

ECT INDUCTION

HANDBOOK

2024-2025



JULIAN

TEACHING SCHOOL HUB

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Introduction

Welcome to the Early Career Teacher Induction handbook for the Julian Teaching School Hub Appropriate Body. This handbook contains information from the statutory induction guidance for early career teachers but it is not intended to replace it. As such, rather than replicating key content, this handbook frequently references sections of the core document which can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions. Statutory induction is the bridge between initial teacher training (ITT) and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and assessment of performance against the Teachers' Standards.

The programme should support the early career teacher (ECT) 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.

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context, and must be made on the basis of what can reasonably be expected of an ECT by the end of their induction period within the context of the Standards.

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

Key Information

Appropriate Body: The Julian Teaching School Hub

Website: <https://www.thejulian-tsh.org.uk/>

Julian Teaching School Hub Email: julian-tsh@ndhs.org.uk

Telephone: 01603 753767

Named Contact: Susi Waters

Named Contact Email: swaters@ndhs.org.uk

ECT Manager Website: <https://thejuliantsh.ectmanager.com/>

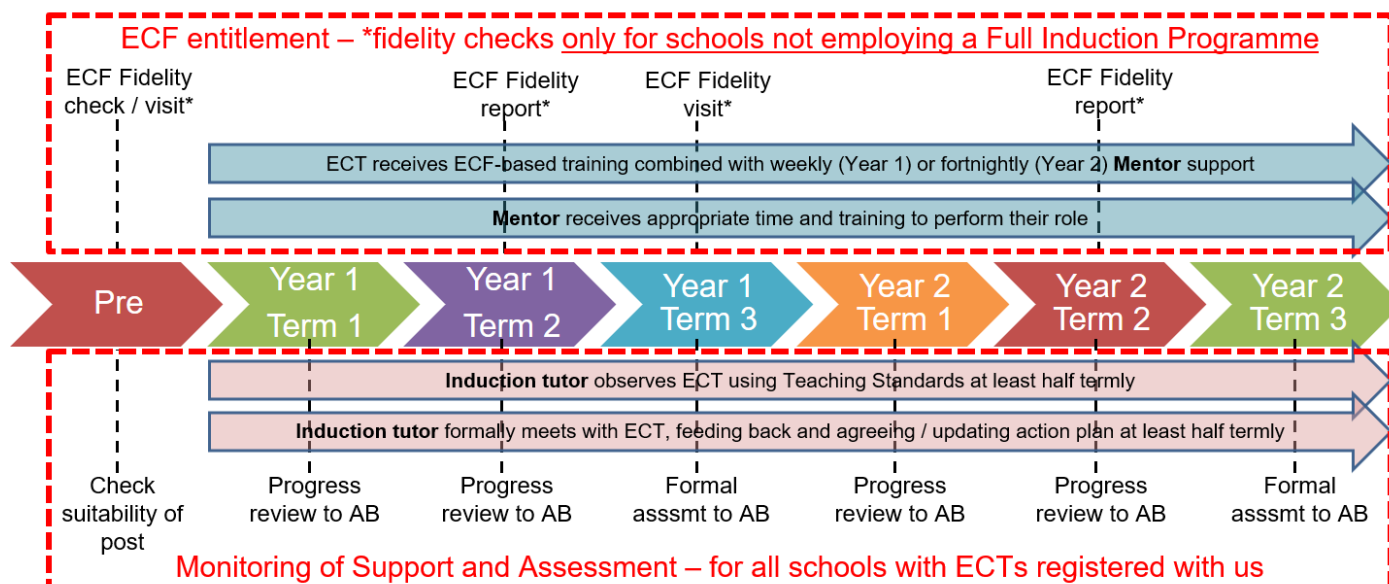
What is an Appropriate Body?

Appropriate bodies are the organisations which oversee the induction period of Early Career Teachers. Schools have the choice over which Appropriate Body to use but all ECTs in a suitable post must be registered with an appropriate body as an ECT's induction cannot officially begin until the school and the ECT are fully registered with an AB.

Before and during the induction period, the AB performs a series of actions designed to support schools to provide an effective induction period for their ECTs, and to check that all due entitlements are in place.

Appropriate bodies also provide data to the Teaching Regulation Agency to help maintain up-to-date records of all ECTs who have begun their induction period.

Appropriate Body timeline



What are the core entitlements of the induction process?

