

Title	ECT Induction Policy
Associated Policies	<ul style="list-style-type: none">• Pay Policy (Teaching Staff) (TPO/STA/08)• Capability Policy (TPO/STA/31)

REVIEWED: JUNE 2025

NEXT REVIEW: JUNE 2026

1.

Introduction

At Brooke Weston Trust (“the trust”), we recognise that the successful appointment and induction of early careers teachers (ECTs) strongly contributes to both the development of the school and the ECT.

This policy sets out how we aim to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the Teachers’ Standards by the end of this period. This induction will be underpinned by the provisions of the Early Career Teacher Entitlement (ECTE).

Early career teacher entitlement (ECTE) is a 2-year programme that supports early career teachers (ECTs) when they start their teaching career. It’s designed to:

- Develop their professional skills.
- Provide ECTs with the knowledge and skills to meet the teachers’ standards.

It includes:

- A training programme for ECTs.
- Mentor support for ECTs.
- A training programme for new mentors.
- Time off timetable for ECTs and mentors.
- Regular progress reviews and 2 formal assessments for ECTs against the teachers’ standards.

The term ‘early career teacher entitlement (ECTE)’ replaces ‘ECF-based training and induction’ from September 2025.

The induction period for an ECT will:

- Enable an ECT to build upon existing knowledge, skills and understanding.
- Assist an ECT in becoming a full member of the teaching profession and provide a foundation for Continuous Professional Development.
- Enable an ECT to meet the identified goals and complete their induction of two years to the required standard.
- Be systematic, fair and rigorous in the assessment of an ECT’s professional practice.
- Provide support to ECTs failing to make satisfactory progress.

2.

Scope and purpose of this policy

This policy has been developed to comply with current relevant legislation and the statutory guidance:

- [Induction for early career teachers \(England\) - GOV.UK](#) (revised in April 2025 to come into effect from September 2025).
- [Initial Teacher Training and Early Career Framework](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Teachers’ Standards](#).

This policy does not form part of any employee's contract of employment and may be amended at any time.

3. Prior to starting induction

We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.

We will identify and agree an organisation to act as the appropriate body in accordance with the guidance and will notify them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor (see 3.5, below), and will also notify the DfE's 'record inductions as an appropriate body' service of the ECT's appointment.

The Principal will agree with the appropriate body whether or not the post that it is intended for the ECT is suitable for the purpose of induction, in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post is suitable and will:

- provide the ECT with the necessary employment tasks and experience of teaching whole classes, as well as with the necessary support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- provide the ECT with a programme of training and support based on the [ITTECF framework](#);
- appoint a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- will not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, preparation and assessment processes to other teachers in the trust;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- will not involve additional non-teaching responsibilities without appropriate preparation and support.

We will also ensure that in the first year of induction (terms 1-3) there will be a reduced timetable of no more than 90% of other main pay range teachers to undertake induction activities. In addition, during the second year (terms 4-6) there will be a reduced timetable of no more than 95% of other main pay range teachers to undertake induction activities. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme, including their ITTECF training and mentoring. This is in addition to the timetable reduction received for planning, preparation and assessment (PPA) time.

The Principal will appoint an induction tutor for the ECT who is expected to hold QTS, and who has the necessary skills and knowledge to provide regular support and guidance and assess the ECT's progress against the Teachers' Standards, and will ensure that they are appropriately trained and have sufficient time to carry out the role effectively. This role may be carried out by the Principal. The induction tutor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for day-to-day monitoring and support, and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the induction tutor who will seek to resolve them.

In addition, the Principal will appoint a designated mentor who is expected to hold QTS and have the necessary skills and knowledge to provide effective mentoring and have sufficient time to carry out the role effectively. Mentoring is a very important element of the induction process, and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate. The mentor will provide regular one-to-one structured, mentoring sessions to support the ECT during their induction and provide effective targeted feedback. This role may be carried out by the Principal. This is a separate role to that of the induction tutor and it is expected that it should be carried out by a different individual; in exceptional circumstances, a single teacher may fulfil both roles and where this is the case, adequate safeguards will be put in place to ensure that the mentoring support offered by the designated mentor is not conflated with the assessment role carried out by the induction tutor.

