



**Five Counties**  
Teaching  
School Hubs  
Alliance



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# **FIVE COUNTIES TEACHING SCHOOL HUBS ALLIANCE**

## **AN ECT APPROPRIATE BODY GUIDE**

**FOR**

**Early Career Teachers, Induction Tutors and Mentors**

**2021 – 2023**

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Dear colleague,

Congratulations on achieving Qualified Teacher Status (QTS) and securing your first teaching post as an Early Career Teacher (ECT). Against the backdrop of Covid and huge challenges faced in schools throughout the duration of your pre QTS training, your achievement is no mean feat.

You have chosen such an important and rewarding career and the Five Counties Teaching School Hubs Alliance is both delighted and excited that you have chosen them to support your development as a teacher. Our commitment to your induction will be professional, focused and unwavering.

As an ECT you are especially valued for your unique ability to offer an energetic freshness of approach alongside a wealth of creative suggestions and ideas to enrich the quality of learning for our children and young people. We appreciate and embrace this key expertise, which will enable the schools you work in to continue to provide excellent opportunities for all pupils.

Your first years in teaching will be busy, exciting and challenging at times. To ensure that you are successful in meeting the Teachers' Standards by the end of the induction period, all ECTs will receive a common entitlement to high quality, personalised support and training through a provider-led programme based upon the Early Career Framework (ECF). This guide describes this support and explains the roles and responsibilities of everyone involved in your induction programme, or includes links which take you to the relevant information.

Your Head teacher/Principal will already have planned for your development and assessment during the year through your registration with one of the DfE's accredited ECF providers (in your case either Ambition Institute or Education Development Trust. Should you have any difficulties that cannot be resolved in school then you may wish to talk to one of the FCTSHA's Appropriate Body (AB) Leads – either Jane Martin or Carol Gair. Your link to one or other of the AB Leads will be determined (in the main) by where your school/academy is located. Their contact details can be found at the bottom of this page and again at the end of this guide.

We sincerely hope that you will find the guide of real use. The staff in your school, particularly your assigned mentor are there to help steer you through the year and to offer vital help and advice. Our friendly and supportive ECT Induction Team are also on hand to answer any questions or queries that may arise. Please do not hesitate to contact us at any time.

Further advice and support can be accessed from the FCTSHA team: [Info@fivecountiesalliance.co.uk](mailto:Info@fivecountiesalliance.co.uk)

The FCTSHA organises and delivers a wide range of training and professional development opportunities. Details of all programmes can be found on the FCTSHA website: <https://fivecountiesalliance.co.uk/>

I look forward to working with you and wish you every success during your early career in teaching.

**Alison Fletcher – Director of the CLF Institute and FCTSHA Steering Group Member**  
[Alison.Fletcher@clf.uk](mailto:Alison.Fletcher@clf.uk)

**Jane Martin – FCTSHA Appropriate Body Lead** [Jane.martin@clf.uk](mailto:Jane.martin@clf.uk)  
**Carol Gair – FCTSHA Appropriate Body Lead** [Cgair@backwellschool.net](mailto:Cgair@backwellschool.net)

## **INTRODUCTION TO THIS APPROPRIATE BODY ECT GUIDE**

This guide has been prepared by the FCTSHA and is intended to provide simple, practical guidance to all parties involved in an ECF – based programme.

The guide will be a short one with links to all necessary supporting documentation as well as forms (in the Appendix) which will need to be completed at various times throughout the ECT's induction.

From September 2021, six designated providers will be responsible for delivering all forms of high quality professional development for teachers through the DfE's 'Golden Thread' of Professional Development – from the Early Career Framework (ECF) to the new NPQs. Links to statutory guidance for both ECT Induction and the ECF are below. For *full* information regarding anything related to ECT Induction please read the DfE's Statutory Induction Guidance by clicking on the link below. It is extremely comprehensive and should cover everything you need to know.

[Early Career framework \(dated January 2019\)](#)

[Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies \(Revised March 2021\)](#)

## **GLOSSARY**

**Ambition Institute** one of the DfE's chosen lead providers of an ECF-based induction programme and one of the providers you might be working with (the other being Education Development Trust). A link to Ambition's ECF-based programme is here. <https://www.ambition.org.uk/ecf/>

**Appropriate Body (AB)** a professional 'Appropriate Body' service that supports the induction of ECTs in all schools and settings. The appointment of an Appropriate Body is a statutory requirement for the induction period for all ECTs. It is the Appropriate Body that makes the final decision as to whether an ECT has met the Teachers' Standards on the recommendation of the Head teacher/Principal in the school where they work. An AB service provides quality assurance, guidance, advice and training relating to the induction process of your ECT provision.

**Appropriate Body Lead (AB Lead)** a named professional within the Appropriate Body Service, who is the main point of contact for schools, ECTs, mentors, Induction tutors and Head teachers/Principals for anything relating to ECT induction. If you are reading this guide your AB Lead will be either Jane Martin or Carol Gair. Their contact details can be found here.

[Jane.martin@clf.uk](mailto:Jane.martin@clf.uk)

[Cgair@backwellschool.net](mailto:Cgair@backwellschool.net)

**Core Induction Programme (CIP)** an ECF – based induction programme which uses the resources of one of the DfE's accredited providers but which is built into a programme designed by the school. Schools choosing this option do not have access to any *additional* DfE funding nor access to the online platforms of the providers.

**Department for Education (DfE)** the Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. DfE is a ministerial department, supported by [17 agencies and public bodies](#). [Read more about what we do](#)

**Early Career Framework (ECF)** the [early career framework](#) is the evidence base which underpins a new entitlement for early career teachers' professional development. It sets out what all ECTs should learn about, and learn how to do, during the first 2 years of their careers. The ECF reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government's [teacher recruitment and retention strategy](#), which aims to improve the training and

development opportunities available to teachers. The 8 standards within the ECF are directly mapped to the Teachers' Standards, (link below):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

The ECF document clearly states that 'while the ECF is presented around the Teachers' Standards for clarity, the ECF is not, and should not be used, as an assessment framework. ECTs will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for ECTs and should not be seen as an additional assessment tool.'

**Early Career Teacher (ECT)** the term Early Career Teacher replaces Newly Qualified Teacher (NQT) and is someone who is in either their first or second year of teaching. As an ECT you have a statutory entitlement to high quality training provided through an ECF-based programme.

