****

**ECT Induction Handbook**

**ECT Induction**

Induction Tutors have a key role and significant responsibilities in the statutory induction arrangements. They must hold QTS and have the necessary skills and knowledge to work successfully in the role and be able to assess the ECT’s progress against the Teachers’ Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECTs’ progress in relation to the relevant standards. They will also need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. The induction tutor is a sperate role to the role of the mentor.

This handbook will help you to ensure that the statutory requirements for early career teacher (ECT) induction are met and that you can support your ECTs in making an effective transition into the teaching profession and onwards into performance management.

For an overview of the induction process please see appendix 5. Please also see appendix 6 for an induction timeline.

Induction must be well planned, carefully executed and evaluated to ensure it meets the general and individual needs of ECTs and provides a firm foundation for career-long professional development. It also presents an opportunity for experienced teachers to analyse and share their expertise, furthering their own professional development.

There are many benefits, particularly for induction tutors, of getting involved in supporting induction, as shown in these responses from induction tutors when asked what they get from the role:

*(As an induction tutor, I have) “better relationships with colleagues – get to know both new staff and existing staff in their role as a mentor.”*

*“To be able to observe different subjects and teachers is fabulous for my own development as a teacher. I very much enjoy the training element of this and also getting to know the ECTs as they start their careers.”*

*“Personally, it’s taught me a lot about people and the different ways they work and approach things.”*

*“Having undertaken the role of induction tutor, you may find the experience and learning will lead to different opportunities in your career.”*

**Statutory requirements**

Successful completion of an induction programme is a statutory requirement for a teacher with qualified teacher status (QTS) to continue teaching in a maintained school or nursery, a non-maintained special school or pupil referral unit, subject to certain exceptions (as set out in regulations).

During the induction period, an ECT must receive a reduced timetable of 10% in their first year and 5% in their second year (in addition to statutory 10% planning, preparation and assessment (PPA) time.

The statutory guidance expects that all ECTs receive a suitable monitoring and support programme to meet their professional development to include:

* a programme of training that supports the ECT to understand and apply the knowledge and skills set out on the Early Career Framework’s evidence (‘learn that’) statements and practice (‘learn how to’) statements
* regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively
* support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively
* observation of the ECT’s teaching with written feedback provided
* professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers’ Standards in each term where a formal assessment does not occur
* ECT’s observation of experienced teachers either in the ECT’s own institution or in another institution where effective practice has been identified
* 2 formal assessments
* a named contact outside of school or college with whom the ECT can discuss any concerns that go beyond the school / college, or are not addressed internally. This contact will normally be someone within the Local Authority who is not directly involved in monitoring or supporting the ECT, or in making decisions about satisfactory completion of induction.

The statutory induction guidance can be found [here](https://www.gov.uk/government/publications/induction-for-early-career-teachers-england).

Regulations make it clear that an ECT’s duties, supervision and the conditions under which they work must enable there to be a fair and effective assessment of their conduct and efficiency as a teacher. An important element of this is ensuring that their post is suitable for induction. A suitable post is one that provides them with the tasks, experience and support that will enable them to meet the standards, and which doesn’t make unreasonable demands on them.

This handbook assumes that the ECT is full-time in an institution operating a three-term year over two years and begins induction at the start of a term. The regulations provide for ECTs in non-standard circumstances, or with different work patterns, to serve a period equivalent to six terms.

For guidance on how to determine the length of the induction period, please contact jenny.dellipiani@darlington.gov.uk

**Roles and responsibilities**

Clarity on roles and responsibilities is fundamental to positive and effective induction. The Headteacher / Principal, governing body and ECT all have their particular responsibilities within ECT induction. These roles and responsibilities are all laid out in the statutory guidance and can also be found in appendix 7.

**The role of the induction tutor**

The induction tutor has day-to-day responsibility for monitoring, supporting and assessing a newly qualified teacher. They should be a member of the teaching staff with the time, skills, preparation and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the standards.

Who carries out this role will vary according to the organisation and number of ECTs. Support and monitoring/assessment functions may be split between two or more teachers, depending on the structure of the school or college. If this approach is taken, one person must have day-to-day responsibility for coordinating the induction programme. It is important for responsibilities to be clearly specified at the outset.

In small schools it may be appropriate for the headteacher to be the induction tutor, in which case it is strongly recommended that another member of staff is identified as an ECT mentor. And it is particularly important that the ECT has access to any support networks such as local authority or local cluster groups of ECTs.