Each ECT should have all of the following entitlements in place from the beginning of the induction period:

- A post which is suitable for induction (see sections 2.1 – 2.8 & 2.18 of the statutory induction guidance)
- A reduced timetable (see sections 2.20 – 2.21)
- A named contact at the appropriate body (see section 2.28)
- A monitoring, support and assessment programme within school (see section 2.39, 2.42 & sections 2.46 - 2.63)
- Full access to Early Career Framework based training (2.40 - 2.41)
- A named induction tutor (see section 2.42)
- A named mentor with timetabled sessions with the ECT (see sections 2.43 -2.45)

Overview of Key Roles in induction-based training

Early Career Teacher responsibilities	Headteacher responsibilities
Engage with the Early Career Framework	Observe ECT's teaching
Make appropriate progress in order to meet all of the Teachers' Standards by the end of the induction period.	Sign off assessments and report to the Governing Body
	Ensure there is an ECT policy in place and displayed on the school website (model available in the resources section of ECT Manager)

Mentor responsibilities	Induction tutor responsibilities
Participate in ECF-based mentor training	Participate in induction tutor training
Weekly mentor meetings with ECT to contextualise the ECF training materials	Formally observe ECT's teaching (half-termly)
Conduct informal observations of ECT's teaching in order to provide regular developmental guidance (weekly in year 1 of induction and fortnightly in Year 2).	Complete and sign progress reviews and assessments, and maintain the evidence base of the induction process (see page 9 for further detail)
	Meet with ECT every half term to update them on their progress against the Teachers' Standards.

Lead Induction tutor responsibilities
In larger schools, there may be more than one Induction tutor. In these cases, the Lead Induction tutor coordinates and quality assures the work of the induction tutors.

Off-Site Educational Visits

The leading of trips by ECTs is not specifically covered by the Statutory Guidance for Induction for Early Career Teachers, although it does state '*a suitable post must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support*'. Therefore, Julian Teaching School Hub recommends that ECTs are not asked to take responsibility for leading an off-site educational visit. If we are aware of an ECT leading an off-site visit, it is our practice to ask the school to confirm that this has been included in the risk assessment and approved by the Headteacher. This information will then be kept on the ECT's file.

Early career teachers may only serve one induction period

An ECT has only **one chance** to complete statutory induction and must meet all of the Teachers' Standards within the induction period.

See section 1.13 of the Statutory Induction Guidance for further information.

Ensuring a reduced timetable

In addition to all due PPA, ECTs should have a timetable which is reduced to provide them with time to devote to their continuous professional development.

See sections 2.20 - 2.21 of the Statutory Induction Guidance for further information.

Determining the length of the induction period

Ordinarily, the induction period for ECTs is the equivalent of two full years. The Julian Teaching School Hub will accept registration of both full-time and part-time ECTs so long as the Full Time Equivalent (FTE) is at least 0.4.

See sections 2.30 - 2.32 of the Statutory Induction Guidance for further information.

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

See sections 2.36 - 2.38 of the Statutory Induction Guidance.

Minimum period of continuous employment that can count towards induction

One full term is the minimum period of employment which can provide ECTs with sufficient time and opportunities to make sufficient progress in their induction. Any period of employment which is shorter than one term cannot count towards induction.

See sections 2.33 - 2.35 of the Statutory Induction Guidance for further information about periods of employment that can count towards induction.

Monitoring, support and assessment during induction

A programme of observations, formal meetings and action plans should be in place for each ECT. Based on a full-time post, The Julian Teaching School Hub specifies that an ECT should be formally observed once each half-term, followed by feedback from the Induction tutor in which strengths and areas for development are discussed, specifically in relation to the Teachers' Standards. These professional meetings should also be used to amend the ECT's action plan as appropriate to help provide appropriate and targeted support in relation to the Teachers' Standards. Evidence taken from these observations is likely to feed into the progress reviews/assessment forms which are submitted at the end of each term (see pages 11-13 of this handbook for further information).

See sections 2.39, 2.46 - 2.63 of the Statutory Induction Guidance for further information.

Early Career Framework-based training

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

- **A funded provider-led programme**
- **Schools deliver their own training using DfE accredited materials and resources**
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF.**

Each of these options requires its own specific level of quality assurance from the AB; consequently, there are pricing implications. See the Service Level Agreement for costs.

See sections 2.39 - 2.40 of the Statutory Induction Guidance for further information about Early Career Framework-based training.

Appointment of an induction tutor

Each ECT must have a named Induction tutor.

See sections 2.42 of the Statutory Induction Guidance for further information.

Appointment of a mentor

Each ECT must also have a named mentor.

