

The school induction process will provide you with clear guidelines to deal with specific issues at an age-related level as well as providing strategies for pupils with specific learning needs.

Each year group has identified year group behaviours 'typical' to that year group as well as identifying reward systems etc. Ask about them!

If you provide a classroom environment that is conducive to effective learning, all children within your class will be able to do what you expect and conform to 'norms' of behaviour. Any children who are not able to do this will have been identified and strategies put in place...already.

Successfully managed classrooms are down to a few factors and there is not a magic key. You need to invest time in laying down firm foundations; it will pay off in the end!



Establishing your Ground Rules

The establishment phase with your class is the most important part of your ECT journey.

Plan for good behaviour and invest in setting up routines as well as giving teaching time to establish them. You establish what you model and anything you allow becomes established.

If you don't address whatever it is that happens, the message received by children is that you accept whatever it is that you allow!

Directly teach the behaviours you expect - it is no good asking children to listen and pay attention if they have not been taught what that means, what it looks like and how to do it. Adult modelled role play works well, and it is especially worth investing time in getting these skills established right from day one and reinforcing them until they become habit.

Creating an emotionally supportive and stable environment is a key to successful classroom management but will also help children settle into a positive learning mode when they first start the school day.

Some children in your class may well have had a very difficult night or stressful morning before coming to school...having a welcome routine really helps! Ensure you welcome each child on the door with a good morning and a smile (this includes parents/carers too). Have a visual timetable of the day displayed on the IWB or whiteboard; share the timetable with the children, this can be followed by joke of the day/ funny picture/ motivational quote etc. The key is to keep the same routine every day! Children thrive on (and love) routines.

If you need to address an inappropriate behaviour

Use clear, firm direction, with respect. Use positive language "Will you please be quiet!" (not great) versus, "Everyone listening; thank you!". "Topsy stop turning around and annoying Tim" (not great) versus, "Tim I would like you to look at me and keep your hands still!"

When a child does do something inappropriate, **criticise the behaviour, not the child**. Avoid open confrontation and offer choices. Do not force a child into an emotional corner or subject them to an angry outburst. Allow the child time to cool off and re model the expected behaviours. Remember that when a child is angry/ in meltdown they will need time and space to cool off before you can start talking.

Always seek advice from year group colleagues or senior management members if you need advice as how to tackle particular behaviours.

It is important to keep class/ individual behaviour in perspective in order to maintain a positive atmosphere. After a day of non-stop rain and gale force winds you may feel like your class is the worst behaved class in the school...but always keep a perspective. It is not surprising they could not keep still as they have been stuck inside all day. Think to yourself, 'I have to get through this in as positive way as possible.

Examples of common behaviour management issues and how to avoid them

Behaviour	How to avoid it
Off task chatter, low engagement	<p>Ensure tasks are clearly matched to ability.</p> <p>Ensure more able are fully challenged and less able are scaffolded.</p>
Children not settling to task, fussing, chatter	<p>Ensure children are crystal clear about the task, chunk down task into achievable steps</p>
Children fidgeting, lack of attention during whole class input	<p>Avoid too much teacher talk. Use a variety of visual, auditory, and kinesthetic input use a variety of strategies e.g. paired talk.</p> <p>Balance teacher led activity and pupil activity.</p>
Shouting	<p>As the noise level rises, resist the urge to shout above it! Instead use nonverbal signals, a noise maker e.g. chime bar, clapping patterns, call and response.</p> <p>Ensure these have been taught during the establishment period.</p> <p>Don't use anything 'madly'!</p>
Difficult transitions	<p>Teach clear expectations for transitions e.g. movement group by group, tidy up routines, have pupil resources accessible, systems for collection and handing out of work.</p>
Losing sight of the whole class	<p>Always maintain an overview of the class when working individually with a child or a group.</p> <p>Ensure you have established complete control before you start working with groups.</p> <p>Ensure good positioning to maintain sight of whole class.</p> <p>When moving from place to place decide how you can see the whole class, always.</p>

Embedding the principles of effective marking

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'.

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Motivating: *Marking should help to motivate pupils to progress.*

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher.

Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Consistency across a department or a school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine the policy in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches.

Planning

Planning is critical and underpins effective teaching, playing an important role in shaping students' understanding and progression. It is the area of work where teachers can bring their passion for a subject and their desire to make a difference together.

Content Knowledge: Teachers with strong knowledge and understanding of their subject make a greater impact on students' learning. It is also important for teachers to understand how students think about content and be able to identify common misconceptions on a topic.

Quality of instruction: This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for student, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also found to improve attainment.

Some examples of marking and feedback...

Date	Skill	Level	Feedback (circle)	WWW	EBI / Action Point	Student Response
13/9/16	Key board	Mock 2+	Teacher Peer Self	- I have learnt the chords to "Seventy-nation army." - I have learnt to play the E chords (CH) - I have learnt a bass line.	- Get rid of Gaps between chords. - Stop tempo. - Add left hand. - Work on last line	- learn the more difficult chords - line forms - focus on last line - try to get last row. Goal detail!
27/09/16	Key board	Final	Teacher Peer Self	- I can now play with two hands. - I have added a simple bass line. - I can now play the E chords. - I did my homework piece.	- I now need to try and get rid of the gaps. - I need to come more in break times. - I must not give up. - I must keep going. - Slow the tempo down.	

Sometimes, students and teachers will discuss work and then the student will record the key points from their discussion. This is often used in practical subjects, like Music.

Dickens presents the convict as a violent man. Some evidence from the text to show this is "A fearful man", the word adjective "fearful" suggests that if people see him they will be scared of him. Some evidence from the text to show that he is a fearful is "keep still, you little devil, or I'll cut your throat". The word "keep" is a imperative verb, this could also suggest that the convict is giving him a command or else "I'll cut your throat". This makes the reader feel sorry for young Pip. How does it present the convict? Another way the writer shows the convict is unhealthy. This is shown when it says "A man who had been soaked".