4. The induction period

The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based on a school year of three school terms). We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards.

Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.

Where an ECT is eligible to carry out short-term supply work, and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

As an employee of the Brooke Weston Trust, the provisions under the Pay Policy (Teaching Staff) (TPO/STA/08) will apply during the induction period. Teaching staff on the Main Pay Scale will progress automatically within their pay range on 1st September each year, unless there are significant concerns about the performance of a teacher and they have been formally notified of these. In these circumstances pay progression may be withheld.

5. Monitoring, support and assessment during the induction period

Monitoring and support will take place throughout the induction period through Professional Progress Reviews. These will be structured to meet the professional development needs of the ECT. It will include a programme of training based on the ITTECF, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this Trust or another appropriate institution where effective practice has been identified and the following, which the ECT should keep track of and participate in effectively:

ECTs will receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. A training programme based on the ITTECF is expected to be embedded as a central aspect of induction; it is not an additional training programme. The

Principal will determine the best approach to suit the needs of the ECTs and their mentors. Across the trust, the preferred approach is the provider-led programme with *Teach First*. We recognise that the ECF is not an assessment tool.

- The induction tutor or another suitable internal or external person with QTS will regularly observe the ECT's teaching against the Teachers' Standards, normally on a termly basis. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.
- The induction tutor will carry out a professional progress review based on the evidence of the ECT's teaching, taking place in each term where a formal assessment (see point below) is not scheduled. A written record of each progress review will be retained and provided to the ECT, stating whether the ECT is on track to complete induction, summarising the evidence collected and the agreed development targets. As a result objectives may be reviewed to take account of the needs and strengths of the ECT. The induction tutor will update the Principal after each progress review, and will notify the appropriate body and the ECT themselves whether they are making satisfactory progress.
- A formal assessment will normally be carried out in the final term of the first year and the final term of the second year, by the Principal or the induction tutor. We will agree with the ECT exactly when these assessment dates will be. The assessment will use evidence gathered from the ECT's work as a teacher, from their induction programme, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the appropriate body. The person carrying out the formal assessment will complete a formal assessment report showing an assessment of the ECT's performance against the Teachers' Standards. The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the induction tutor, the Principal (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body shortly after each meeting.

Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking in to account the work context, within that framework. Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, through the use of existing documents.

6. Leaving or joining part way through induction

If an ECT joining the Trust is part way through their induction period and has carried out part of their induction at another institution, the Principal will contact the ECT's previous appropriate body to:

- Obtain copies of any progress review records or assessment reports;
- Establish how much induction time remains to be served.

If, as a result of 6.1 above, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Principal will alert the appropriate body.

If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out,

then the Induction Tutor or Principal will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen (see paragraph 7, below).

If the induction period is extended by the appropriate body after completion, and the ECT leaves before completing the extension, the Principal will complete an interim assessment.

The Principal will notify the appropriate body that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

7. Absences during the induction period

If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Principal will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

Paragraph above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, carer's leave, or neonatal care leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted, and their performance will be assessed against the Teachers' Standards.

8. Where there are concerns

If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor should state this clearly within the progress review record and outline the support plan to be put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If during the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress, we will inform the appropriate body and the Principal should ensure appropriate measures are put in place immediately and will:

- make clear the areas in which improvement is needed;
- give the ECT the opportunity to comment on and discuss the concerns;
- find out if there are any issues (both in or outside of work) that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support;
- put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
- make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

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

If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, the Principal will discuss the following with the ECT, brief details of which will be included on the formal assessment report:

- the identified weaknesses and the evidence used to inform the judgement;
- give the ECT the opportunity to comment on and discuss the concerns;
- the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
- the additional monitoring and support put in place, and any further monitoring and support that will be provided to address the specific areas and improve their performance;
- details of the improvement plan for the next assessment period;
- the consequences of failure to complete the induction period satisfactorily.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

9. Completion of the induction period

A final assessment will normally be carried out at the end of the induction period, by the Principal or the induction tutor. We will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period, and may require input from other colleagues as appropriate. Any judgements made will relate to the Teachers' Standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context, within that framework. Copies of the evidence used will be provided to the ECT and the appropriate body.

Following this final meeting, the person carrying out the formal assessment will complete a final assessment report which will include a recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.