**Education Development Trust (EDT)** one of the DfE's chosen lead providers of an ECF-based induction programme and one of the providers you might be working with (the other being Ambition Institute). A link to EDT's ECF-based programme is here <https://www.early-career-framework.education.gov.uk/edt/>

**Five Counties Teaching School Hubs Alliance (FCTSHA)** as the name suggests an alliance of five counties and two Lead Schools as one of the 87 TSHs recently announced by the Department for Education (DfE). Two schools, Mangotsfield Church of England Primary School and Colston Grammar School (to be renamed Montpellier High School) are the Lead Schools for the alliance, and will work collaboratively across the five counties of South Gloucestershire, Bath & North East Somerset, Bristol, North Somerset and Somerset to provide high quality professional development for all teachers and leaders. They will do so in close partnership with Cabot Learning Federation (CLF). The schools will focus on the golden thread of teacher development through Initial Teacher Training, Early Career Teacher Development and Training and National Professional Qualifications for leaders at all stages of their career. They will also work with Curriculum Hubs and other key partners to design and deliver bespoke CPD which meets the local needs of the 712 schools across the five counties. The vision and values of our TSHA are:

- Collaboration
- Partnership
- Education
- Excellence
- Equity

A link to the FCTSHA's website where you can find full information about all training opportunities is here <https://fivecountiesalliance.co.uk/>

**Full Induction Programme (FIP)** a sequenced two-year development programme based on the ECF, with funded training delivered directly to ECTs. It includes self-directed study materials for all ECTs, funded training delivered directly to mentors, including materials to support mentor sessions designed to reduce mentor workload. Funding is also provided by the DfE to cover ECT and mentor time off timetable in the second year of induction as well as funding to backfill mentor time spent undertaking training (in addition to the funding for time off timetable). All training and resources for you will be provided by our lead provider partners - either Ambition Institute or Education Development Trust. Additional training and network events will be run by the FCTSHA throughout the course of your induction.

**Induction Tutor** is likely to be a senior member of staff who in the first instance has the responsibility of selecting an appropriate mentor for each ECT. They will also provide regular informal and formal monitoring and support for ECTs (as a minimum 3 times per year). They will also be expected to provide regular monitoring and support for the mentors (although this is not explicitly detailed in any of the statutory guidance, the FCTSHA recommends this additional layer of support also takes place 3 times a year as a minimum). The Induction Tutor has the responsibility through this close monitoring of both ECT and mentor, of ensuring the ECF programme is being followed, that the programme is sustainable

and that any concerns about any ECTs are raised with the AB Lead as early as possible. They are also responsible for the coordination of the ECT's assessment and the completion of the ECT's statutory induction reports.

**Mentor** All ECTs going through induction from September 1 **must have** both an induction tutor and an induction mentor. This new role of induction mentor will fulfil a separate and distinct role to that of the induction tutor. While the induction tutor's role is to "provide regular monitoring and support, and coordination of assessment", as indicated in the statutory guidance (DfE, 2021), the role of the induction mentor is to:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback.
- Work with the ECT and colleagues to make sure the ECT receives a high-quality ECF-based induction programme (in the case of ECTs signed up with the FCTSHA either Ambition Institute or Education Development Trust)
- Provide, or broker, effective support, including subject or phase-specific coaching.
- Take prompt action if the ECT is having difficulties.

Induction mentors must provide their support to ECTs within a single school setting. Multi-academy trusts (MATs) will need to provide a mentor for each school individually, rather than use a mentor to support ECTs at schools within the trust. The only stipulation is that mentors are expected to have qualified teacher status. The guidance is also clear that it is "expected" that mentors and tutors will **not** be the same person.

**Teacher Regulation Agency (TRA)** has the responsibility for the regulation of the teaching profession, including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a teacher reference number. A link detailing full information about the TRA is below  
<https://www.gov.uk/government/organisations/teaching-regulation-agency/about>

**Qualified Teacher Status (QTS)** is a legal requirement to teach in many English schools, and considered desirable for teachers in the majority of schools in England. A link to full information about QTS is below  
<https://www.gov.uk/guidance/qualified-teacher-status-qts>

## **KEY EARLY CAREER TEACHER (ECT) INFORMATION**

An ECT cannot start a statutory induction period (or part period) in any permitted setting unless he or she has been awarded QTS by the TRA (see links to information about this above). It is therefore essential that Head teachers/Principals check and confirm the individual's QTS before an appointment is offered, either by writing to or telephoning the TRA, or, where the institution or their Appropriate Body has access to it, checking the TRA online database. Please note that the TRA write to all ECTs to confirm their QTS.

ECTs must be registered with an Appropriate Body – in the case of anyone reading this guide - the Five Counties Teaching School Hubs Alliance (FCTSHA) Appropriate Body service

### **WHAT'S NEW FOR ECTs?**

Guidance has been significantly updated since the previous version (issued April 2018). The following key changes have been made:

- 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
- 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
- Schools are expected to deliver an induction period that is underpinned by the ECF. Appropriate bodies will have a role in checking that an ECF-based induction is in place
- The role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction

For full information on anything relating to ECT induction, please click on the link below as this will take you to the full DfE guidance:

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

## **AIMS of FCTSHA ECT INDUCTION POLICY**

### ***Aims***

The aims are to:

- Support the school to ensure that all ECTs gain progressively in competence and confidence in order to develop to their potential;
- Provide a framework for further professional development in subsequent years.

### ***Objectives***

The objectives are to:

- ensure ECTs receive high quality support, advice and career guidance;
- ensure ECTs receive an ECF-based induction programme
- check fidelity of the ECF-based programme (if not a FIP)
- provide continuity with preceding and succeeding stages of development;
- build on existing good practice;
- establish consistency of good practice across the alliance;
- research and develop the best evidence –based practice in relation to national policies.

### ***Means of achieving these objectives***

In meeting these objectives, the FCTSHA will:

- provide clear policy and guidance to schools and academies which have appointed ECTs;
- provide comprehensive information to ECTs before and as they take up appointment;
- provide clear guidance and support to mentors and Induction Tutors
- ensure that ECTs are supported, guided and monitored in accordance with the FCTSHA policy and DfE guidelines;
- monitor the induction of ECTs in schools to ensure an ECF-based programme is being followed including a review of progress and assessment arrangements;
- provide a programme of professional development (as required) which complements provision in school

Where the FCTSHA Teaching School is acting as 'The Appropriate Body', the FCTSHA Teaching School will make the final decision on whether an ECT meets the induction standards on the basis of the Head teacher/Principal's recommendation.