✓ The student, a peer or the teacher might use a key or highlighting to refer to the successful aspects of their own work

✓ The teacher will write comments to support each student's further progress e.g. corrections, questions to prompt further development.

This makes the reader feel that the convict is a violent person words pp. 3

EBI Action →

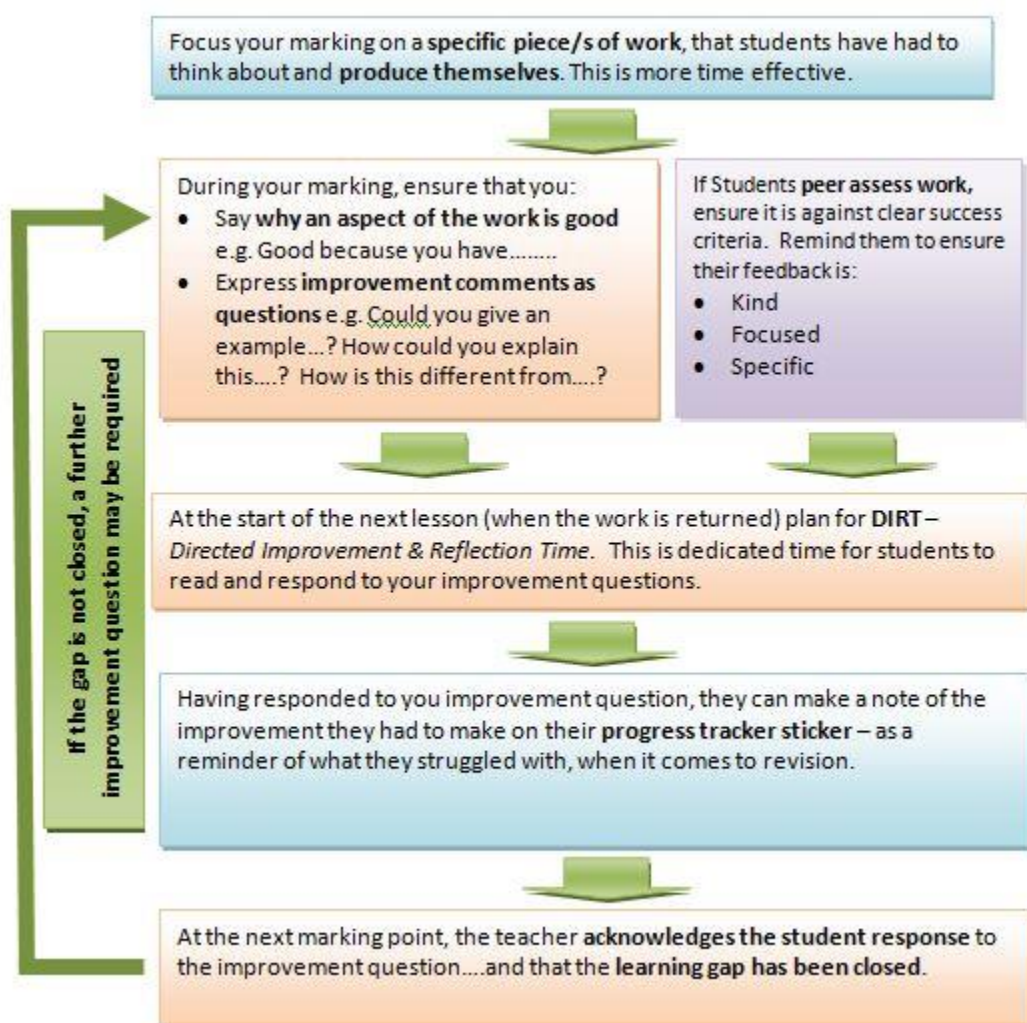
The verb 'smothered' suggest that the convict is covered in mud almost like he can't breathe. A much more precise explanation - this is zooming in and digging. We can see that

□Students are expected to use their teachers' feedback to make further improvements and corrections e.g. This student has written an answer to their teacher's question, showing more precise understanding.

Three tips on 'closing the gap'

1. Use a coloured highlighter to select areas for the pupil to reflect on which is clear to them, but do not use for spelling punctuation or grammar
2. Write comments at the end of the piece of work to clarify strengths and improvements
3. Actively encourage the pupil to self-assess their work or peer marking by using green pen to demonstrate that they have responded to the feedback

This sort of strategy works best when you can also then spend time within a lesson to enable students to 'Close the Gap'.



Common Questioning Techniques

Five common questioning techniques used during explicit instruction are as follows:

- ✚ **Hands up:** After posing a question, students who know the answer put their hands up.
- ✚ **Cold call:** After posing a question, the teacher picks a student, regardless of whether they have their hand up or not.
- ✚ **Choral response:** After posing a question, the teacher pauses and then gives a clear signal, after which all students in the class say the answer simultaneously
- ✚ **Turn to your partner (TYP):** Pupils are told their pairings. After posing a question, then pupils tell their partner the answer, so that the class is answering the question while the other half listens
- ✚ **Mini whiteboard:** After posing a question, the pupils draw/write their answer on individual whiteboards and hold their boards up for the teacher to check

Hands up, choral response and TYP can all be energizing during an explanation. They can be used to inject pace and increase participation in the lesson. Cold call and mini whiteboard questions force students to think and can be revealing of misconceptions.