In larger organisations, especially where there are several ECTs, someone such as the faculty head, head of department or key stage/year group leader may be designated as the ECT’s induction tutor. In such models, either the headteacher/principal or appropriate senior leader should coordinate the induction programmes, reviews and assessments of the ECTs, ensuring quality of provision across the school or college.

Most schools and colleges identify a mentor or ‘buddy’ for each ECT; this would be someone who works closely with the ECT and provides practical day-to-day curriculum or subject support.

**The induction tutor’s responsibilities include:**

* provide or coordinate guidance for the ECT’s professional development (with the Appropriate Body where necessary)
* carrying out regular progress reviews throughout the induction period
* undertaking two formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term 6, or pro rata for part time staff)
* carry out progress reviews in terms where a formal assessment does not occur
* inform the ECT following progress review meetings of the determination of their progress against the Teachers’ Standards and share progress review records with the ECT, headteacher and appropriate body
* inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
* ensure the ECT’s teaching is observed, and feedback provided
* ensure the ECT are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or personal progress
* take prompt, appropriate action if an ECT appears to be having difficulties
* ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

**Record keeping**

It is important to keep induction records for each ECT and to maintain the confidentiality of these records. The induction tutor is advised to keep the following, copied for the ECT:

* a copy of the induction programme
* progress review records
* records of any monitoring activities and copies of the formal assessment forms. The ECT should have the original copies of the formal assessment forms
* details of any professional development offered and /or undertaken, and
* any feedback comments on the induction process

It is recommended that assessment reports are retained for a minimum of six years.

**External support where there is cause for concern over the ECT’s progress**

If there are concerns that the ECT may not meet the standards by the end of induction, the headteacher / principal should act early to ensure further support is arranged as soon as possible. The appropriate body should be informed and will ensure the school is meeting statutory requirements for induction and that concerns are accurately identified, evidenced and linked to the standards. Unsatisfactory progress at one stage of the induction period does not mean the ECT will fail to complete induction successfully, so it is important that everyone works to help the ECT overcome any difficulties (see appendix 1).

**Early Career Framework (ECF) based training**

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence (‘learn that’) statements and practice (‘learn how to’) statements. ECF based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are; 1) a DfE funded provider led programme, 2) schools deliver their own training using DfE accredited materials and resources, or 3) schools design and deliver their own two-year induction programme for ECTs based on the ECF.

**Reduced timetables**

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

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

**Development opportunities**

During the induction period a range of development opportunities should be planned, which could include:

* observing more experienced colleagues or those with a specialism, e.g., a Specialist Leader of Education (SLE) or special educational needs coordinator
* broadening knowledge, skills and understanding of special educational needs
* focused visits to schools/colleges and settings beyond the workplace
* participating in more formal training events and courses
* the ECT working alongside others within the department or school/college, and
* meetings between induction tutor and ECT to consider progress and development

**Setting objectives and agreeing action plans**

Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction. They help ECTs to meet the standards and look towards their longer-term professional development. Objective setting is not an end in itself; it is part of a professional development process throughout a teacher’s career that includes review, planning and action (see appendix 2).

Appropriate objectives provide a basis for reviewing an ECT’s progress. They also enable the ECT and induction tutor to identify the aspects of the induction programme supporting development, and any areas where improvements may need to be made. Objectives in the induction period need to be carefully considered and designed to meet the individual needs and circumstances of the ECT.

At the beginning of the induction period, the ECT should have an opportunity to discuss the outcome of experiences during and, if appropriate, since initial teacher training. The induction tutor and ECT should agree development priorities and set objectives for the first period of induction. Objectives need to be challenging but realistic, with a precise focus linked to standards in the action plans, making it easier to review progress and provide evidence in the assessment reports.

It is important to identify the support the ECT will require in order to meet the objectives. This support includes identifying who will be responsible for what, and when activities will take place. As the ECT’s confidence grows they will want to be challenged and tested, and the school / college should provide opportunities to do so without the ECT being disadvantaged by undertaking a particularly difficult role or taking on additional responsibilities unless additional support and/or preparation is provided.

There is no universal format for recording objectives or an individual action plan but some headings found to be useful are:

* Objective – what is the intended outcome of the development, for pupils and the ECT? Evaluation of current strengths and weaknesses
* Link to standards – what is the expected standard?
* Evidence for success – how will the induction tutor know the ECT has achieved the outcome?
* When will progress be reviewed?
* Support and resources.