The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the induction tutor, the Principal (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body within 10 working days of the final assessment meeting.

The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Principal made in the formal assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:

- a) Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
- b) Requires an extension of the induction period; or
- c) Has failed to satisfactorily complete the induction period.

If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the DfE via the 'record inductions as an appropriate body' service and should do so within three working days.

10. Right of appeal to the Appeals Body

If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working days of the decision to the Appeals Body, which is the Teacher Regulation Agency. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.

11. General Principles Underlying This policy

Confidentiality: The induction process will be treated confidentially, and we will ensure that arrangements are in place to facilitate this, including the secure transfer of data between us and the appropriate body. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process, and the board on request for a general report on progress, on a termly basis.

Consistency of Treatment and Fairness: The trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The trust is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

Retention and data protection: The trust will ensure that all written induction records are retained in a secure place, for six years or longer if there are reasons to do so, if this complies with the Data Protection Act. As part of the application of this policy, the trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018).

12. Review of policy

This policy will be reviewed annually by the trust [in consultation with the recognised trade unions]. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Document Control

Date of last review:	June 2025	Author:	MJU/GMA
Date of next review:	June 2026	Version:	3
Approved by:	Strategic Delivery Group	Status:	Ratified

Summary of Main Changes

Version 3:

- Aligned policy to the new Early Career Teacher Entitlement (September 2025) **(Section 2)**
- Added new link to the April 2025 DfE statutory guidance **(Section 2)**
- Added new link to the ITTECF framework **(Section 2)**
- Replaced references to the Teacher Regulation Agency (TRA) where required to DfE's 'record induction as an appropriate body' service **(Sections 3, 9, Appendix 1)**
- Replaced 'ECF-based training' with updated 'a programme of training and support based on ITTECF' **(Sections 2, 3, 5)**
- Updated roles and responsibilities of Principal, Induction Tutor, Mentor and Appropriate Body to reflect new DfE guidance **(Section 3, Appendix 1)**
- Neonatal care leave has been added to the list of types of statutory absences which are exempt from counting towards an automatic extension of an induction period **(Section 7)**
- Removal of Section 11: Failure to complete induction and dismissal

Appendix 1 – Roles and Responsibilities

The ECT has a vital part to play in their own induction. **ECTs are responsible for:**

- Providing evidence that they have QTS and are eligible to start induction.
- Meeting with their induction tutor and mentor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing on their reduced timetable allowance with their induction tutor and guarantee engagement with their programme of training and support based on the ITTECF.
- Participating in the agreed monitoring and development programmes.
- Providing evidence of their progress against the Teachers' Standards.
- Raising any concerns that they have with their induction tutor.
- Consulting the appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor/school.
- Keep track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing with their induction tutor the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment forms.

The Principal at each school plays a significant and leading role in the process of the inducting new colleagues to the profession. **The Principal is responsible for:**

- Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one and any other relevant policies.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring that the ECT knows the school's response to children who go missing from education.
- Ensuring that the ECT has been awarded QTS.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Meeting the requirements of a suitable post for induction.
- Making sure that the **induction tutor and the mentor** receive suitable training and have the ability, skills and knowledge and sufficient and has the time to carry out the role effectively.
- Ensuring that an appropriate programme of training and support based on the ITTECF is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Informing the trust about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the Teacher's Standards is satisfactory or requires an extension.

- Participating in the appropriate body's quality assurance process.
- Retain all relevant documentation/evidence/forms on file for six years.
- In addition, there may be circumstances when the following should be undertaken:
 - Obtaining interim assessments from the ECT's previous post;
 - Act early, alerting the appropriate body when an ECT may be at risk of not be completing induction satisfactorily;
 - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party;
 - Notifying the appropriate body if an ECT is absent for a total of 30 days or more;
 - Regularly informing the governing board about the school's induction procedures;
 - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed;
 - Providing interim assessment reports for staff moving school in between formal assessment periods;
 - Informing the appropriate body when an ECT serving induction leaves the school.

In addition to the above, the Principal must keep the Head of People and/or HR Business Partner aware of any concerns around the ECT's progress.