TECHNIQUE	ADVANTAGE	DISADVANTAGE	USING IT EFFECTIVELY
Hands up	Visible gauge of which students think they know the answer	Picking one volunteer gives you very limited information about how well the class as a whole has grasped/recalled an idea	When one volunteer answers successfully, do not make the inference that the entire class has understood
Cold call	Holds pupils accountable, especially when used frequently. Provides a valuable snapshot of understanding if the student is chosen carefully.	You can only gain information about one pupil at a time	Use simpler questions to target students who you suspect might not have been listening. Use more demanding questions to check for understanding. Choose students whose answer will inform you about how much longer you need to spend explaining an idea

Choral response	Injects energy into the room and builds a feeling of success	Only works for very concise answers	Only works well if everyone says their answer at precisely the same time. So, you need to first make sure you give all pupils thinking time (pause after a question). Second, ensure you give a clear, sharp signal: '3,2,1!'
TTYP, followed by one of the above	Everyone has the opportunity to orally rehearse their answer, especially if you instruct partners to repeat the other partner's answer	Potentially allows one person in each pair to be lazy and rely on their partner to do the hard thinking	Follow TTYP answers with accountability: 'What did Anas just say?'
Mini whiteboards	Forces every student to answer the question. Every student's answer is visible simultaneously	Can be tricky to check longer answers quickly	Practise a slick routine for getting whiteboards out and ready, for showing the correct answer, and for wiping boards clean

Table taken from The Early Career Framework Handbook

Useful contact information

Department for Education

- **Information about induction**

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

- **General enquiries**

Website: <https://www.gov.uk/contact-dfe>

- General enquiries: 0370 000 2288

- Returning to teaching: 0800 085 0971 or visit <https://getintoteaching.education.gov.uk>

For information on Teachers' pay and Conditions, please contact the DfE

Website: www.education.gov.uk/schools/careers

Teaching Regulation Agency (TRA)

- Information on the submission of induction results, induction appeals procedure and general induction enquiries <https://www.gov.uk/government/collections/qualified-teacher-status-qts>

QTS and Induction Teacher Services Division

Teacher Qualification Unit

Teaching Regulation Agency (TRA)

Cheylesmore House

Ground Floor South

53-55 Butts Road

Earlsdon Park

Coventry

CV1 3BH

Tel: 0207 593 5392

(Monday to Thursday 09.00 and 17.00 and Friday 09.00 and 16.30)

E-mail enquiries: teacher.induction@education.gsi.gov.uk

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

For information on the Appeals process: <https://www.gov.uk/government/publications/induction-appealsprocedures>

Login into Teacher Self-Service Portal

Induction certificates - On completion of the ECT induction period, **certificates are downloaded by individuals on the Teacher Portal online system.** Please note, **the School, Local Authority or Appropriate Body does not issue ECT induction certificates and TRA no longer issue printed induction certificates.**

ECTs will have to download an electronic copy of their induction certificate from the teacher self-service portal at: <https://teacherservices.education.gov.uk/SelfService/Login>.

The teacher self- service portal also allows ECTs to update their personal contact details, including a primary email address, which will be used to confirm with you directly when your certificate is available. If there are any further queries, teachers need to contact the induction team via email on teacher.induction@education.gsi.gov.uk or telephone 0207 593 5392.

Workplace Options – Your employee assistance programme (EAP):

United Kingdom

Workplace Options
Ealing Cross
85 Uxbridge Road
London, W5 5TH

Employee Assistance Programme (EAP)

Freephone: 0800 243 458
Outside the UK: +44 (0)20 8987 6550
Email: assistance@workplaceoptions.com

Teacher Support Network

For confidential practical and emotional support, regardless of age, length of service or union affiliation:

Support Lines

For advice or support, call our Support Lines on:

- **08000 562 561 (UK)**
- **08000 855 088 (Wales)**

Head office contact details - (Head office cannot offer emotional advice or support. Please contact the Support Lines above.)

Teacher Support Network
40A Drayton Park
London N5 1EW

Main office number: 020 7697 2750

Website: www.teacherssupport.info

Help for ECTs with anxiety, mental health problems

Mind - www.MIND.org.uk

Mental health adviser network – <http://www.mhfaengland.org.uk>

NEU and NASUWT Union Representatives

The charity Education Support Partnership which can help in a variety of ways and have a 24/7 helpline for all working in schools. Details can be found at: <https://www.educationsupportpartnership.org.uk/>

Name of Waltham Forest Local Authority Designated Officer (LADO)

Gillian Nash

Tel: 020 8496 3646

Email: LADO@walthamforest.gov.uk

If you are made aware of anything that makes you feel uneasy such as a safeguarding issue, concern about a child's welfare or a feeling that something 'is not quite right' speak to a member of SLT as soon as possible to raise your concerns and follow the school's referral processes set out in school's safeguarding policy and procedures (you will be expected to support social workers and other agencies following any referral if required). Every school has a designated safeguarding lead who is a member of the school's leadership team and provides support to staff to carry out their safeguarding duties and liaises closely with other services such as children's social care. There are also deputy designated safeguarding leads in schools.

The DfE's statutory guidance "[Keeping children safe in education](#)" says that safeguarding and promoting the welfare of children is everyone's responsibility and that school staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

If you have any concerns and require representation, most schools have a link staff union representative. Otherwise, please contact the unions below:

TEACHING UNIONS:

NEU:

Paul Phillips
Joint Branch Secretary
(Waltham Forest National Education Union)
Room 228
Higham Hill Joint Service Centre
313 Billet Road
London E17 5PX
Tel: 020 8523 5460
Email: paul.phillips@neu.org.uk

Sandra Faria
Joint Branch Secretary
(Waltham Forest National Education Union)
Room 228
Higham Hill Joint Service Centre
313 Billet Road
London E17 5PX
Tel: 020 8523 5460
Email: sandra.faria@neu.org.uk

Nancy Taaffe
Office Administrator
(Waltham Forest National Education Union)
Room 228
Higham Hill Joint Service Centre
313 Billet Road
London E17 5PX
Tel: 020 8523 5460
Email: Nancy.Taaffe@neu.org.uk

NASUWT:

Ian Moyes
(National Association of Schoolmasters Union)
Email: moyes.nasuwt@gmail.com

John McGill
(National Association of Schoolmasters Union)
Email: john.mcgill@exec.nasuwt.org

ECT Manager – An Overview - (please refer to the user manuals on the system to assist with any queries)

Waltham Forest uses an electronic online ECT support and induction management system called ECT Manager. This is a paperless system used by many appropriate bodies and has been proved successful in recording ECT information safely and securely online. **The induction tutors and headteachers register their own ECTs on the system.** There is also a school administrator role, which can also register ECTs for the induction tutors but cannot do anything else. As part of the registration process, the ECTs' details are checked with the Teaching Regulation Agency (TRA). The system automatically confirms both that the ECTs are registered and that they have QTS, saving a lot of pain later! If an ECT is not found on the Teaching Regulation Agency (TRA) database system, registration cannot continue.