### **Academies and schools where the FCTSHA Teaching School has agreed to act as the Appropriate Body will:**

- establish a clear process for induction of ECTs through an ECF-based programme;
- provide full details about the Academy to ECTs prior to their taking up appointment;
- ensure that Statutory Guidance on Induction for Early Career Teachers in England is followed;
- in all schools, provide an ***Induction Tutor*** to take overall responsibility for the development and assessment of ECTs – the expectation being that this tutor would be a member of the school's Senior Leadership Team;
- in all schools, provide a ***Mentor*** for each ECT to monitor, support and assess his/her work and progress;
- provide time for observation, feedback, discussion and reviews of progress in line with the lead providers programme;
- provide opportunities for ECTs to observe colleagues in a range of teaching situations;
- provide personalised in-school support and training where appropriate and in addition to that provided



through the lead providers programme;

- inform each ECT, without delay, if there are any areas of concern and provide appropriate support;
- remain vigilant about each ECT's well-being;
- inform the AB Lead (either Jane Martin – [Jane.martin@clf.uk](mailto:Jane.martin@clf.uk) or Carol Gair – [Cgair@backwellschool.net](mailto:Cgair@backwellschool.net) ) immediately if concerns arise that the ECT might not be able to meet one or more of the Teachers' Standards;
- review procedures regularly to inform and improve practice.

**FOR FURTHER GUIDANCE AND CLARIFICATION ON ANY ELEMENT OF ECT INDUCTION PLEASE REFER TO THE STATUTORY GUIDANCE FOR INDUCTION FOR EARLY CAREER TEACHERS IN ENGLAND**

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

## **ECT INDUCTION - ROLES AND RESPONSIBILITIES**

### **1. ECTs**

**The ECT should:**

- provide evidence that they have QTS and are eligible to start induction;
- meet regularly (weekly) with their mentor in line with the expectations of the lead provider's induction programme;
- agree with their mentor how best to use their reduced timetable allowance;
- participate fully in the agreed ECF-based induction programme – this will be with either Ambition Institute or Education Development Trust;
- raise any concerns with their mentor as soon as possible;
- consult their named Appropriate Body Lead (either Jane Martin – [Jane.martin@clf.uk](mailto:Jane.martin@clf.uk) or Carol Gair – [Cgair@backwellschool.net](mailto:Cgair@backwellschool.net) ) at an early stage if there are or may be difficulties in resolving issues with their mentor and/or Induction Tutor;
- keep track of and participate effectively in scheduled observations, informal review meetings and progress review meetings;
- agree with their mentor 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 forms.

### **2. Head teacher/Principal**

**The Head teacher/Principal is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:**

- 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;
- register the ECT with the Appropriate Body when the ECT is appointed or takes up a post during which they will be undertaking induction;
- ensure the ECT's role meets the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has enough time to carry out their role effectively;
- ensure the mentor is appropriately trained and has enough time to carry out their role effectively;
- ensure all ECTs have been registered on an ECF-based induction programme with either Ambition Institute or Education Development Trust;
- ensure the ECT's progress is reviewed regularly, including through weekly observations and feedback in line with their ECF-based programme;
- ensure that statutory 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;
- 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 relevant standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms for an appropriate period.

**There may also be circumstances where the Head teacher/Principal should:**

- 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 relevant standards;
- notify the Appropriate Body as soon as there are general concerns about an ECT's absence but specifically when absences total 30 days FTE;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- 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.

### **3. The Induction Tutor**

**The Induction Tutor should:**

- ensure the mentor is able to discharge their role to their best of their ability through providing them with the skills and requisite amount of time to do so;
- conduct a progress review meeting with each ECT in each (long) term where a formal assessment is **not** scheduled (see next section for suggested timings for these);
- conduct a joint informal review meeting with the mentor with each ECT in each short term (non-statutory). See next section for suggested timings of these;
- meet with mentors 3 times a year (as a minimum and/or as required)
- provide additional support to either the mentor and/or ECT as required;
- complete at least one joint observation with the mentor per ECT per year;
- where possible or necessary, complete one joint observation per ECT per year with the Appropriate Body;
- in consultation with the mentor and ECT, provide a framework of support (through a formal support plan where necessary) and inform the Appropriate Body accordingly;
- furnish all mentors with the relevant assessment report form;
- ensure all paperwork is completed accurately and in a punctual manner in line with FCTSHA's timeframe and expectations; and
- assume responsibility for the signing off of all assessment report forms before submitting them electronically to the Appropriate Body

### **4. The Mentor**

**The Mentor should:**

- want to and have the capacity to undertake their role
- complete all mentor-specific training as directed and provided by the lead provider
- attend conferences and briefings as part of the lead provider's ECF programme
- meet regularly (weekly in Year 1) with the ECT to provide regular guidance and effective support including

coaching and mentoring for the ECT's professional development – as set out by the lead ECF provider. The expectation is that this guidance and support will be front-loaded;

- undertake informal review meetings with the induction tutor at the end of each short term (in year 1 in the first instance)
- 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

## 5. The Appropriate Body

**The Appropriate Body has two key roles:**

• *Monitoring of support – appropriate bodies will check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance and provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction*

• *Monitoring of assessment – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards<sup>5</sup>, based on the head teacher's recommendation*

The Appropriate Body will also ensure:

- Head teachers/Principals are aware of and can meet their responsibilities for monitoring support and assessment
- They consult with Head teachers/Principals on a regular basis 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 must ensure that:**

- Head teachers/Principals 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 a 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;
- mentors are trained and supported including being given enough time to carry out the role effectively;
- Head teachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- the Head teacher/Principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to standard (MPS) PPA time;
- the ECT is provided with a named contact(s) within the Appropriate Body with whom to raise concerns;
- FE institutions (including sixth form colleges) are supported in finding schools for ECTs to spend their mandatory ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- agreement is reached with the Head teacher/Principal and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the ECT's performance against the relevant standards is satisfactory or an extension is required, and the relevant parties are notified; and

- they provide the Department for Education with details of ECTs who have started; completed (satisfactorily or not); require an extension; or left school part way through an induction period.

**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; and
- respond to requests for assistance and advice with training for mentors

## **SUGGESTED MONITORING & ASSESSMENT TIMELINE (STATUTORY AND NON-STATUTORY) FOR ECTs WHO TAKE UP FULL-TIME POSTS ON 1<sup>st</sup> SEPTEMBER 2021**

Below are two grids detailing when the different meetings and assessments should/could take place throughout the induction of an ECT who is employed on a FT contract effective from September 1<sup>st</sup> 2021. Such information for those ECTs employed on a *PT contract* or who take up their post at a *different time* can be obtained by emailing their dedicated AB Lead directly. Dates for all meetings should be determined by individual schools to suit themselves, but within the terms indicated.