If there are concerns that the ECT may not meet the standards by the end of induction, the headteacher / principal should act early to ensure further support is arranged as soon as possible. The only circumstances in which the induction period could be extended are laid out in the regulations and detailed in the statutory guidance and must involve the appropriate body (see appendix 1).

**Observing classroom practice**

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

It is also expected that:

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

**Professional progress reviews**

Progress reviews are an opportunity for the induction tutor and ECT to discuss achievements and agree any changes to the induction plan in terms of objectives or actions. Progress reviews should be held half-termly (pro rata for part-time ECTs) and it is good practice to schedule them in at the start of induction.

The ECT and induction tutor should be properly prepared before the progress review meeting. For the induction tutor, this includes seeking feedback from the ECT’s mentor and other colleagues who have, for example, run specialist induction sessions or observed 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. Progress reviews are expected to be informed by existing evidence of the ECT’s teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

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

**Formal assessments**

During the two year induction period, a full-time ECTs should receive two formal assessments; one in term 3 and a final formal assessment at the end of term 6, carried out by the Headteacher / induction Tutor (not the mentor). For part-time ECTs, the formal assessments are carried out on a pro rata basis.

The formal assessment meeting (pro rata for part-time ECTs) prior to completing the assessment form should be informed by evidence of the ECT’s professional practice and the outcome of progress review meetings. Objectives should be reviewed and revised in relation to the core standards and the needs and strengths of the individual ECT. Evidence should come from day-to-day practice, e.g., examples of planning and self-evaluation as well as lesson observations.

After the term 3 formal assessment meeting, the headteacher / principal will send an assessment report on the ECT’s progress towards meeting the standards to the appropriate body.

The outcomes of the final formal assessment meeting provide an opportunity for the induction tutor and ECT to take stock of what has been achieved over the induction period and prepare the ECT for involvement in performance management arrangements.

At the end of induction, the headteacher / principal will recommend whether or not the ECT has successfully met the standards. In terms of review and formal assessment, the statutory guidance places the following expectations on the induction tutor, ECT, headteacher / principal, appropriate body and the Teaching Regulation Agency (TRA):

* **Induction tutor**: carry progress reviews and coordinate two formal assessment meetings
* **ECT**: keep track of, and participate effectively in, the scheduled progress reviews and formal assessment meetings
* **Headteacher / Principal**: ensure formal assessment forms are completed and sent to the appropriate body, including making the recommendation on whether standards have been met at the end of the period
* **Appropriate Body**: maintain records and assessment reports for each ECT undertaking induction. At the end of the induction period, decide whether the ECT has met the standards and notify the relevant parties within the agreed time limits. Provide the TRA with data on ECTs starting or completing induction and those who start and then leave a school / college part-way through an induction period, and **Teaching Regulation Agency**: the TRA is the appeal body in England.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT’s performance against the Teachers’ Standards at the time of the assessment. Once the ECT has added their comments and it has been signed by the ECT, tutor and Headteacher, the assessment must be submitted to the Appropriate Body. This can be done via email but must be from the Headteacher.

**Evidence of the progress towards meeting the standards**

Over the course of the induction period, evidence from day-to-day practice as well as from specific development activities will build up to show how the ECT is making progress towards meeting the standards. There is no requirement to maintain a portfolio of evidence against each standard.

**Advice and guidance on completing assessment forms**

ECTs must demonstrate that they have completed induction satisfactorily to the TRA and to be able to continue teaching in a maintained school or non-maintained special school.

ECTs need to know that evidence from support and development activities will feed into the progress review meetings and be summarised in the termly assessment reports; lesson observation is just one source of evidence towards this overall picture. Reports are cumulative over the year, building to give a complete picture of the ECT’s professional practice measured against the standards. If links are made to the standards in action plans, the day-to-day evidence that arises from the actions will become the evidence base for the assessment report. There should be no surprises.

**Evaluating induction**

Schools and colleges should evaluate their own induction programme and procedures and make judgements on their effectiveness by gathering information and feedback from the appropriate body and everyone who contributes to, and benefits from, induction in the school / college.