See sections 2.43 - 2.45 of the Statutory Induction Guidance.

Professional progress reviews of the ECT

The Induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a

formal assessment is not scheduled. These are submitted to the Julian Teaching School Hub via the ECT Manager platform.

See sections 2.48 - 2.54 of the Statutory Induction Guidance for further information.

Maintaining an evidence base for your ECTs

Induction Tutors should maintain evidence from the ECT's work as a teacher; this can be done digitally or in paper form. This should be kept up to date and should be available at all times to your ECTs and, upon request, the AB as well. The purpose of this is to ensure transparency and to accumulate evidence to support progress reviews and assessments. See section 2.57 of the Statutory Induction Guidance for further information.

Evidence can include the following elements.

- **Observations**
- **Pupils' work**
- **Lesson plans**
- **Self-evaluations**
- **Reflections**
- **Feedback from parents/pupils**
- **Feedback from colleagues**
- **Application of CPD**
- **Participation in CPD**
- **Involvement in life of the school (activities/events/trips, etc.)**

Formal assessments

Full-time ECTs should receive a formal assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6); these time-frames are adjusted as appropriate for part-time posts. Evidence used in assessments should be clear, transparent and directly linked to the Teachers' Standards (not the Early Career Framework which is not an assessment tool), with no surprises for the ECT. Copies should be signed by the Induction tutor, Headteacher and ECT, and sent to the AB (via ECT Manager).

See sections 2.55 - 2.61 of the Statutory Induction Guidance for further information.

Interim assessments

When an ECT leaves a post mid-induction, the induction tutor or headteacher is expected to complete an interim assessment which can be passed on to the receiving school and AB. It is important, for the benefit of both the ECT and the receiving school, that interim assessments are completed accurately.

See sections 2.62 - 2.63 of the Statutory Induction Guidance for further information.

Raising concerns

If an ECT has concerns about their induction programme, they should raise this 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 'Key Information' on p3) who should, as soon as possible, investigate the issues raised (Section 2.64 of the Statutory Induction Guidance).

Equally, induction tutors should raise any concerns they have about an ECT's progress towards the Teachers' Standards as quickly as possible; this should also be done by contacting the named contact at the AB. This will allow us to offer guidance as appropriate.

Completing the induction period

An ECT must meet all of the Teachers' Standards by the end of the induction period. Failure to do so satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

See sections 2.65 – 2.73 of the Statutory Induction Guidance for further information.

Roles and responsibilities

Headteachers, induction tutors, mentors, ECTs, governing bodies, appropriate bodies and the Teaching Regulation Agency all have key responsibilities within the induction process.

See section 5.1 – 5.14 of the Statutory Induction Guidance for further information.

Julian Teaching School Hub documentation for The Induction Programme

This section of the induction handbook describes the elements of the induction programme and the documentation that must be completed as a record of the induction programme. Please note that it is a requirement of registration with The Julian Teaching School Hub that these documents are completed as a record of ECT Induction.

This requirement is an important element of the statutory quality assurance responsibility of the appropriate body.

ECT Action Plan

The **ECT Action Plan form** is a working document that is completed by the ECT and Induction tutor. The ECT Action Plan form should be updated at least half-termly (see 'Monitoring, Support and Assessment during Induction') and will act as evidence of the ECTs progress throughout the induction period. Template can be found here:

<https://thejuliantsh.ectmanager.com/Management/Resources/Default.aspx>

Lesson Observation Form

The **Lesson Observation Form** must be used for formal ECT induction lesson observations. The ECT must be formally observed teaching a minimum of once per half-term, so at least twelve times during their induction period. The mentor will also be observing the ECT informally as part of the Early Career Framework Programme.

Lesson observations should be full lesson observations. The focus of the lesson observation should be agreed by the observer and the ECT in advance, and linked to the areas for development, referenced to the Teachers' Standards. Additional formal lesson observations may be carried out by other colleagues, e.g. the head of department. If the induction tutor is new to the role, an early joint observation with the headteacher or member of the senior leadership team is recommended.

The lesson observation form must be completed by the person observing the lesson and used to provide verbal and written feedback to the ECT afterwards. The lesson observation form has space to record the agreed focus, comments, strengths and areas for development identified in the lesson observed.