The two dates when Assessment 1 and the Final Assessment reports must be electronically submitted to the relevant AB Lead (either Jane Martin or Carol Gair) are:

**Year 1 - Monday 20 June 2022**

**Year 2 - Monday 19 June 2023**

### Induction **Year 1** (September 2021 – July 2022)

<u>Autumn 1 - 2021</u>	<u>Autumn 2 - 2021</u>	<u>Spring 1 - 2022</u>	<u>Spring 2 - 2022</u>	<u>Summer 1 - 2022</u>	<u>Summer 2 – 2022</u>
Review Meeting (Informal)	Progress Review Meeting – induction tutor and ECT	Review Meeting (Informal)	Progress Review Meeting – induction tutor and ECT	Review Meeting (Informal)	Formal Assessment Meeting – induction tutor, mentor and ECT
1:1 meeting - Induction tutor & mentor		1:1 meeting - Induction tutor & mentor		1:1 meeting - Induction tutor & mentor	Electronic submission of Assessment 1 (Monday 20 June 2022)
<b>Statutory</b>					
<b>Non-statutory</b>					
<b>Recommended by FCTSHA</b>					

### Induction **Year 2** (September 2022 – July 2023)

<u>Autumn 2022</u>	<u>Spring 2023</u>	<u>Summer 2023</u>
Progress review meeting	Progress review meeting	Final assessment meeting – induction tutor, mentor and ECT
Review meeting (informal and only if needed)	Review meeting (informal and only if needed)	Electronic submission of final report (Monday 19 June 2023)
1:1 meeting - Induction tutor & mentor	1:1 meeting - Induction tutor & mentor	
<b>Statutory</b>		
<b>Non-statutory</b>		
<b>FCTSHA recommended</b>		

Notes from progress review meetings do **not** need to be submitted to the AB Leads (unless the ECT is a cause for concern and this course of action has been agreed by all parties). Assessment reports should however be signed, scanned and emailed on or before the dates provided to either:

[Jane.martin@clf.uk](mailto:Jane.martin@clf.uk) or [Cgair@backwellschool.net](mailto:Cgair@backwellschool.net)

## **ARRANGEMENTS FOR ECTS WHO WORK PART-TIME OR WHO ARE APPOINTED TO A POST AFTER 1<sup>ST</sup> SEPTEMBER 2021 and ALTERING THE LENGTH OF INDUCTION**

### **Length of the induction period for an ECT who works part-time**

- ECTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years
- It is for the school and appropriate body to decide *in each individual case* the length of the induction period required which is fair and takes full account of the ECT's working pattern
- In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced (see para 3.5 on reductions).

### **Reducing the induction period**

- Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience
- In making such a decision they should take account of advice from the head teacher/principal and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route
- In such cases, only the final assessment meeting and report will be required with the head teacher's/principal's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way
- Separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the head teacher/principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards

### **Extending an induction period to account for ad hoc absences**

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

- ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work

and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision. Extension of the induction period after induction has concluded

- The appropriate body has the option, when making its decision at the end of the induction period, 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
- 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
  - If an ECT leaves an institution having started but before completing their extension, the head teacher/principal should complete an interim assessment report and notify the appropriate body.

## **THE TEACHERS' STANDARDS**

All ECTs will be following an ECF-based induction programme with either Ambition Institute, or Education Development Trust.

While the ECF is presented around the Teachers' Standards for clarity, the ECF is not, and should not be used, as an assessment framework. Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only.

The ECF will underpin an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool. Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the ECF so are not explicitly referenced within the framework.

Early Career Teachers must continue to meet all the Teachers' Standards to complete the induction process satisfactorily.

The Teachers' Standards are available here:

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

The ECF is available here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/978358/Early-Career\\_Framework\\_April\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)



# APPENDICES

<b>Appendix A: Formal Assessment Report (blank)</b>
<b>Appendix B: Formal Assessment Report (completed example)</b>
<b>Appendix C: Progress Review Meeting Form (blank)</b>
<b>Appendix D: Progress Review Meeting Form (completed example)</b>
<b>Appendix E: ECT Lesson Observation Form (blank)</b>
<b>Appendix F: ECT Lesson Observation Form (completed example)</b>

## APPENDIX A

 <b>Five Counties Teaching School Hubs Alliance</b>	<p>Delivered by:</p>   <b>VENTURERS TRUST</b>	<p>In partnership with:</p>  <b>Cabot Learning Federation</b>
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### **1<sup>st</sup>, Interim or Final ECT induction assessment report**

(Please indicate clearly which induction period this report has been written for)

1st assessment report		Interim assessment report		Final assessment report	
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### ECT's personal details

Full name:		Former name(s) (where applicable):	
Date of birth:		Teacher reference number:	
Name of current school or college:			

### Recommendation

The teacher's performance indicates that he/she <b>is making satisfactory progress</b> against the Teachers' Standards within the induction period.	
This is the above named teacher's <b>final</b> assessment period <b>and</b> their performance indicates that <b>they have successfully met</b> the Teachers' Standards within the induction period	
The teacher's performance indicates that he/she <b>is not making satisfactory progress</b> against the Teachers' Standards within the induction period.	

Assessment information						
I confirm that the ECT has received bespoke support following an ECF – based programme (either Ambition or EDT)  <a href="https://www2.ambition.org.uk/l/330231/2021-02-24/4mvx6">https://www2.ambition.org.uk/l/330231/2021-02-24/4mvx6</a>  <a href="https://www.educationdevelopmenttrust.com/ecf">https://www.educationdevelopmenttrust.com/ecf</a>			Yes		No	
Date of start of this assessment period:			Date of end of this assessment period:			
The NQT works	Full time:		If part time, please enter the full-time equivalent contracted time e.g. 0.5			
	Part time:					
Number of days absent during this assessment period. It is essential that this box is not left blank; if no absence has been taken, please state '0'.						

## Assessment of progress against the Teachers' Standards:

### Guidance:

The induction tutor should record, in the boxes below, ***brief*** details of the ECT's progress against the Teachers' Standards including:

- **Strengths** (stated in terms of *how well* the ECT is meeting the standard) - drawing on evidence
- **Area(s) requiring further development**, even where progress is satisfactory (for example, aspects of the Teachers' Standards which the ECT has yet to meet), and areas of weakness - drawing on evidence.

## PART ONE: TEACHING

### 1. Set high expectations which inspire, motivate and challenge pupils

	Met		Not yet met	
Strengths				
Areas to develop				
Evidence sources used for content against ALL of the Teachers' Standards.				