Once the ECT has been registered, the head teacher digitally signs the registration and the details are checked before authorising.

Once authorised, a school can fully access an ECT's details. The induction lead and head teacher have full access to all the ECTs within their school. The induction tutor can only access those ECTs who are assigned to them. An ECT can view/edit their own details, sign and add comments to their assessments.

It is a statutory requirement that all schools offering statutory induction are required to register new ECTs, complete/submit assessment forms (Progress reviews and formal assessments), upload documents (observation forms, review meeting records, evidence of practice), you can edit/amend details and add tutors/new headteachers/induction leads. The system will send generated reminders automatically if registrations and assessments are incomplete, using this system helps to also identify if ECTs have been awarded QTS as it is linked the Teaching Regulation Agency (TRA).

An ECT can view/edit their own details and sign and add comments to their own assessments.


NQT Access Privileges


- Complete Assessments
- Edit Personal Details


[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](#)

How to Login to ECT Manager

You will need to login to ECT Manager with your unique username and password in order to use the system.

Please Note: *You should never login using a password belonging to another member of staff. This is against the terms and conditions of using nqtmanager.com. If you require access to NQT Manager please ask an existing Tutor, Induction Coordinator, or Head Teacher to add you to the system as a Tutor.*

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>

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:

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:

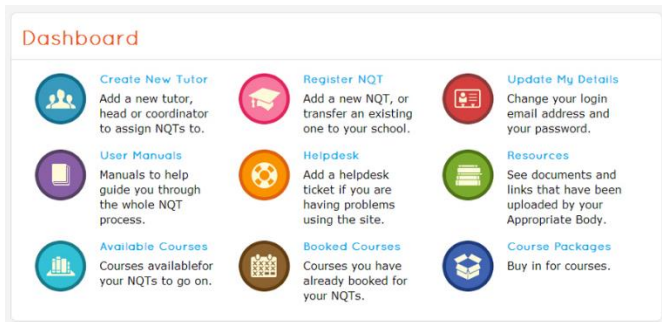
Your Role:

 **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.

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.

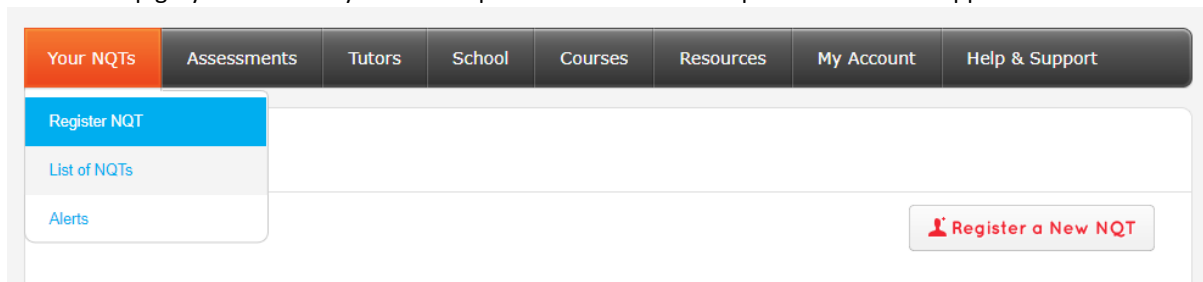
Dashboard

Once you have logged in you will be taken to your ECT Manager Dashboard page which provides quick links to your tasks.



Register an ECT

1. From the top grey menu move your mouse pointer over ECTs. A drop down menu will appear.



2. Select Register ECT

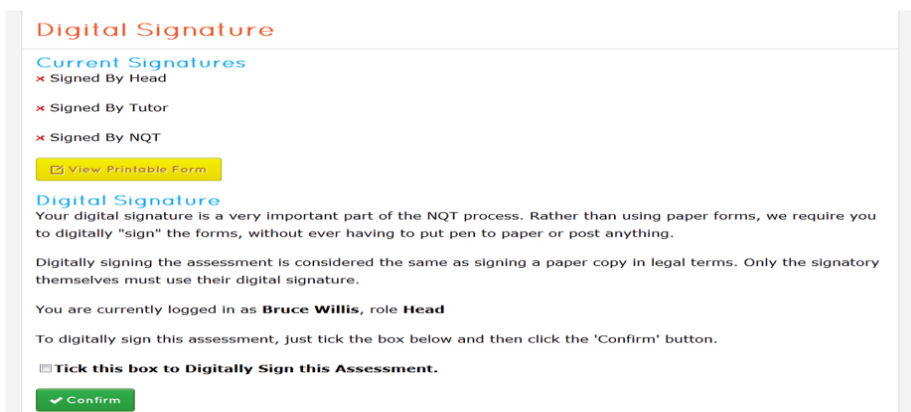
What is a Digital Signature?

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything.

Digitally signing an assessment or registration is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

To digitally sign an assessment or registration, you'll need to tick a box to confirm you are signing and then simply click a button.

Please note that this is a change from the old digital signature system, which required you to save personal information.