The ECT and induction tutor should both keep a copy of the completed lesson observation form. The template can be found here:

<https://thejuliantsh.ectmanager.com/Management/Resources/Default.aspx>

Progress Review Form

The Julian Teaching School Hub uses the ECT Manager website to manage the completion and submission of all **Progress Review** forms (PRF). The PRF is used to record the statutory progress reviews at the end of the autumn and spring terms in years one and two. The form is completed by the induction tutor and must be submitted to the appropriate body no later than five working days before the end of the autumn and spring terms in each induction year. The content of the PRF will be discussed by the ECT and induction tutor during their regular meeting and targets for the next term agreed.

The induction tutor must indicate on the form:

- Whether the ECT is on track to successfully complete induction, with brief reasons why
- If the ECT is not on track, confirm they been informed and that a support plan been put in place
- That the ECT has continued to access a programme of support based on the ECF and have received all of their statutory entitlements
- Whether the ECT is remaining at the school for the next assessment period.

Following the completion of the form by the induction tutor, the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add brief comments. The ECT then adds their digital signature to the form.

The induction tutor will then receive an email alert asking them to add their digital signature to the assessment form. In the case that the form indicates that the ECT is not on track, the appropriate body will be alerted immediately and will then make contact with the induction tutor to discuss the provision of an appropriate support plan for the ECT.

Induction Assessment Form

The Julian Teaching School Hub uses the ECT Manager website to manage the completion and submission of all **Induction Assessment Forms**.

The Induction Assessment Form (IAF) is the statutory document, which is used to record progress at the end of year one and, at the end of year two, to make the final recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.

Therefore, in the case of a full-time ECT, an induction assessment form must be completed, digitally signed and submitted to the appropriate body no later than 10 working days before the end of the summer term in each year.

It is the responsibility of the induction tutor, ECT and headteacher, to complete the IAF.

The induction tutor, or headteacher, must comment on:

- Strengths*
- Areas Requiring Further Development*
- Evidence Used to Inform the Judgements
- Targets for the Coming Term*(if applicable)

*Referenced to the Teachers' Standards

Following the completion of the form by the induction tutor the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add their comments. This is the ECT's opportunity to record their thoughts about their induction experience and we would like to read about their successes, any challenges they are facing, as well as the identification of any areas in which they might benefit from further development opportunities. The ECT then adds their digital signature to the IAF.

The induction tutor and headteacher will then receive email alerts asking them to add their digital signatures to the assessment form.

As soon as the ECT, induction tutor and headteacher have all added their digital signatures to the assessment form, the appropriate body will receive an alert to confirm that the IAF is ready to review. One of the Julian Teaching School Hub ECT AB Leads will then review the IAF and, presuming everything is in order, will sign-off the form as reviewed. The ECT, induction tutor and headteacher will receive an email that will confirm the IAF has been reviewed. Following the IAF at the end of the induction period, the appropriate body will

then notify the TRA of the ECT's progress. If the form has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form within five working days.

The assessment form is held online – but the ECT, induction tutor and headteacher are able to download PDF copies of the assessment forms at any time.

Guidance for when an ECT is not on track

This section draws on Sections 4.1 - 4.10 of the Statutory Induction Guidance.

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Putting in place additional monitoring and support

If it becomes apparent that an ECT is not making satisfactory progress, the Appropriate Body must be informed immediately and the Headteacher must ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting or progress review has taken place.

A more intensive programme of support and monitoring must be put in place (Personal Support Plan [PSP]- see ECT Manager for template) to provide every opportunity for the ECT to improve their performance and go on to meet the Teachers' Standards. Draft PSPs should be sent to the AB for approval before implementing them with the ECT. It is important for those who are managing the process in school to:

- Make sure the areas of weakness are very clear to the ECT to avoid misunderstanding or lack of awareness of the aspects of practice which need improvement.
- Link development areas to specific Teachers' Standards (e.g. TS7 Manage behaviour effectively to ensure a good and safe learning environment) with reference to the particular aspects to improve (e.g. have higher expectations of behaviour at specific points in the day/lesson, establish clear routines for specific activities and apply consistently).
- Provide evidence to support clear and unambiguous judgements against the Teachers' Standards.
- Ensure that the AB for ECT Induction is made aware of any concerns, as soon as possible, so that advice and guidance can be provided to the school i.e. before any PSP is finalised / implemented.
- Set a clear review date for the PSP (approximately 5 weeks).
- Ensure that the roles and responsibilities within the process are clear and understood by all those involved.
- Arrange for a third party to review the evidence and observe the ECT (ideally this would be the Headteacher unless this person is already the Induction tutor in which case it would be a senior colleague in the school).
- Be very specific in the PSP about the actions that will be taken to support the ECT's progress and ensure that these happen.
- Ensure that additional monitoring is appropriately balanced by increased support.
- Keep dated and signed records of any observations, any advice and support given, and the outcomes of any meetings (including progress reviews).
- Be positive and encouraging, but at the same time make sure that the ECT understands the implications of continued unsatisfactory progress.
- Reinforce with the ECT that whilst the school will support and guide their progress, the ECT must also take responsibility for their induction and should view the support and monitoring positively.
- Recommend that the ECT make contact with their Union / Professional Association as an additional source of advice.
- Ensure that the Headteacher has communicated, in writing, that the ECT is at risk of not meeting the Teachers' Standards; a copy of the letter should be sent to the AB.