Induction tutors can contribute to this evaluation by drawing together qualitative and quantitative information to help make judgements about:

* how well the induction programme and materials are meeting ECTs’ needs
* the effectiveness of different elements of the programme
* the quality of different contributions to the programme
* how ECTs value the induction programme
* the benefits to the school / college of investing in induction

The outcomes can be used to improve the induction process and celebrate success.

**Linking induction to further continuing professional development and career progression**

The induction process should lay the foundations for continuing professional development and career progression. An effective induction programme will be integrated into the whole school / college development plan, with the induction tutor and CPD leader working together to make the most of the professional development opportunities both within and beyond school / college.

At the end of the induction period the induction tutor and ECT should prepare for transition into the performance management cycle in the school / college, liaising with the ECT’s reviewer as appropriate. The final review and assessment will form the basis for discussions about priorities and next steps in the coming year.

**Appendix**

**Appendix 1 – Action in the event of unsatisfactory progress**

For full guidance on the process see Statutory Guidance (paras 4.1 – 4.10)

**ECT identified as causing concern**

Communicate concerns to ECT

Alert Appropriate Body

Progress review meeting - **ECT back on track**

**Headteacher/Principal recommends ECT has failed induction**

Appropriate Body decision

Communicate to TRA and ECT

Follow TRA procedures and guidance

**ECT has made satisfactory improvements** At final assessment, HT / P judges ECT has **passed** induction

**1st formal assessment form reflects ECT may not pass induction**

Headteacher / Principal writes to ECT outlining consequences of failing induction period

Suggest ECT seeks advice from professional association / union

Revise support programme

Continue to support, monitor and gather evidence

Progress review meeting – **cause for concern continues**

Appropriate Body continues to monitor school’s support

**ECT has not made satisfactory progress**

Headteacher / Principal writes to ECT outlining consequences of failing induction period

Suggest ECT seeks advice from professional association/union

Revise support programme

Continue to support, monitor and gather evidence

**ECT has made satisfactory improvements** and progress is now on track towards completion of induction

**Assessment meeting at end of term** considers progress against standards

**Revised plan of support and monitoring is implemented**

External support (e.g. subject specialist, SLE involved as appropriate

Evidence of meetings, support and monitoring kept by induction tutor and ECT

**Following additional support, concerns continue**

Appropriate Body ensures school is meeting statutory requirements for induction and concerns are accurately identified, evidenced and linked to standards

Headteacher / Principal writes to ECT outlining precise area(s) for improvement and support programme

**Headteacher / Principal review support mechanisms**

Strengthen support as required, formulate a clear action plan with concerns linked to standards, and regular support and review

**Appendix 2 – Agreeing objectives and action plans with ECTs**

**Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction. They help early career teachers not only meet the core standards but also to look towards their longer-term professional development. Objective setting is not an end in itself. It is part of an overall professional development process that includes review, planning and action.**

Appropriate objectives provide a basis for reviewing an ECT’s progress, and enable the ECT and induction tutor to identify both the aspects of the induction programme that are supporting development and any areas in which improvements may need to be made. Objectives in the induction period need to be carefully thought through and designed to meet the individual needs and circumstances of the ECT.

**Developing effective objectives**

Objectives vary in a number of significant ways:

* the extent to which they address short-, medium- or long-term needs within the induction period
* the levels and types of support they require (some can be addressed independently while others demand intensive development activity), and
* the ways in which they balance the personal priorities of the ECT and the demands of the context in which the ECT is working.

Effective objectives are:

* challenging and realistic
* precise and focused
* framed in a way that leads to clear statements about their achievement
* limited in number and balanced against other professional demands
* set within clear time frames, and
* linked to a programme of monitoring.

Broad, long-term objectives may be broken down into smaller achievable targets and tasks. Part of the induction tutor’s skill will lie in helping ECTs to identify these smaller steps.

**Agreeing objectives for induction**

When agreeing objectives in the induction period, it is helpful to address the need for:

* early identification of objectives, based on the strengths and priorities for development identified by using the self-evaluation tool available to ECTs
* objectives that lend themselves to the half-termly review cycle and therefore can be either achieved relatively quickly in their entirety or monitored through interim goals
* planned opportunities related to the organisation’s context, e.g., preparation for report writing, residential visits
* a balance between building on the ECT’s strengths and addressing areas for development or improvement
* a clear focus on teaching and learning that helps ECTs to maintain high expectations of their own development as well as that of the pupils in their charge
* a recognition of the extent of the individual ECT’s workload and a balance between professional development objectives and the day-to-day needs of pupils’ education, and
* flexibility to respond to rapidly changing needs during the induction period and fluctuations in rates of progress.