Completing an Assessment

1. Go to the Overview page for the ECT. (See View a ECT's Details.)

Termly Assessments

Term	Grade	FTE	Term	Status	Action
1	N/A	1	01/09/2017 - 16/12/2017 Due: 16/12/2017	Available	Fill In Print

View Resources Provided by your Awarding Body

1. From the top grey menu select Resources.



What is a Tutor?

A Tutor can complete assessments and register ECTs in your school.

Tutor Access Privileges

- Add/Edit/Remove ECTs.
- Add/Edit/Remove Tutors.
- Complete Assessments

The **Induction Coordinator** has control over all Tutors and ECTs in your school. This role is normally assigned to only one person at a school.

Induction Coordinator Access Privileges

- Add/Edit/Remove ECTs.
- Add/Edit/Remove Tutors.
- Assign ECTs to Tutors.
- Complete Assessments.
- Add a Head Teacher.

What is a School Administrator?

A School Administrator can Register Tutors and ECTs at your school.

School Administrator Access Privileges

- Add ECTs.
- Add Tutors.

The Waltham Forest Hub

There has been changes with regards to certain areas of the site becoming subscriber-only. This will require users to log-in in order to access content and be from a subscribing school or setting. Forms and other information will be available to download from the Hub which schools' have access to once they register their details and subscribe to some of the services.

If a school decides not to subscribe, then restricted access will apply. Generic logins have been created for individuals to login. Please use the link provided to view the Hub homepage and follow these instructions:

<https://thehub.walthamforest.gov.uk>

Please note: the website is optimised for Internet Explorer 9 onwards and other modern browsers. If you are using an older version some features might not work or display properly.



1. Go to the Home page at: <https://thehub.walthamforest.gov.uk>
2. Click on 'Register Today' in the top right-hand corner of the page
3. You will be taken to the Registration page
4. Fill in the form – the fields with red asterisks are mandatory fields and must be filled in before the form can be accepted. To ensure you get the best out of the site, it is important that you complete this as fully as possible, particularly completing your Provider/organisation name and your Role at the Provider/organisation.
5. To submit the registration form, enter the CAPTCHA code, which will be different to the screenshot above (and is there to prevent spam accounts being generated) and then click Sign Up.
6. After clicking Sign Up, you will be taken back to the Home page. The website will send a message to your email address that you used to register the account with.
7. Go to your email inbox and follow the instructions in that message to complete your registration. You will be asked to change your password and you can update your profile as necessary.
8. If you have registered as a Head teacher, School Business Manager or as the Chair of Governors of a listed school, there may be a short delay in receiving that email, as the local authority must verify the details of the account. It is a similar situation if you register as a Manager, Owner or Chair of Trustees of an early year's provider or out of school provider.
9. Once you have registered, you can log onto the site by going to the Home page at: <https://thehub.walthamforest.gov.uk>
10. Click on 'Login' in the top right-hand corner of the page
11. Enter your username/email address and password to log in.

Questions

If you have any questions, please email thehub@walthamforest.gov.uk

End of Induction Extension / Standards not Met Recommendation

Appropriate Body Evidence Review

ECT:		School:	
Headteacher:		AB:	
Induction Tutor:		Mentor:	

Dates:

AB visit to review evidence:			Previous AB contact:		
Induction started:			Concerns first raised with AB:		
Evidence of the following statutory requirements are in place for the ECT's induction	Support Plan(s) where progress has been unsatisfactory	ECF Provision	Regular Mentor Meetings	Observations	ECT non-teaching time / PPA

Reason for school requesting an extension to the ECT's induction or the Teachers' Standards not being satisfactorily met

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. In these circumstances the induction period must be extended by the aggregate total of days absent. (*Induction for early career teachers (England)*, Sept 2021, p28, 3.6)

Evidence submitted for review (in addition to lesson observation on date of review)	Induction Tutor	ECT
Teachers' Standards	Comments:	
1. Set high expectations which inspire, motivate and challenge pupils a) Establish a safe and stimulating environment b) Challenge all pupils and demonstrate positive attitudes and behaviour to pupils Satisfactorily Met: Y/N		
2. Promote good progress and outcomes by pupils a) Be accountable for pupils' attainment, progress and outcomes b) Build on pupils' capabilities and prior knowledge c) Guide pupils to reflect on the progress they have made and their emerging needs		

<p>d) Demonstrate understanding of how pupils learn and how this impacts on teaching</p> <p>e) Encourage pupils to take responsibility for their own work and study</p> <p>Satisfactorily Met: Y/N</p>	
<p>3. Demonstrate a good subject and curriculum knowledge</p> <p>a) Secure subject knowledge, foster pupils' interest in the subject, and address misunderstandings</p> <p>b) Understand developments in the curriculum and promote study</p> <p>c) Promote high standards of literacy, articulacy</p> <p>Satisfactorily Met: Y/N</p>	
<p>4. Plan and teach well structured lessons</p> <p>a) Impart knowledge and develop understanding</p> <p>b) Promote a love of learning and intellectual curiosity</p>	

<p>c) Set homework and out-of-class activities to consolidate and extend pupil knowledge</p> <p>d) Reflect on the effectiveness of lessons and approaches to teaching</p> <p>Satisfactorily Met: Y/N</p>	
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>a) Use differentiation appropriately</p> <p>b) Identify factors that inhibit pupils' ability to learn, and ways to overcome these</p> <p>c) Adapt teaching to support pupils' education at different stages of development</p> <p>d) Understand the additional needs of all pupils, and be able to use and evaluate teaching approaches to engage and support them</p> <p>Satisfactorily Met: Y/N</p>	

<p>6. Make accurate and productive use of assessment</p> <p>a) Know how to assess the curriculum</p> <p>b) Use formative and summative assessment</p> <p>c) Use data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) Use regular oral and marking, and encourage pupils to respond to the feedback</p> <p>Satisfactorily Met: Y/N</p>	
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <p>a) Use the school's behaviour policy and have clear rules and routines</p> <p>b) High expectations of behaviour, using praise, sanctions and rewards consistently and fairly</p> <p>c) Manage classes effectively, using methods appropriate to pupils' needs in order to involve and motivate them</p>	