Action if performance is still unsatisfactory at the next assessment point or progress review

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the ECT's progress at the next termly reporting point (and this is not the final assessment), the support plan should be updated, and must then remain in place. The Headteacher must once again 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.

The Headteacher should again recommend to the ECT that they contact their Union / Professional Association, who will be able to provide additional support and guidance.

Appeals against a decision by the Appropriate Body

If an ECT fails induction, or has their induction extended by the Appropriate Body, the ECT has a right to appeal to the Teaching Regulation Agency (TRA), which is the appeal body. In the context of ensuring good induction practice, it is helpful to have an understanding of some of the issues and grounds cited in ECT appeals that have been upheld by Induction Appeals Hearing Committees.

Some examples of grounds for appeal

- Lack of clarity/late notification of concerns.
- Lack of support from Induction tutor.
- More than one mentor/ Induction tutor.
- No written Action Plan or induction programme.
- Failure to provide observations/feedback/delays in reporting back.
- Teaching more than 90% of timetable compared to other substantive colleagues in Year 1 of induction, or teaching more than 95% of timetable compared to other substantive colleagues in Year 2 of induction.
- Unreasonably difficult or inappropriate classes.
- School deemed inadequate by Ofsted.
- Lack of support for identified and disclosed disability.

- Formal Assessment or Progress review reports lack detail and do not clearly identify development areas.

Some examples where appeal committees have found serious weaknesses in the induction programme

- ECT weaknesses identified, but not supported effectively.
- No record or written notes of review meetings having taken place.
- Only one formal observation per term.
- No written Action Plan or induction programme.
- Significant delays before contacting the AB once concerns identified.
- Serious concerns held, but not notified to the ECT.
- Positive verbal feedback followed by negative written feedback.
- Conflicting feedback by observers.
- Formal Assessment or Progress review reports lack detail and do not clearly identify development areas.
- Formal Assessment or Progress review report comments not in relation to the Teachers' Standards.
- Headteacher not involved in observation where progress is unsatisfactory.
- Haphazard release time.

Evidence that the ECT has received appropriate support

Please ensure that the school has evidence of the following to confirm that the ECT has received appropriate support):

ECT half-termly action plan (or Personal Support Plan if necessary – see pages 9-12)	
ECT received a basic school induction e.g. safeguarding, aware of location of policies	
Induction tutor attended ECT Induction Training (or viewed the materials from event)	
ECT received an ECF-based induction programme, fidelity checked by the AB in cases where the school was delivering their own training using DfE accredited materials or opted to design and deliver their own two-year programme based on the ECF	
Induction tutor familiar with Julian TSH ECT Manager and Induction documentation	
ECT familiar with Julian TSH ECT Manager and Induction documentation	
Induction tutor has QTS and the time and experience to carry out the role effectively	
Regular, focused, meetings with Induction tutor	
Formal lesson observations of the ECT's teaching by the Induction tutor	
Formal lesson observations of the ECT's teaching by the Headteacher, or senior teacher	
Lesson observation feedback – specific and directly referencing the Standards	
Informal reviews between Induction tutor and ECT in half terms where neither Progress review nor Formal assessment falls, with observations and other evidence discussed and actions agreed and documented (e.g. using AB Action Plan template)	
Termly Progress review meetings for terms 1, 2, 4 and 5 – form completed at meetings and subsequently submitted via ECT Manager	
Formal Assessment Meetings for terms 3 and 6 – form completed at meetings and subsequently submitted via ECT Manager	
ECT's observation of experienced teachers	
Mentor has QTS and the time and experience to carry out the role effectively	
Regular, focused, meetings with mentor (weekly in Year 1 and fortnightly in Year 2), relating to the ECF-based induction programme	
Regular and appropriate combination of informal lesson observations and focused reviews of Teaching artefacts by the mentor, as part of providing effective targeted feedback to the ECT	
No assessment / judgement made of the ECT's progress using the ECF	
Clear distinction between the role of Induction tutor and mentor, preferably by these roles being held by different people in the institution	
ECT has seen and commented on ECT Termly Progress Review reports and Formal Assessment reports	
A reduced timetable (max 90% of standard timetable in Year 1 and max 95% of standard timetable in Year 2)	
Guidance provided by Induction tutor on use of ECT time	
Internal CPD opportunities: in addition to the ECF-based induction programme if deemed appropriate	
External CPD opportunities: in addition to the ECF-based induction programme if deemed appropriate	
The ECT is aware of progress and there have been ' no surprises '	