2. Promote good progress and outcomes by pupils				
	Met		Not yet met	
Strengths				
Areas to develop				
3. Demonstrate good subject and curriculum knowledge				
	Met		Not yet met	
Strengths				
Areas to develop				

4. Plan and teach well-structured lessons				
	Met		Not yet met	
Strengths				
Areas to develop				
5. Adapt teaching to respond to the strengths and needs of all pupils				
	Met		Not yet met	
Strengths				
Areas to develop				
6. Make accurate and productive use of assessment				
	Met		Not yet met	
Strengths				
Areas to develop				

7. Manage behaviour effectively to ensure a good and safe learning environment				
	Met		Not yet met	
Strengths				
Areas to develop				
8. Fulfil wider professional responsibilities				
	Met		Not yet met	
Strengths				
Areas to develop				

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT				
	Met		Not yet met	
Strengths				
Areas to develop				

Comments by the ECT				
I have discussed this report with the Induction tutor:	Yes		No	
<p>The ECT should record their comments or observations on their induction to date.</p> <p>Please reflect on your time throughout this assessment period and consider whether:</p> <ul style="list-style-type: none"> <li>• you feel that this report reflects the discussions that you have had with your induction tutor during this assessment period;</li> <li>• you are receiving your full range of entitlements in accordance with regulations and guidance <a href="https://www.gov.uk/government/publications/induction-for-early-career-teachers-england">https://www.gov.uk/government/publications/induction-for-early-career-teachers-england</a></li> <li>• there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction.</li> </ul>				

Next assessment period					
Will the ECT be remaining at the school for the next assessment period?	Yes		No		N/A
If not, please supply a leaving date:					
Name of new school if known:					

Declaration			
Signed: Head teacher			
Full name:		Date:	
Signed : ECT			
Full name:		Date:	
Signed : ECT Induction Tutor			
Full name:		Date:	
<p>Please ensure that the names of the Head teacher, the ECT and ECT Induction Tutor are completed above and return the form via email from a relevant school mailbox – i.e. Head teacher, ECT Induction tutor or school admin to <b>EITHER:</b> <a href="mailto:Jane.Martin@clf.uk">Jane.Martin@clf.uk</a> or <a href="mailto:Cgair@backwellschool.net">Cgair@backwellschool.net</a> as appropriate.</p> <p><b>(THIS REPORT SHOULD BE SENT TO EITHER JANE OR CAROL NOT BOTH).</b></p>			



## APPENDIX B

 <b>Five Counties Teaching School Hubs Alliance</b>	<p>Delivered by:</p>   <b>VENTURERS TRUST</b>	<p>In partnership with:</p>  <b>Cabot Learning Federation</b>
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### **1<sup>st</sup>, Interim or Final ECT induction assessment report**

(Please indicate clearly which induction period this report has been written for)

1st assessment report	✓	Interim assessment report		Final assessment report	
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### ECT's personal details

Full name:	R ****	Former name(s) (where applicable):	
Date of birth:	01.01.1994.	Teacher reference number:	12 34567
Name of current school or college:	B Academy		

### Recommendation

The teacher's performance indicates that he/she <b>is making satisfactory progress</b> against the Teachers' Standards within the induction period.	✓
This is the above named teacher's <b>final</b> assessment period <b>and</b> their performance indicates that <b>they have successfully met</b> the Teachers' Standards within the induction period	
The teacher's performance indicates that he/she <b>is not making satisfactory progress</b> against the Teachers' Standards within the induction period.	

Assessment information						
I confirm that the ECT has received bespoke support following an ECF – based programme (either Ambition or EDT)  <a href="https://www2.ambition.org.uk/l/330231/2021-02-24/4mvx6">https://www2.ambition.org.uk/l/330231/2021-02-24/4mvx6</a>  <a href="https://www.educationdevelopmenttrust.com/ecf">https://www.educationdevelopmenttrust.com/ecf</a>			Yes	✓	No	
Date of start of this assessment period:	03/09/2021		Date of end of this assessment period:	01/07/2022		
The NQT works	Full time:	✓	If part time, please enter the full-time equivalent contracted time e.g. 0.5			
	Part time:					
Number of days absent during this assessment period. It is essential that this box is not left blank; if no absence has been taken, please state '0'.				0		

## Assessment of progress against the Teachers' Standards:

### Guidance:

The induction tutor should record, in the boxes below, brief details of the ECT's progress against the Teachers' Standards including:

- **Strengths** (stated in terms of *how well* the ECT is meeting the standard) - drawing on evidence
- **Area(s) requiring further development**, even where progress is satisfactory (for example, aspects of the Teachers' Standards which the ECT has yet to meet), and areas of weakness - drawing on evidence.

## PART ONE: TEACHING

### 1. Set high expectations which inspire, motivate and challenge pupils

	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"> <li>• R has demonstrated a strong commitment to his role throughout this period of his induction</li> <li>• R has had the additional responsibility of establishing the subject in the school across KS3 as well as establishing himself as a new teacher in the school community. This is something he has done with the utmost of professionalism and attention to detail</li> <li>• R is very reflective and responds very well to feedback. He has an aspirational approach in terms of standards and pushes students to achieve more than they think they can</li> <li>• High quality talk is expected from all students and R is relentless in reinforcing classroom expectations</li> <li>• R has developed all aspects of his classroom delivery with a focus on explicit instruction, including the teaching of vocabulary across a sequence of lessons to aid the progress of all students</li> </ul>			
Areas to develop	<ul style="list-style-type: none"> <li>• R now needs to continue to develop his planning and delivery of clear and direct instructions for each part of a lesson and consider the needs of all students in the classroom, in particular SEND and EAL learners, as he plans for KS4.</li> </ul>			
<u>Evidence sources used for content against ALL of the Teachers' Standards.</u>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Informal drop-ins</li> <li>• Weekly ECT/mentor meetings</li> <li>• Informal progress review meetings with Induction Tutor</li> <li>• Termly department review meetings</li> <li>• Annual academy review meeting</li> <li>• Book scrutiny</li> </ul>			

2. Promote good progress and outcomes by pupils				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>Through his planning and delivery, students have developed an understanding of the subject and have become very familiar with the key subject specific language</li><li>R has shared ideas with the subject network across the federation</li><li>R is adapting for the ever-changing landscape in school, in particular between blended learning and in the classroom</li><li>R has engaged with the federation's curriculum for D&amp;T and with minimal direction has created a sequence of learning suitable for Years 7-9</li><li>R has had to adapt lessons so that whilst the starting points are the same, each year group is able to make an appropriate amount of progress suitable for their age</li><li>R uses modelling videos and a visualiser to clearly demonstrate tasks and the impact of this has been evidenced in the work completed by students</li></ul>			
Areas to develop	<ul style="list-style-type: none"><li>Continue to implement 'learning through reflection' to increase the efficacy of lessons and create step by step guides using visual instructions.</li></ul>			
3. Demonstrate good subject and curriculum knowledge				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>R's subject knowledge is very strong and he is confident with the knowledge and skills he is teaching at KS3</li><li>R has focused on teaching the core pillars of the Product Design curriculum and set the foundations of the curriculum as outlined in standard 2</li><li>R has been working on the development of the word bank / glossary of terms and has embedded these into students' vocabulary and their written work</li><li>R uses design-based software to support his planning. He has researched possible Design courses for KS4 which has informed his planning for KS3 and he has successfully recruited a KS4 class for next year</li><li>R's KS4 planning is ongoing and he is already drawing on support from other subject specialists and other staff to ensure this planning is pitched at an appropriate level and is sequenced effectively whilst clearly linking practical to theory</li><li>R continues to reflect and review as he refines the relationship between the 'foundations of the subject' and the cohorts he teaches.</li></ul>			
Areas to develop	<ul style="list-style-type: none"><li>Peer review schemes of work by D&amp;T colleagues in other schools.</li></ul>			