Objectives will often relate to more than one standard. This is shown in the objectives below, which have been extracted from the action plan for one primary teacher, an ongoing and flexible document that reflects the progressive nature of induction. Each objective relates to assessment and was set following either the ECT’s initial discussion with his or her induction tutor or a performance review meeting.

**Sample objectives (with reference to standards) relating to assessment that might be agreed as appropriate to the development of the ECT or the stage of the school year**

* By the end of the first four weeks, to have become familiar with the school’s policies and procedures for assessment, recording and reporting, and to have developed records that are consistent with these policies
* By the end of the first term, to have developed sound knowledge of individual pupil performance and identified trends and patterns in the performance of individuals and the class as a whole
* By the end of [month], to have developed teaching objectives and effective strategies that are explicitly based on your monitoring and assessment information in literacy and numeracy
* By the end of the term, to be able to make independent and accurate assessment of achievement against attainment targets in literacy and numeracy, and to communicate effectively to all pupils and parents about these and about how pupils can progress to their next stage of learning
* By the end of [month], to be able to set individual targets that are challenging, attainable and in line with the school’s approach to target setting
* Objective setting in the induction period helps to prepare ECTs for longer-term objectives to be set for the second and subsequent years of teaching, when performance management arrangements will apply.

**Creating an action plan**

Some of the headings below could be used with the ECT to create an action plan:

* Objective – what is the intended outcome of the development, for pupils and the ECT?
* Evaluation of current strengths and weakness
* Link to core standards – what is the expected standard?
* Evidence for success – how will the induction tutor know the ECT has achieved the outcome?
* When will progress be reviewed?
* Support and resources, including professional development activities, cost and time.

**Appendix 3 – Observing the classroom practice of ECTs**

**Observing the newly qualified teacher (ECT) at work is a central part of induction, and an essential ingredient in the development of an individualised programme.**

Observation can:

* provide a rich source of information about an ECT’s teaching, their progress, and the progress of their pupils
* stimulate discussion between ECTs and other members of staff, with a clear focus on teaching and learning
* help to monitor and to identify areas for further professional learning and development, and
* help ECTs, in the early stages of their induction, to gain a sense of whether their expectations of pupils are sufficiently challenging.

While lesson observations cannot provide all the evidence required to demonstrate an ECT is meeting the standards, they are an important point of reference for the formal review meetings towards the end of each assessment period.

The majority of ECTs welcome observation of their teaching. Observation has made an important contribution to their initial teacher training and they are skilled in making good use of it. Day-to-day reassurances that they are progressing satisfactorily, while also welcome, do not give new teachers the level of support that they gain from planned, focused observation and thoughtful analysis of lessons. As the induction period progresses, ECTs can be supported in taking more of a lead in professional dialogue focused on classroom practice.

**Timing and frequency**

The statutory guidance indicates that the ECT’s induction tutor, or another colleague, should observe the ECT’s teaching at least twice in each term; this includes an observation during the first four weeks in post. It is important that, during these observations, notes are made that can be used to inform follow-up discussions and analysis with the ECT. The outcomes of these discussions will in turn feed into the progress review meetings that follow a similar cycle. Although the induction tutor is likely to undertake most of the observations, the ECT’s need for support or development may also prompt observation by other colleagues from within or outside the school. For example:

* teachers with particular specialisms or relevant responsibilities, such as SENCO / inclusion manager, head of department, literacy coordinator
* members of the school’s senior management team, or
* tutors from partnership higher education institutions (HEIs).

It will help if the induction tutor coordinates such observations to make sure that the overall pattern of observations and the resulting evidence is relevant and coherent, and to make sure that the ECT is comfortable with the timing and frequency of observations.

Where there are concerns about an ECT’s classroom practice, the headteacher / principal must observe the teaching of the ECT in addition to the observations that take place as part of the induction process. Where the induction tutor is the headteacher / principal, a third party (who holds QTS) should observe the ECT and review the evidence.

**Preparation**

During the induction period, observation will be conducted by the induction tutor and / or others as appropriate; the first observation should take place during the first four weeks. The induction tutor should also arrange an observation at least once in any six-to-eight week period.

ECTs should be involved and informed about the timing and purpose of the observations and have the opportunity to discuss the observation and feedback schedules in use.