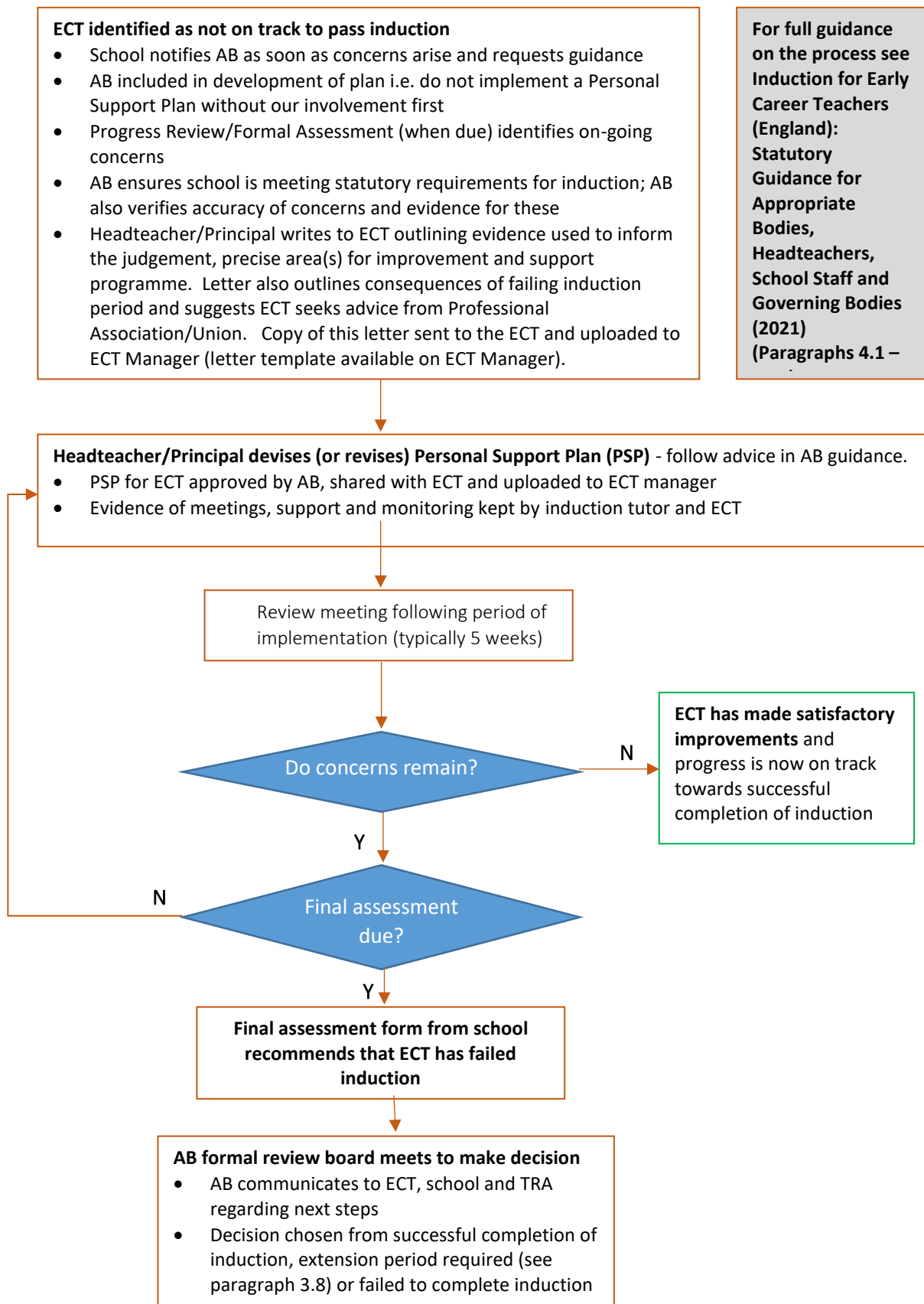
A non-exhaustive list of possible ECT support actions