4. Plan and teach well-structured lessons				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>R's planning is strong and effective. Each lesson is reflected on throughout the week and is tweaked and developed, and then informs future planning across the year groups</li><li>R has been working on chunking, scaffolding and the pace of lessons to support all students in the classroom</li><li>The length of the lessons is a challenge that R is having to rise to as this isn't long for practical work</li><li>R is planning and delivering design specific ICT to KS3 to further underpin the foundations of knowledge and skills needed by students</li><li>R's focus on consistent formatting of visual info and use of icons has supported access to learning and his use of short timed tasks has aided progress and his time management</li><li>R has demonstrated tenacity with improving the structure of, and accurate use of vocabulary of his students</li></ul>			
Areas to develop	<ul style="list-style-type: none"><li>This standard is well met. Consolidate this success.</li></ul>			
5. Adapt teaching to respond to the strengths and needs of all pupils				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>R is particularly good at improving the thinking of the more able students with specific actions for them to work on</li><li>R is equally good at supporting the LAS with scaffolded support to get from step to step. The challenge for Rob is being able to do this effectively in mixed ability groups. He is currently using research on cognitive load theory and dual coding to improve the retention of key information by students and designing his resources to support this</li><li>R has differentiated well for both EAL and SEND students where needed, through the distribution of printed resources to support understanding of tasks</li></ul>			
Areas to develop	<ul style="list-style-type: none"><li>R now needs to refine his resources and achieve effective differentiation without considerably increasing workload</li></ul>			
6. Make accurate and productive use of assessment				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>Formative assessment is a strength of R's and this is informing his planning from week to week</li><li>R is building a toolkit of ways to achieve this without taking up too much of the lesson time</li><li>R knows that he needs to continue to work on checking the understanding of his students (through a variety of AfL strategies including questioning) before they move on and has built up a bank of retrieval style starter activities to help increase knowledge retention and learning over time</li><li>During remote teaching, R's use of forms and quizzes online to gauge progress and inform planning has been really effective</li></ul>			

Areas to develop	<ul style="list-style-type: none"> <li>Continue to develop ways for effective formative assessment through improving students' use of workbooks and exercise books to support progress</li> </ul>
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7. Manage behaviour effectively to ensure a good and safe learning environment				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>• R has a clear ethos for promoting positive behaviour and this underpins his classroom management and the way his addresses students in the corridor</li><li>• R has consistently implemented the school behaviour system and strives to be consistent and fair in his management of all pupils. He has done this by creating effective and clear classroom routines including the H&amp;S of the classroom</li></ul>			
Areas to develop	<ul style="list-style-type: none"><li>• R needs greater consistency in calling all behaviour to account and building a toolkit of positive classroom management</li></ul>			
8. Fulfil wider professional responsibilities				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"><li>• R has a Y7 Learning Family and as their tutor has worked hard with them throughout the year</li><li>• R has contributed to whole school signage during the pandemic – this has helped in terms of safety, efficiency and sharing of workload</li><li>• R supports behaviour management outside of his classroom often patrolling corridors and supporting SLT during breaks and lunchtimes</li><li>• R has contributed significantly to the Year 9 options process</li><li>• R has run an extra-curricular club although not on a consistent basis due to Covid</li></ul>			
Areas to develop	<ul style="list-style-type: none"><li>• Keep up the good work!</li></ul>			

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT				
	Met	✓	Not yet met	
Strengths	<ul style="list-style-type: none"> <li>Rob is always calm and professional</li> <li>R models the attitudes and behaviours he expects to see in others and has quickly earned the respect of the whole faculty and other members of the wider school community</li> <li>R has swiftly familiarised himself with school policies and expectations, and demonstrates understanding of the importance of working to these at all times</li> <li>R's attendance and punctuality are exemplary and he seems to be maintaining an appropriate work life balance</li> <li>R has engaged with his induction training and the new staff training offered at our academy</li> <li>R clearly demonstrates commitment to the teaching profession and to improving his professional practice</li> <li>R has also made a significant contribution to the life and work of the school.</li> </ul>			

Areas to develop	<ul style="list-style-type: none"> <li>We have every confidence in R to continue working professionally and reliably for the academy and for its' students</li> </ul>
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### Comments by the ECT

I feel that the report accurately reflects the conversations I have had with my mentor on a weekly basis and my Induction Tutor during our progress review meetings.

I have received my full range of entitlements, including weekly observations and follow up 1:1 mentor meetings through the academy's ECF-based induction programme with Ambition Institute and I have felt extremely well supported throughout.

I still have concerns about the amount of planning that I need to complete for the forthcoming terms and hope that with support I will be able to reach the targets I have set myself.

I need to further develop all aspects of my teaching and, whilst I am reasonably pleased with progress made to date, I look forwards to improving my practice.

I feel that I will need support with tactics for ongoing assessment (TS6) for such a large cohort across both key stage 3 & 4.

I have discussed this report with the Induction tutor:	Yes	✓	No	
--	-----	---	----	--

The ECT should record their comments or observations on their induction to date.

Please reflect on your time throughout this assessment period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction.