Observations should focus on particular aspects of the ECT’s teaching and the impact on learning. The focus should be agreed in advance between the ECT and the observer. The choice of focus for the observations should be informed by the requirements of the standards and the ECT’s personal objectives. Observations should be supportive and developmental.

The ECT and observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Following observations and associated professional dialogue, a brief written record should be made relating to progress against the ECT’s objectives. The ECT and induction tutor may decide to revise the objectives and action plan if necessary.

Aide-mémoires identifying areas that could be commented on in a lesson observation and how they relate to standards, a framework for reflecting on the lesson and for providing feedback, are available from the ECT Induction Team.

**ECTs observing experienced teachers**

Observing colleagues teaching can be very effective in helping ECTs to gauge appropriate expectations of pupils and to extend their teaching strategies. Such observation is particularly effective when:

* the staff team are aware of the benefits and purposes
* a focus has been agreed that is linked to the ECT’s objectives or focus for professional development
* ECTs get the opportunity to observe teaching as part of an ‘early start’ or pre-induction programme
* observations include the opportunity to observe others teaching the ECT’s pupils
* criteria have been identified for gathering information, and
* provision has been made for post-observation discussion.

**Appendix 4 – Monitoring ECTs’ progress against standards: professional dialogue** **following lesson observation**

The ECT and observer should meet promptly to review any teaching that has been observed. The following may be useful to consider and ensure the outcome of the discussion is supportive and developmental.

General points:

* Establish at the start of the induction period how the feedback/professional dialogue will be structured
* Give feedback as soon as possible after the observation somewhere away from others.
* Establish a positive atmosphere and start with the positive
* Focus on the ‘teaching behaviour’ and impact on learners, their enjoyment and progress, not the person
* Leave the ECT with choices
* As the year progresses ECTs should be able to take an increasing lead in discussing and reviewing their teaching

Useful phrases to start discussions are:

* “I was interested when...”
* “Did you notice that..?”
* “I really enjoyed….”
* “It was effective when....”

Where strengths are identified

* Recognise those elements that have developed since the last observation
* Identify those factors that contribute towards the effectiveness of the strategy/approach
* Success breeds success – always try to find some strengths

Where development areas are identified, be constructive and analytical

* Identify a manageable number of development areas
* Identify factors that contribute to the effective strategies in order to support further development
* Ensure that the ECT is aware of the nature of any weakness and understands how to address it
* Link development points to the ECT’s objectives and relevant core standards

Useful phrases to model this:

* “Because you did ………..the pupils responded ...”
* “Talk me through how you used the whiteboard to …..”
* “What do you think was the effect …?”

Agree specific developments

* Prioritise issues where developments can be effected quickly
* Guide the ECT towards effective practice or strategies
* Ensure that a distinction is made between generic and subject specific teaching issues
* Offer support and identify the responsibility the ECT has in taking this up
* Identify small steps to improvement to ensure success is felt
* Ensure that other staff who need to offer support are notified

Useful phrases to model this:

* “Let’s summarise what went well and what needs to happen next...”
* “So we both agree that we will now... “

ECTs may find it helpful to consider the following:

* Reflect on the lesson and the impact of your teaching on the pupils’ learning
* Be clear about what is being said, check out anything you don’t understand
* Ask for any feedback that you would like but have not yet been given
* Listen carefully to the strengths identified – these will help you to address any weaknesses
* Be clear about the identified targets for development – check before you leave the meeting if you have any unanswered questions or lingering concerns
* Remember that all teachers continue to grow and develop in their role

If you would like support in developing ECT feedback to include questioning to personalise and contextualise learning please contact the ECT Induction Team.

**Monitoring ECTs’ progress against standards: prompts to aid feedback**

**ECT: Observer:**

**Class / lesson Date: Time:**

|  |  |
| --- | --- |
| What were the strengths in pupils’ responses and learning? How did the tasks help the pupils achieve the learning objective? Were the resources, including the use of support staff, appropriate to the tasks set and the needs of the pupils?  | Which teaching strategies / approaches were most successful and why? |
| In what areas might the pupils have responded or learned better? How could the teaching improve the pupils’ responses or learning? | How effective was this lesson in terms of pupil learning? Very EffectiveEffective in partsHardly effectiveNot at all effectiveDo you feel your students have a sense of achievement after this lesson? AllMostA fewNoneWhat, if anything, would you do differently nexttime?  |
| Development/next steps agreed in discussion Focus for next observation  |