Having identified that an ECT is experiencing difficulties strategies to support the ECT towards improvement could include:

- Closer joint working with the assigned mentor
- Review of the effectiveness of the existing mentoring relationship
- Increase the frequency of mentor/induction tutor meetings
- Identify an additional colleague to act as a coach, in addition to the induction tutor and mentor
- Offer support such as counselling / referral to Occupational Health
- Attend relevant in-house training sessions
- Attend relevant external training
- Arrange a meeting with relevant key staff e.g. SENCO
- Lesson observations of ECT with verbal and written feedback
- ECT to observe other teachers' lessons with a particular focus. This could be a paired observation
- ECT to observe other teacher teaching the ECT's class
- Arrange for the ECT to team teach with an experienced colleague
- Arrange for the ECT to shadow an experienced colleague for the day
- Unpicking the scope of the Teachers' Standard(s) to be developed to ensure there is a clear understanding about behaviours and practices you would expect to see in effective teaching and learning
- ECT to keep a self-reflective journal
- Monitor ECT's progress through examining lesson plans and students' work
- Compare the outcomes of a piece of work completed by a parallel class
- Joint lesson planning with an experienced colleague
- ECT makes a video recording of lesson for self-review or for review by tutor*
- Visit another school with a particular focus
- Recommended reading from staff development library (if applicable)
- Recommending reading of research or blogs
- Moving teaching rooms, temporarily or long term
- Moving students into other teachers' lessons temporarily
- Adding lessons to 'duty hotspot' list (senior staff visit particular lessons)
- Encourage ECT to become involved with extra-curricular activities / school social events
- Request additional support through Julian TSH (see service level agreement for more information)

*ECT to seek guidance from Induction tutor regarding school policies and protocols for use of video recording in lessons, if this facility is available within the institution.

Flowchart: Unsatisfactory progress Induction actions



Completing the ECT 'Personal Support Plan' Form

Whilst the Julian TSH action plan allows you to evidence the support given to an ECT making unsatisfactory progress, we highly recommend that schools put in place a more detailed and specific support plan in response to unsatisfactory progress being identified in a termly progress review or formal assessment.

There is no formal requirement for what this support plan must look like but it must be detailed and we would recommend considering the ECT '**Personal Support Plan**' (PSP) template which can be found in the 'Resources' section of ECT Manager. Advice on completing the '**Personal Support Plan**' Record Form:

1. The ECT '**Personal Support Plan**' (PSP) Form should be completed and shared with the ECT and the Julian TSH within 5 working days of the ECT being identified as being at risk of not meeting the Teachers' Standards.
2. The **PSP Form** must be completed by the Induction tutor or Induction Co-ordinator in consultation with the ECT. The AB may want to have some input after any QA visit.
3. The **PSP Form** is a medium-term support plan and should be written to describe the **Support Actions** that will take place over a period of a number of weeks - usually 5 to 6 weeks depending on the length of the half-term.
4. Only complete the **PSP Form** for the Standards that the ECT is at risk of not meeting. Pages with Standards that are not a concern should be left blank or deleted from the form.
5. Describe clearly the specific concerns for each relevant Standard. These concerns must be based on evidence, e.g. lesson observations, lesson plans, assessment information and meeting notes. It may be helpful to identify particular Standard subsections (Bullet Points).
6. Describe the actions that will be taken to support the ECT in meeting the Teacher Standards' that are a concern. Specify **who** will take the action (ECT? Induction tutor? ECT and Induction tutor? Other Staff?), and by **when** the action will have taken place.
7. The **Support actions** should be reviewed on a regular basis – usually weekly, i.e. have the agreed actions taken place? What was the impact?
8. The **PSP Form** should be updated as necessary to address the ECTs development needs.
9. The success of the **Personalised Support Programme** as a whole should be reviewed after a period of 5 to 6 weeks (depending on the length of the half-term). This should feed into either a **Professional Review of Progress** or a **Formal Assessment**.
10. It is advisable to continue to complete the **Meeting Minutes and Actions Form** to record the discussions that take place in the meetings between the ECT and Induction tutor.

If you have any questions please contact the Julian TSH for further guidance.