### Next assessment period

Will the ECT be remaining at the school for the next assessment period?	Yes	✓	No		N/A	
If not, please supply a leaving date:						
Name of new school if known:						

### Declaration

Signed: Head teacher			
Full name:	S ****	Date:	26/06/2022
Signed : ECT			
Full name:	R ****	Date:	26/06/2022

Signed : ECT Induction Tutor			
Full name:	J ****	Date:	26/06/2022
<p>Please ensure that the names of the Head teacher, the ECT and ECT Induction Tutor are completed above and return the form via email from a relevant school mailbox – i.e. Head teacher, ECT Induction tutor or school admin to <b><i>EITHER:</i></b> <a href="mailto:Jane.Martin@clf.uk">Jane.Martin@clf.uk</a> or <a href="mailto:Cgair@backwellschool.net">Cgair@backwellschool.net</a> as appropriate.</p> <p><b>(THIS REPORT SHOULD BE SENT TO EITHER JANE OR CAROL NOT BOTH).</b></p>			



## APPENDIX C



**Five Counties**  
Teaching  
School Hubs  
Alliance

### ECT Formal Lesson Observation Form

<b>ECT:</b>		<b>School:</b>	
<b>Phase/Subject:</b>		<b>Observer:</b>	
<b>Group:</b>		<b>Date:</b>	
<b>No. of students:</b>		<b>Duration:</b>	
<b>Lesson Context:</b>			
<b>Focus of the lesson:</b>			

Teacher Standards DfE 2011	Amplification	Observations/comments
1. Set high expectations which inspire, motivate and challenge students	<ul style="list-style-type: none"><li>establish a safe and stimulating environment for students, rooted in mutual respect</li><li>set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li><li>demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li></ul>	
2. Promote good progress and outcomes by students	<ul style="list-style-type: none"><li>be accountable for students' attainment, progress and outcomes</li><li>be aware of students' capabilities and their prior knowledge, and plan teaching to build on these</li><li>guide students to reflect on the progress they have made and their emerging needs</li><li>demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li><li>encourage students to take a responsible and conscientious attitude to their own work and study.</li></ul>	
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"><li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings</li><li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li><li>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</li></ul>	

<b>4. Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> </ul>	
<b>5. Adapt teaching to respond to the strengths and needs of all students</b>	<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil' education at different stages of development</li> <li>• have a clear understanding of the needs of all students including those with special 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.</li> </ul>	
<b>6. Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure students' progress</li> <li>• give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.</li> </ul>	
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</li> <li>• • maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li> </ul>	
<b>8. Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>	

<b><u>Feedback</u></b>		
<b><u>Strengths:</u></b>	<b><u>Development points:</u></b>	<b>On the evidence of this lesson is the ECT likely to satisfactorily meet the Teachers' Standards? YES/NO</b>  <b><u>OVERALL COMMENTS</u></b>

## APPENDIX D



**Five Counties**  
Teaching  
School Hubs  
Alliance

### ECT Formal Lesson Observation Form

<b>ECT:</b>	S*****	<b>School:</b>	***** School
<b>Phase/Subject:</b>	KS3 English	<b>Observer:</b>	Jane Martin (AB Lead) & ***** (Induction Tutor)
<b>Group:</b>	Year 10	<b>Date:</b>	Thursday 8 <sup>th</sup> July 2021
<b>No. of students:</b>	27	<b>Duration:</b>	35 minutes
<b>Lesson Context:</b> Unseen Poetry- Vanessa Kisuule's 'Hollow' and Shelley's 'Ozymandias'			
<b>Focus of the lesson:</b> To practice unseen poetry skills in anticipation of a forthcoming trial assessment (lit. A01, A02, A03)			

Teacher Standards DfE 2011	Amplification	Observations/comments
<b>1. Set high expectations which inspire, motivate and challenge students</b>	<ul style="list-style-type: none"> <li>establish a safe and stimulating environment for students, rooted in mutual respect</li> <li>set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> </ul>	<p>Stimulating and engaging environment for the students to work in</p> <p>The lesson provided significant challenge for all students</p> <p>You consistently modelled high expectations and held individual students to account where they were not able to adhere to them</p>
<b>2. Promote good progress and outcomes by students</b>	<ul style="list-style-type: none"> <li>be accountable for students' attainment, progress and outcomes</li> <li>be aware of students' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide students to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li> <li>encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<p>Pace was good</p> <p>The support of individual students encouraging rich discussion was a real strength and helped students focus and reflect on key learning</p>
<b>3. Demonstrate good subject and curriculum knowledge</b>	<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>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</li> </ul>	<p>Your subject and curriculum knowledge is outstanding and you articulate very clearly and to an exceptionally high standard.</p>

<b>4. Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> </ul>	<p>The lesson was extremely well-planned and taught.</p> <p>Lesson content was demanding and was an excellent way to prepare the students for their forthcoming assessment of unseen poetry</p> <p>The relentless focus on skills and forensic detail needed in order to unpick unseen poetry should give the students the very best chance of high levels of attainment in their forthcoming assessment.</p>
<b>5. Adapt teaching to respond to the strengths and needs of all students</b>	<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil' education at different stages of development</li> <li>• have a clear understanding of the needs of all students including those with special 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.</li> </ul>	<p>1:1 differentiation</p> <p>Tiered questioning</p> <p>Rapid response</p> <p>Knowledge of students and demands made of them - bespoke</p>
<b>6. Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure students' progress</li> <li>• give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.</li> </ul>	<p>Feedback was dynamic and responsive. It met the needs of the individual students extremely well.</p>
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</li> <li>• • maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li> </ul>	<p>Very strong, very clear and students fully aware of your high expectations</p>

8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>	Following a discussion with your Induction Tutor, it is clear you have done everything possible to better yourself. You have engaged fully with all PD provided both within your own academy but also across the local trust network too. You respond extremely well to feedback and engage fully in follow up discussions post observations.
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## Feedback

<u>Strengths:</u>	<u>Development points:</u>	On the evidence of this lesson is the NQT likely to satisfactorily meet the core standards? <b>Yes</b>
<p>Clear planning and preparation</p> <p>High expectations – both of students’ work ethic and their behaviour</p> <p>Level of challenge – in terms of poetry choices and expectations (see above)</p> <p>Clarity of explanation – very clear</p> <p>Questioning – probing and forensic in its detail</p> <p>Engaging learning opportunities presented to students – within the context of preparing them for forthcoming assessments</p> <p>Outstanding subject knowledge and passion for it.</p> <p>1:1 support - as required to ensure best possible outcomes for all students</p> <p>Relationship with students – based on mutual respect, trust and knowledge of them as learners and young people in their own right</p>	<p><u>Questioning for understanding just before main response task was started.</u> A means of checking students’ understanding of the task, a chance for you to follow up with any students still slightly uncertain, and an effective AfL tool</p> <p><u>Independent response</u> – as this lesson was so tightly linked to the skills students will need to use in a forthcoming assessment, we felt it might have been better for them to complete the response task on their own (as per assessment conditions). They had been given all the support required, they had been given chances to work with others throughout the lesson, our feeling was perhaps the main writing element of 25 minutes+ (where they had to use everything they had been shown) was a chance for them to do just that on their own. It might also have added to the effectiveness of preparation through assessment environment simulation.</p>	<p><u>OVERALL COMMENTS</u></p> <p>This was such a strong lesson *****. Well done!</p> <p>There were many strengths which ***** and I both identified.</p> <p>The two small areas for tweaking are for you to consider moving forward as they could well be applied in future lessons.</p> <p>It was a privilege to be able to observe you again –and it was fabulous to see how well you have developed and progressed throughout this very difficult year.</p> <p>You appear to be completely happy in your teaching, you have an extremely strong teaching skillset and you are completely at ease and as one with your students. Fantastic.</p>

## APPENDIX E



**Five Counties**  
Teaching  
School Hubs  
Alliance

### **Early Career Teacher**

#### Progress Review Meeting Form

*Below is a form which induction tutors should use to complete a progress review of Early Career Teachers (ECTs) towards the end of any (long) term where a formal assessment is not required.*

- This form is for the member of staff assigned as the induction tutor for an ECT to complete
- Only a **summary** of the evidence considered in reviewing the ECT's progress is required.  
**There is no need to reproduce all the evidence in detail**
- In all instances, send copies of this form to the ECT and their designated mentor

If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the head teacher/principal and the Appropriate Body.