<p>d) Maintain good pupil relationships, exercise authority, and act decisively when necessary</p> <p>Satisfactorily Met: Y/N</p>	
<p>8. Fulfil wider professional responsibilities</p> <p>a) make a positive contribution to the wider life and ethos of the school</p> <p>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) deploy support staff effectively</p> <p>d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>e) communicate effectively with parents with regard to pupils' achievements and well-being.</p> <p>Satisfactorily Met: Y/N</p>	

**PART TWO: PERSONAL
AND PROFESSIONAL
CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Satisfactorily Met:
Y/N

Overall Comments:

Decision:

There is evidence:

of the Teachers' Standards being satisfactorily met.

to approve an extension by _____ term(s); induction will end _____.

of the Teachers' Standards not being satisfactorily met.

If Applicable, reasons to be outlined in content of AB Letter:

The ECT has the right to Appeal against the Appropriate Body's decision to extend induction or that the Teachers' Standards have not been satisfactorily met.

Signed:

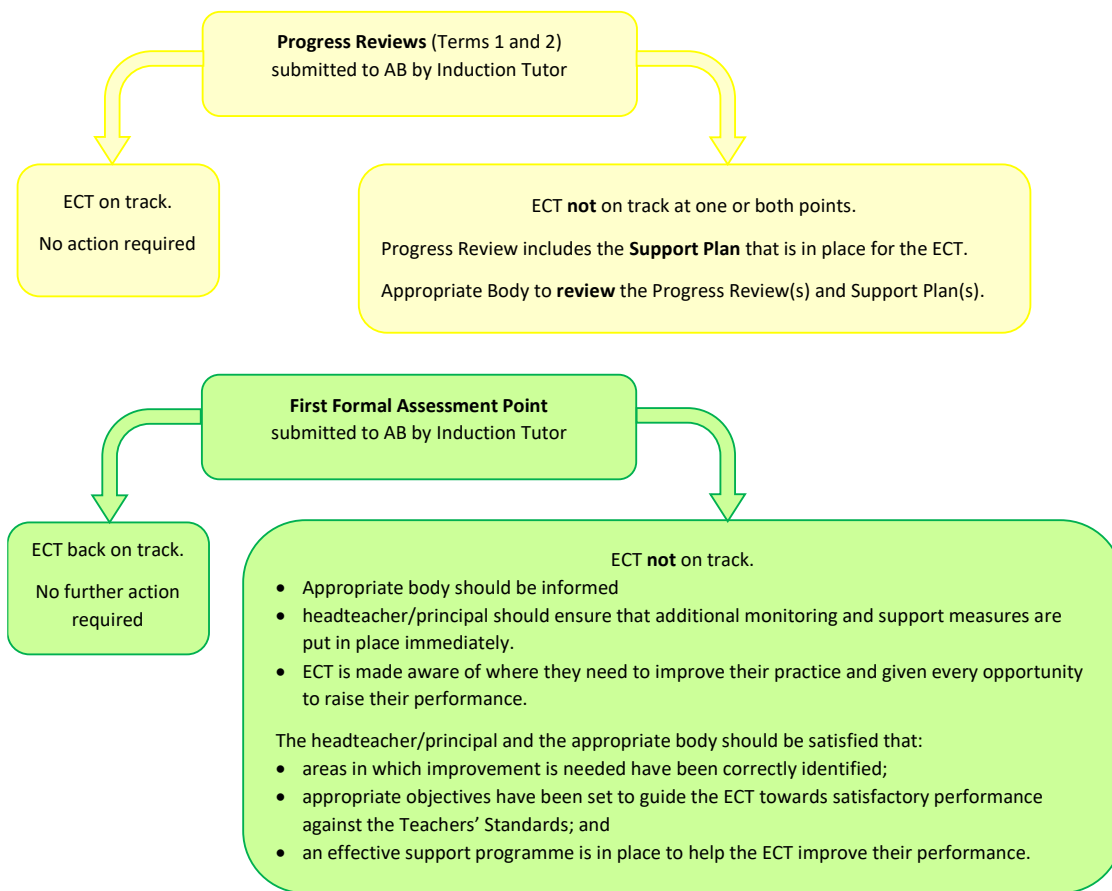
Date:

Signed:

Date:

Unsatisfactory progress

Putting in place additional monitoring and support

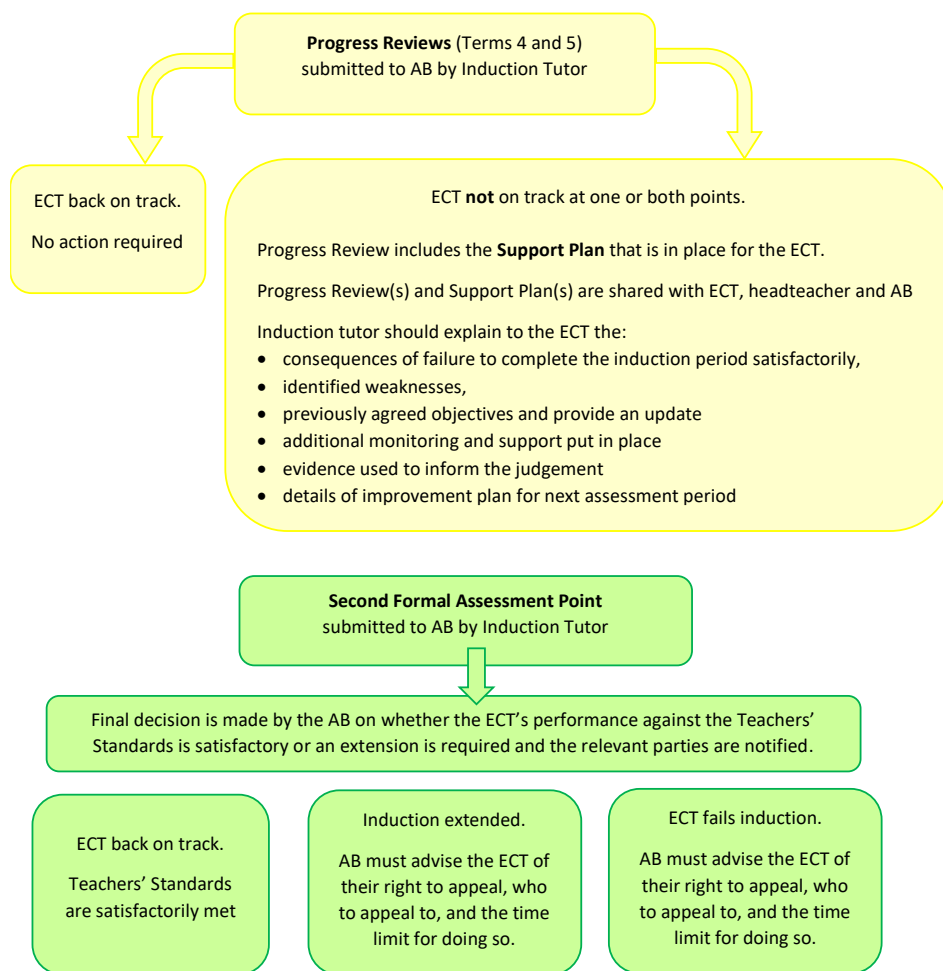


AB Supporting schools with struggling ECTs

Where an ECT may be experiencing difficulties, some schools may require support from their appropriate body to address specific areas of performance that require further development.

It is recommended that appropriate bodies work collaboratively with schools where there are issues around an ECT's performance and encourage schools to put in place appropriate action plans.

Some appropriate bodies – when schools inform them about a struggling ECT - trigger a more intensive level of support, including additional visits to the school where appropriate.



Some appropriate bodies choose to support schools with struggling ECTs by:

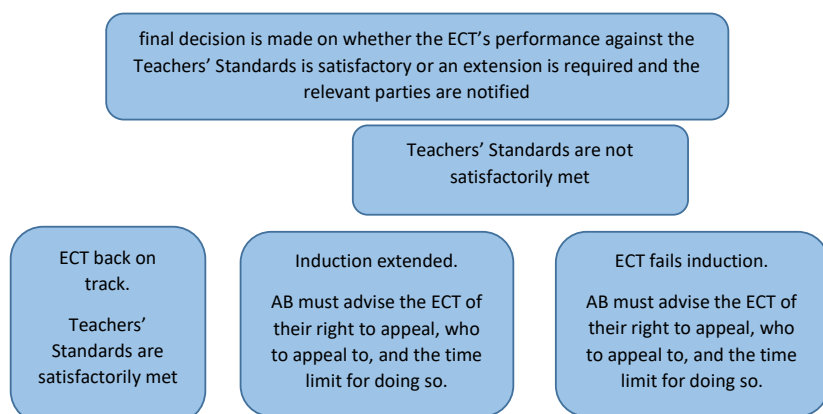
- Investigating, with the school and the ECT, the root cause of the issue.
- Offering additional or more intensive support during quality assurance visits, including joint observation(s) with the induction tutor/mentor as appropriate, and reporting findings to the school.
- Helping the school to put in place an appropriate action or support plan.
- Monitoring any support plan with regular check-ins.
- Signposting to CPD opportunities that might help the ECT.

Some appropriate bodies choose to support struggling ECTs by:

- Reviewing, with the ECTs, their action or support plan.
- Ensuring ECTs are clear about who to speak to if they need to raise issues.

Induction for early career teachers (England)
Section 4, p32

Appropriate Bodies Guidance: Induction and the Early Career Framework
Section 3.4, p14



The Early Careers Framework

High Expectations (Standard 1 – Set high expectations)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> • <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i> • <i>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</i> • <i>Acknowledging and praising pupil effort and emphasising progress being made.</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

How Pupils Learn (Standard 2 – Promote good progress)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. 	<p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • <i>Taking into account pupils' prior knowledge when planning how much new information to introduce.</i> • <i>Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</i> • <i>Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</i> <p>Build on pupils' prior knowledge, by:</p> <ul style="list-style-type: none"> • <i>Identifying possible misconceptions and planning how to prevent these forming.</i> • <i>Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</i> • <i>Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.</i> • <i>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</i> <p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> • <i>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</i> • <i>Planning regular review and practice of key ideas and concepts over time.</i> • <i>Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.</i> • <i>Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. 7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. 8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. 9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 	<p>Deliver a carefully sequenced and coherent curriculum, by:</p> <ul style="list-style-type: none"> • <i>Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.</i> • <i>Ensuring pupils' thinking is focused on key ideas within the subject.</i> • <i>Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</i> • <i>Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).</i> • <i>Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.</i> <p>Support pupils to build increasingly complex mental models, by:</p> <ul style="list-style-type: none"> • <i>Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.</i> • <i>Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.</i> • <i>Drawing explicit links between new content and the core concepts and principles in the subject.</i> <p>Develop fluency, by:</p> <ul style="list-style-type: none"> • <i>Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).</i> • <i>Using retrieval and spaced practice to build automatic recall of key knowledge.</i> <p>Help pupils apply knowledge and skills to other contexts, by:</p> <ul style="list-style-type: none"> • <i>Ensuring pupils have relevant domainspecific knowledge, especially when</i>