Appendix

Early Career Teachers: Checklist for Induction tutors 2023-24

Statement	Yes	No	Don't know	Comments/evidence/actions
Section A – General Formal Induction				
School/institution has evidence of ECT's QTS				
School has registered all its ECTs for induction with Julian TSH AB				
School/institution has a policy for ECT induction				
Governors are periodically updated & involved regarding ECT's progress and status				
Transferring ECTs – previous documents collected from previous school/AB				
School submits termly reports (mixture of progress reviews and formal assessments) in timely manner and in line with deadlines indicated on ECT manager				
Induction tutor and any other teacher observing with reference to the Teaching Standards have QTS or equivalent and have attended Julian TSH AB training				
School/institution has ways of ensuring consistent and equitable induction provision and judgement for each ECT				
The ECT has been provided with a job description				
The school has procedures for recording absence during induction				
The ECT is not expected to regularly cover for absent colleagues				
The school knows how to raise any concerns with the Appropriate Body regarding the ECT				
The ECT has been told how long the induction period is (part-time ECTs), or where they can find this information on ECT manager				



Statement	Yes	No	Don't know	Comments/evidence/actions
The ECT is fully aware of the induction arrangements and mechanisms through which professional concerns can be raised in the school and with the AB				
The ECT is aware that the AB may survey them on an annual basis as part of its quality assure role, and will engage with such surveying				
The ECT has a designated Induction tutor and meets regularly with them. Meeting minutes are retained by the ECT				
The Induction Tutor maintains records of the induction. These records are available to the ECT.				
The ECT has a designated mentor to support them through their ECF-training entitlement, and meets regularly with them. Meeting minutes are retained by the ECT.				
Induction roles and responsibilities have been discussed and are clear to all involved				
Time has been identified for termly progress review and formal assessment meetings between the induction tutor and ECT				
Release time (10% in Year 1; 5% in Year 2) has been provided for the ECT to undertake induction-related activity in addition to PPA time – arrangements for monitoring the use made of release time				
The ECTs timetable provides fair and reasonable opportunity for the ECT to meet the Standards				
School has collected and use has been made of transition from ITT reviews and/or other evaluations from ITT to inform identification of development needs				
The ECT has a written half-termly action plan with clear objectives and review dates etc				



Statement	Yes	No	Don't know	Comments/evidence/actions
The ECTs teaching has been/will be formally observed, discussed and recorded within the 1st 3 weeks and at least every half-term thereafter (pro-rata for p/t ECTs)- ideally 2 times a term. This is distinct from developmental observations relating to the ECF-based training				
There is a clear distinction between the roles of the Induction tutor and the mentor, with any observations conducted by the mentor relating to the ECF and not for evaluating the teacher's progress against the Teaching Standards. More generally, everyone is clear that it is possible to pass formal induction without the ECT having completed all parts of the ECF curriculum				
The ECT has/will have opportunities to observe good and/or outstanding teachers - in school & externally				
The named contact at the AB is shared with the ECT				
Section B – ECF entitlement				
An appropriate ECF-based induction programme is in place for the ECT				
The mentor has explained this programme to the ECT				
The mentor has received appropriate training on their role in supporting the ECT in working through their ECF induction entitlement				
The mentor's meetings with the ECT are timetabled during teaching hours.				
The school has decided how they would like their ECTs to access an ECF-based programme and registered this choice to the AB and the DfE in advance of Induction commencing				
If the school is using DfE accredited materials or				

Statement	Yes	No	Don't know	Comments/evidence/actions
<p>designing and delivering their own training programme to deliver an ECF-based induction, it has planned out the 2 year training programme as an Implementation plan and submitted the ECF fidelity checking form to the AB in advance of Induction commencing</p>				
<p>If the school is using DfE accredited materials or designing and delivering their own training programme to deliver an ECF-based induction, the school submits ECF fidelity checking update reports to the AB in timely manner and in line with deadlines indicated on ECT manager</p>				
<p>The ECTs teaching has been/will be informally observed, and discussed in Mentor meetings, as part of their ECF entitlement. This will typically follow a weekly cycle in Year 1 of induction, and a fortnightly cycle in Year 2 of induction. However it will allow for occasional school weeks where this is not achievable due to events; equally there will be occasions where joint review of a teaching artefact in mentor meetings may be more appropriate than observations. ECF-linked observations are distinct to formal observations relating progress against the Teaching Standards</p>				
<p>The ECT and their mentor are clear that in the event of absence, the ECT should resume with their ECF-based training programme where they left off, and is strongly encouraged not to 'cram' / accelerate through the programme</p>				