**Appendix 5 – Overview of the induction process**

AB = Appropriate Body

FE = Further Education

TRA = Teaching Regulation Agency

HT = Headteacher / Principal

IT = Induction Tutor

ECT = Early Career Teacher

Institution = The place where the induction will be carried out

**HT** carries

out pre-employment checks

**HT** agrees an independent Appropriate Body

**HT** appoints ECT and notifies AB before induction begins

**AB** provides ECT with named contact

**HT** appoints Induction Tutor

**AB** notifies NCTL that ECT has started or is continuing their induction

**HT / IT / ECT**

Agree ECT’s induction plan

**AB** Determineslength of induction period

**AB / HT / IT**

Ongoing QA of the ECT’s induction

**IT**

Observation of ECT and reviews of ECT’s progress

**ECT**

Observation of experienced teachers

**AB / HT / IT**

Action if ECT’s progress is unsatisfactory progress

**IT / ECT**

Other development activities as agreed

**IT / HT:**

Formal assessments

**AB:**

Makes final decision on outcome of ECT’s induction

**FAIL**:

AB notifies NCTL

**PASS:**

AB notifies TRA

HT dismisses ECT immediately \*

**ECT / AB / TRA:**

Appeal process \*

**HT:**

Final assessment and recommendation to AB

**AB:**

Post completion extension (Standards not yet met)

ECT reaches end of induction period

ECT leaves post before end of induction

**IT / HT:**

Interim assessments (if applicable) to AB and notify TRA

ECT able to teach without restrictions

\*ECT’s name placed on TRA held list of persons who have failed to satisfactorily complete an induction period.

**Appendix 6 – ECT induction timeline for induction tutors**

**Once you have been identified as the induction tutor for a newly qualified teacher (ECT)**

* Attend any relevant training offered by the local authority or Independent Schools Council
* Familiarise yourself with the key documents that support the induction process:

- Statutory Guidance on Induction for Early Career Teachers in England

- Your local authority handbook on induction

* Ensure the ECT has been registered with an appropriate body
* Ensure both you and the ECT know the time span for the ECT’s induction period
* Begin to outline the programme of support, taking into account any whole-school development / INSET that will be available

The following assumes a full-time ECT working in a school or college operating a three-term year for the 2 years of induction. For part-time ECTs and those institutions with more than three terms in a year, the following should be carried out at equidistant intervals throughout the induction period.

**Term 1**

* Meet the ECT to review their self-evaluation following initial teacher training and agree priorities for the personalised induction programme
* Agree the pattern of observations and review for the first term
* Complete the first term’s personalised programme and ensure copies are given to ECT and headteacher / principal
* Carry out an initial observation of the ECT by the end of the first four weeks that the ECT is in post
* Carry out one progress review meeting focusing on evidence of the ECT’s progress and development needs. The school should retain a copy and the ECT should be given the original and a copy sent to the Appropriate Body.

**Term 2**

* meet the ECT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the first assessment report
* observation of ECT and follow up discussion
* carry out a progress review meeting, focusing on evidence of the ECT’s progress towards meeting the core standards and development needs. The school should retain a copy and the ECT should be given the original and a copy sent to the Appropriate Body.

 **Term 3**

* meet the ECT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the second assessment report
* observation of ECT and follow up discussion
* carry out a formal assessment meeting. Following the meeting, an assessment form must be completed. This form must record the headteacher / principal’s recommendation as to whether or not the ECT is making satisfactory progress to meet the core standards. Within 10 days of the completion of the induction period, the form must be sent to the appropriate body.

**Term 4**

* observation of ECT and follow up discussion
* Carry out one progress review meeting focusing on evidence of the ECT’s progress and development needs. The school should retain a copy and the ECT should be given the original and a copy sent to the Appropriate Body.

**Term 5**

* observation of ECT and follow up discussion
* carry out a progress review meeting, focusing on evidence of the ECT’s progress towards meeting the core standards and development needs. The school should retain a copy and the ECT should be given the original and a copy sent to the Appropriate Body.

 **Term 6**

* observation of ECT and follow up discussion
* carry out the final formal assessment meeting. Following the meeting, an assessment form must be completed. This form must record the headteacher / principal’s final recommendation as to whether or not the ECT has met the core standards. Within 10 days of the completion of the induction period, the form must be sent to the appropriate body.