<p>10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p>	<p><i>being asked to think critically within a subject.</i></p> <ul style="list-style-type: none"> <i>Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.</i> <p>Develop pupils' literacy, by:</p> <ul style="list-style-type: none"> <i>Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.</i> <i>Supporting younger pupils to become fluent readers and to write fluently and legibly.</i> <i>Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</i> <i>Modelling reading comprehension by asking questions, making predictions, and summarising when reading.</i> <i>Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading highquality texts to children).</i> <i>Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing(e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).</i> <i>Teaching different forms of writing by modelling planning, drafting and editing.</i>
<p>Notes <i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below. <i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.¹</p>	

Classroom Practice (Standard 4 – Plan and teach well structured lessons)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. 10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. 	<p>Plan effective lessons, by:</p> <ul style="list-style-type: none"> • <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i> • <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i> • <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i> • <i>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</i> • <i>Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).</i> <p>Make good use of expositions, by:</p> <ul style="list-style-type: none"> • <i>Starting expositions at the point of current pupil understanding.</i> • <i>Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</i> • <i>Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</i> <p>Model effectively, by:</p> <ul style="list-style-type: none"> • <i>Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).</i> • <i>Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</i> • <i>Exposing potential pitfalls and explaining how to avoid them.</i>

<p>11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</p>	<p>Stimulate pupil thinking and check for understanding, by:</p> <ul style="list-style-type: none"> • <i>Planning activities around what you want pupils to think hard about.</i> • <i>Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).</i> • <i>Providing appropriate wait time between question and response where more developed responses are required.</i> • <i>Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</i> • <i>Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.</i>
<p>Notes <i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below. <i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Adaptive Teaching (Standard 5 – Adapt teaching)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. 7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. 	<p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i> • <i>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.</i> • <i>Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</i> <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • <i>Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</i> • <i>Balancing input of new content so that pupils master important concepts.</i> • <i>Making effective use of teaching assistants.</i> <p>Meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> • <i>Making use of well-designed resources (e.g. textbooks).</i> • <i>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.</i> • <i>Building in additional practice or removing unnecessary expositions.</i> • <i>Reframing questions to provide greater scaffolding or greater stretch.</i> • <i>Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</i> <p>Group pupils effectively, by:</p> <ul style="list-style-type: none"> • <i>Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.</i>

	<ul style="list-style-type: none"> • <i>Changing groups regularly, avoiding the perception that groups are fixed.</i> • <i>Ensuring that any groups based on attainment are subject specific.</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Assessment (Standard 6 – Make accurate and productive use of assessment)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. 	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> • <i>Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</i> • <i>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</i> • <i>Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</i> <p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> • <i>Using assessments to check for prior knowledge and pre-existing misconceptions.</i> • <i>Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</i> • <i>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</i> • <i>Monitoring pupil work during lessons, including checking for misconceptions.</i> <p>Provide high-quality feedback, by:</p> <ul style="list-style-type: none"> • <i>Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</i> • <i>Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</i> • <i>Scaffolding self-assessment by sharing model work with pupils, highlighting key details.</i>

	<ul style="list-style-type: none"> • <i>Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.</i> <p>Make marking manageable and effective, by:</p> <ul style="list-style-type: none"> • <i>Recording data only when it is useful for improving pupil outcomes.</i> • <i>Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and selfassessment).</i> • <i>Using verbal feedback during lessons in place of written feedback after lessons where possible.</i> • <i>Understanding that written marking is only one form of feedback.</i> • <i>Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).</i> • <i>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Managing Behaviour (Standard 7 – Manage behaviour effectively)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. 	<p>Develop a positive, predictable and safe environment for pupils, by:</p> <ul style="list-style-type: none"> • <i>Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</i> • <i>Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</i> • <i>Giving manageable, specific and sequential instructions.</i> • <i>Checking pupils' understanding of instructions before a task begins.</i> • <i>Using consistent language and non-verbal signals for common classroom directions.</i> • <i>Using early and least intrusive interventions as an initial response to low level disruption.</i> • <i>Responding quickly to any behaviour or bullying that threatens emotional safety.</i> <p>Establish effective routines and expectations, by:</p> <ul style="list-style-type: none"> • <i>Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).</i> • <i>Practising routines at the beginning of the school year.</i> • <i>Reinforcing routines (e.g. by articulating the link between time on task and success).</i> <p>Build trusting relationships, by:</p> <ul style="list-style-type: none"> • <i>Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</i>

	<ul style="list-style-type: none"> • <i>Responding consistently to pupil behaviour.</i> <p>Motivate pupils, by:</p> <ul style="list-style-type: none"> • <i>Supporting pupils to master challenging content, which builds towards long-term goals.</i> • <i>Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.</i> • <i>Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Professional Behaviours

(Standard 8 – Fulfil wider professional responsibilities)

Learn that...

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
7. Engaging in high-quality professional development can help teachers improve.

Learn how to...

Develop as a professional, by:

- *Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.*
- *Strengthening pedagogical and subject knowledge by participating in wider networks.*
- *Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.*
- *Engaging critically with research and discussing evidence with colleagues.*
- *Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.*

Build effective working relationships, by:

- *Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.*
- *Seeking ways to support individual colleagues and working as part of a team.*
- *Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.*
- *Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.*
- *Sharing the intended lesson outcomes with teaching assistants ahead of lessons.*
- *Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*

	<ul style="list-style-type: none"> • <i>Knowing who to contact with any safeguarding concerns.</i> <p>Manage workload and wellbeing, by:</p> <ul style="list-style-type: none"> • <i>Using and personalising systems and routines to support efficient time and task management.</i> • <i>Understanding the right to support (e.g. to deal with misbehaviour).</i> • <i>Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).</i> • <i>Protecting time for rest and recovery</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Early Career Teacher: Progress Review Template

This form is used by induction tutors to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required.

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

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.

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	
Name of 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>

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](https://www.gov.uk)

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.education.gov.uk/early-career-framework/core-induction-programme)

- ☐ 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.

[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.

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.

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.

[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.

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)	

Education is the
most powerful
weapon which
you can use to
change the
world.
-Nelson Mandela

Handbook produced by Sylvia Harper – ECT Coordinator

Email: Sylvia.harper@walthamforest.gov.uk

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