The main requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the school's system and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

Induction tutors are responsible for:

- Coordinating, guiding, and supporting the ECT's professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period and co-ordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six).
- Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- Observing the teaching of the ECT and providing feedback.
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt and appropriate action if an ECT is facing difficulties.
- Ensuring that all monitoring and record keeping is done in the most streamlined and least burdensome way.

Mentors are responsible for:

- Regular meeting with the ECT for structured mentoring sessions to provide effective targeted feedback.
- Working collaboratively with the ECT and other colleagues involved in the ECT's induction with the same school to ensure the ECT receives a high quality programme of training and support based on the ITTECF.

- Providing effective support, including phase or subject specific mentoring and coaching.
- Taking prompt and appropriate action if an ECT appears to be having difficulties.

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the Principal and board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a programme of training and support based on the ITTECF, a designated tutor and mentor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Consulting with the Principal on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- Training induction tutors and mentors to carry out their role effectively.
- Contacting a school when the school's responsibilities are not fulfilled.
- Ensuring that the Principal has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring FE institutions are supported in finding schools for ECTs so that they may spend their mandatory 10 days teaching pupils of compulsory school age.
- Ensuring records and assessment reports of ECTs are maintained and submitted on time.
- Ensuring an agreement is reached with the Principal and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- Ensuring they provide the DfE's 'record inductions as an appropriate body' service with information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors and mentors.
- Retaining all relevant documentation/evidence/forms on file for six years.

The Trust is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the Principal is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Complaints Procedures Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

The trust might delegate these responsibilities to the CEO.

Appendix 2 – useful forms (please note this are for guidance, however the training provider may provide relevant forms to use)

ECT Induction – Lesson Observation Proforma

Focussed on teachers' standards observed during a lesson

ECT name:		Observer:	
School:		Date and time:	
No in Class:		Year Group:	
Focus of observation:			
Lesson context:			

Lesson Observation Teachers' Standards

(Please identify Teachers' Standards seen in the lesson and comment on the strength of the evidence, area(s) for development, developing, strength)

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

Part 1: TEACHING

1. Set high expectations which inspire, motivate and challenge pupils	Comments
1a Establish a safe and stimulating environment for pupils, rooted in mutual respect	
1b Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1c Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
2. Promote good progress and outcomes by pupils	Comments
2a Be accountable for pupils' attainment, progress and outcomes	
2b Plan teaching to build on pupils' capabilities and prior knowledge	
2c Guide pupils to reflect on the progress they have made and their emerging needs	

<p>2d Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2e Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	
3. Demonstrate good subject and curriculum knowledge	Comments
<p>3a Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>3c Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>3d If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3e If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	
4. Plan and teach well-structured lessons	Comments
<p>4a Impart knowledge and develop understanding through effective use of lesson time</p> <p>4b Promote a love of learning and children's intellectual curiosity</p> <p>4c Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	
5. Adapt teaching to respond to the strengths and needs of all pupils	Comments
<p>5a Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5b Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these barriers</p> <p>5c Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p>	

5d Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	
6. Make accurate and productive use of assessment	Comments
6a Make use of formative and summative assessment to secure pupils' progress	
6b Use relevant data to monitor progress, set targets, and plan subsequent lessons	
6c Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
7. Manage behaviour effectively to ensure a good and safe learning environment	Comments
7a Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	
7b Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
7c Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7d Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	
8. Fulfil wider professional responsibilities	Comments
8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;	
8c Deploy support staff effectively	
Part 2: PERSONAL AND PROFESSIONAL CONDUCT	
Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
FEEDBACK			
Strengths:	<ul style="list-style-type: none"> • • • 		
Areas for Development:	<ul style="list-style-type: none"> • • • 		
On the evidence of this lesson is the ECT on track/likely to satisfactorily meet the Teachers' Standards?		Yes	No
Comments:			
Agreed actions:	<ul style="list-style-type: none"> • • • 		

ECT - Signed:		Print name:		Date:	
Observer – Signed:		Print name:		Date:	

ECT Mentoring Session Record

ECT name:		Mentor:	
School:		Date:	
Focus:			

Discussion Summary (with reference to relevant Teacher Standards where appropriate)			
Agreed actions		Complete by:	

ECT - Signed:		Print name:		Date:	
Mentor – Signed:		Print name:		Date:	