**Appendix 7 – Roles and Responsibilities**

**The ECT**

The ECT is expected to:

• provide evidence that they have QTS and are eligible to start induction.

• meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.

• agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.

• provide evidence of their progress against the Teachers’ Standards (see para 1.8).

• participate fully in the agreed monitoring and development programme.

• raise any concerns with their induction tutor as soon as practicable.

• consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.

• keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.

• agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and

• retain copies of all assessment reports.

**Headteachers and Principals**

The headteacher / principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

• check that the ECT has been awarded QTS.

• clarify whether the teacher needs to serve an induction period or is exempt; 35

• agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.

• notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.

• ensure that the requirements for a suitable post for induction are met.

• ensure the induction tutor has the ability and sufficient time to carry out their role effectively.

• ensure that the mentor has the ability and sufficient time to carry out their role effectively.

• ensure an appropriate ECF-based induction programme is in place.

• ensure the ECT’s progress is reviewed regularly, including through observations of and feedback on their teaching.

• ensure that assessments are carried out and reports completed and sent to the appropriate body.

• maintain and retain accurate records of employment that will count towards the induction period.

• ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.

• make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.

• make a recommendation to the appropriate body on whether the ECT’s performance against the Teachers’ Standards is satisfactory or requires an extension.

• participate appropriately in the appropriate body’s quality assurance procedures; and

• retain all relevant documentation/evidence/forms on file for six years.

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

• obtain interim assessments from the ECT’s previous post.

• act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.

• ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers’ Standards.

• notify the appropriate body as soon as absences total 30 days or more.

• periodically inform the governing body about the institution’s induction arrangements.

• advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.

• consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction

• provide interim assessment reports for staff moving school in between formal assessment periods; and

• notify the appropriate body when an ECT serving induction leaves the institution.

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

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

• provide, or coordinate, guidance for the ECT’s professional development (with the appropriate body where necessary);

• carry out regular progress reviews throughout the induction period.

• undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).

• carry out progress reviews in terms where a formal assessment does not occur.

• inform the ECT following progress review meetings of the determination of their progress against the Teachers’ Standards and share progress review records with the ECT, headteacher and appropriate body.

• inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.

• ensure that the ECT’s teaching is observed and feedback provided.

• ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.

• take prompt, appropriate action if an ECT appears to be having difficulties; and

• ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

**Mentors (or the induction tutor if carrying out this role) is expected to:**

 • regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.

• work collaboratively with the ECT and other colleagues involved in the ECT’s induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.

• provide, or broker, effective support, including phase or subject specific mentoring and coaching; and

• take prompt, appropriate action if an ECT appears to be having difficulties.

**Appropriate bodies**

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

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

• the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

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

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

• headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.

• headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.

• the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

• where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.

• where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.

• induction tutors have the ability and sufficient time to carry out their role effectively.

• mentors have the ability and sufficient time to carry out their role effectively.

• headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.

• any agreement entered into with either an FE institution or an independent school’s governing body is upheld.

• the headteacher/principal has verified that the award of QTS has been made.

• the school is providing a reduced timetable in addition to PPA time.

• the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.

• FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school.

• ECTs’ records and assessment reports are maintained.

• all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

• agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.

• agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction.

• a final decision is made on whether the ECT’s performance against the Teachers’ Standards is satisfactory or an extension is required and the relevant parties are notified; and

• they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing (see para 2.40).

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

• respond to requests from schools and colleges for guidance, support and assistance with ECTs’ induction programmes.

• provide information to the headteacher on the types of induction available; and

• respond to requests for assistance and advice with training for induction tutors and mentors.

**The governing body**

• should ensure compliance with the requirement to have regard to this guidance.

• should be satisfied that the institution has the capacity to support the ECT.

• should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.

• must investigate concerns raised by an individual ECT as part of the institution’s agreed grievance procedures.

• can seek guidance from the appropriate body on the quality of the institution’s induction arrangements and the roles and responsibilities of staff involved in the process; and

• can request general reports on the progress of an ECT.

**Darlington LA ECT Induction Team**

Appropriate Body Named Contact

Helen Ellison

helen.ellison@darlington.gov.uk

Training and Support

Joanne Neasham and Val Rayner

Education Information Officer

Jenny Dellipiani

jenny.dellipiani@darlington.gov.uk

01325 405810