## Part 1 - Personal details and induction details

<b>Full name of Early Career Teacher (ECT)</b>	
<b>ECT Teacher Reference Number (TRN)</b>	
<b>ECT date of birth (DD/MM/YYYY)</b>	
<b>School/Academy name</b>	
<b>Induction tutor name and role</b>	
<b>Mentor name and role</b>	
<b>Progress review period start date</b>	
<b>Progress review period end date</b>	
<b>Term:</b>  <b>December 2021, April 2022, December 2022, April 2023</b>  <small>PLEASE INDICATE AS APPROPRIATE</small>	
<b>Is the ECT full-time or part-time? (Give the FTE if PT)</b>	
<b>Days absent in this period</b>	



## Part 2 - Progress review period details

Progress reviews are expected to take place in any term (based on a 3-term year) in which a formal assessment is not scheduled.

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.

[illegible]

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

N/A

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 attached the support plan)

N/A

Yes

No

**5. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of the 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.

**ECT comments**

### Part 3 – Signatures

This progress review was completed by:

#### Induction tutor

<b>Signature</b>	<i>Signature here</i>
<b>Date (DD/MM/YYYY)</b>	

#### Early Career Teacher

<b>Signature</b>	<i>Signature here</i>
<b>Date (DD/MM/YYYY)</b>	

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

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

#### GDPR statement on data collection

**As documented in Statutory Guidance, Appropriate Bodies are responsible for the collection, retention and storage of data.**

## APPENDIX F



**Five Counties**  
Teaching  
School Hubs  
Alliance

### **Early Career Teacher**

#### Progress Review Meeting Form

*Below is a form which induction tutors should use to complete a progress review of Early Career Teachers (ECTs) towards the end of any (long) term where a formal assessment is not required.*

- This form is for the member of staff assigned as the induction tutor for an ECT to complete
- Only a **summary** of the evidence considered in reviewing the ECT's progress is required.  
**There is no need to reproduce all the evidence in detail**
- In all instances, send copies of this form to the ECT and their designated mentor

If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the head teacher/principal and the Appropriate Body.

## Part 1 - Personal details and induction details

<b>Full name of Early Career Teacher (ECT)</b>	**** *				
<b>ECT Teacher Reference Number (TRN)</b>	12/34567				
<b>ECT date of birth (DD/MM/YYYY)</b>	00/00/1987				
<b>School/Academy name</b>	RIVER ACADEMY				
<b>Induction tutor name and role</b>	*** * (Assistant Principal)				
<b>Mentor name and role</b>	***** * (Head of Key Stage 2 and partner teacher)				
<b>Progress review period start date</b>	September 2021				
<b>Progress review period end date</b>	December 15 <sup>th</sup> 2021				
<b>Term:</b> <b>December 2021, April 2022, December 2022, April 2023</b> <small>PLEASE INDICATE AS APPROPRIATE</small>	December 2021				
<b>Is the ECT full-time or part-time? (Give the FTE if PT)</b>	FT 1.0		PT		
<b>Days absent in this period</b>	2 (illness)				

## Part 2 - Progress review period details

Progress reviews are expected to take place in any term (based on a 3-term year) in which a formal assessment is not scheduled.

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.

- Daily check ins with the ECT during the first 3 weeks of Term 1
- Previous meetings with mentor (2 – 1 in October & 1 earlier this month) and ECT (1 in October) indicate the ECT is on track
- Drop ins (2) and one slightly longer observation (joint with the mentor) indicate on track progress is being made
- Evidence from (short) weekly observations by the mentor (10 completed to date) and ECT/mentor coaching sessions (11 completed to date) indicate good on track progress
- Conversations I have had with other staff, following the ECT's observation of them, indicate they were very clear about what they were coming to see, why they were coming to see it and the ways in which they might try to use some of the observed strategies in their own lessons
- Neither myself or the ECT's mentor have any concerns at this time
- The mentor is particularly pleased with the ECT's response to coaching sessions and how well they have engaged with the self-study resources through the ECF programme, how much additional research (in the form of reading) they have completed, as well as approaching some other staff members (for example the SENDCo) to obtain helpful and developmental information
- *The ECT has asked for some additional support in relation to TS5 during the next review period. This will be provided through a further meeting with the SENDCo, an additional observation by myself (at the request of the ECT) with a specific TS5 focus and where time allows in their weekly meetings, on-going professional discussion with the mentor*

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

N/A

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)

N/A

Yes

No

5. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of the 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.

### ECT comments

Generally, I am happy with my progress against the Teachers' Standards, although I am a little concerned about my ability to adapt my teaching to meet the diverse and wide-ranging needs of students in my class. The weekly observations and subsequent coaching sessions with my mentor are invaluable and have helped with this to a degree, however I have requested some additional support with this particular standard (TS5) during the next period of my induction.

I feel I know my Induction Tutor well as he kept in close touch (almost daily drop ins) during the first few weeks of Term 1. This helped me settle well, and enabled my general familiarisation to proceed quickly. I have a clear target (identified by my mentor following her observation and one which we explore together in our coaching sessions) to work on each week and because it is a single target, I feel it is always eminently achievable which gives me increased confidence. My mentor always highlights elements of lessons that have gone particularly well, citing specific examples (and linking them to the Teachers' Standards) which helps me further embed them as good practice in every subsequent lesson I teach. The self-study materials and suggested additional reading on the programme, have added to my confidence in the relevant Teachers' Standard(s) too.

I am happy and feel extremely well-supported, well-coached and valued as a member of staff.

I am fully aware of my statutory entitlements and am more than happy that I am receiving them all here at River Academy.

### Part 3 – Signatures

This progress review was completed by:

#### Induction tutor

<b>Signature</b>	<i>Signature here</i>
<b>Date (DD/MM/YYYY)</b>	15/12/2021

#### Early Career Teacher

<b>Signature</b>	<i>Signature here</i>
<b>Date (DD/MM/YYYY)</b>	15/12/2021

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

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

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