

The East Midlands Education **Support** Service

Nottinghamshire Induction Handbook for ECTs, Tutors and Mentors



**Education
Support
Service**



2021—2022

Supporting Induction for Early Career Teachers

Nottinghamshire Induction Handbook Guidance for ECTs, Tutors and Mentors

Introduction

These materials have been produced to support the early career teachers', induction tutors and mentors.

They have been designed to bring together into one document the key elements of advice from a variety of sources including Nottinghamshire Local Authority (LA), the Teaching Regulation Agency (TRA) and the Department for Education (DfE). Nottinghamshire Local Authority acts as the Appropriate Body for the induction of ECTs.

Reference Documents

[Induction for Early Career Teachers \(England\) statutory guidance for appropriate bodies, headteachers, school staff and governing bodies 2021](#)

[Appropriate Bodies Guidance: Induction and the Early Career Framework 2021](#)

[Teachers' Standards: Effective from 1 September 2012, DfE](#)

Career Entry and Development Profile

Career Entry and Development Profile Companion Guide: A Guide for ITT Tutors and Induction Tutors

All available via Department for Education – www.education.gov.uk

Revised August 2021

Contents

Page number

Contact points for help and advice relating to the induction of ECTs	4
Sources of Support	5
Induction Arrangements for ECTs – Guidance for Schools/Academies	6-7
The Induction Process	
~ Roles and Responsibilities in the Induction Process	8-9
~ Induction Tutor and Induction Mentor Person Specifications	10
~ Timeline of Progress Reviews and Assessments for ECTs	11-13
~ Record Keeping and Collecting Evidence	14
~ Observation of ECTs	15
~ Preparing for Progress Reviews and Assessment Meetings	16
~ Progress Reviews and Formal Assessments Documentation	17-18
~ Formal Assessment Procedures	19
~ Working with ECTs Experiencing Difficulties	20
~ Quality Assurance	21-22
~ Appeals Procedure	23
Appendices	
• ECT Registration Form	26 - 27
• Examples of Objectives and Action Plans	28 - 29
• Example of a Proforma for Lesson Observation	30 - 32
• Example of Progress Review Forms	33 - 38
• Example of Primary Assessment Form	39 - 42
• Example of Secondary Assessment Form	43 - 47
• Example of Fidelity Check CORE Programme	48 - 49

Contact Points for Help and Advice Relating to the Induction of Early Career Teachers

a) Education Improvement Service Named person for the LA acting as Appropriate Body for ECTs, Quality Assurance and Assessment		
Bryony Charnock-Walmsley Education Improvement Adviser (LA ECT Coordinator) Meadow House Mansfield Notts NG18 2TB	Telephone:	01777 817995 (preferred number)
	Mobile:	07920 183240
	Email:	bryony.chnock-walmsley@nottsc.gov.uk
b) Education Improvement Service Contact for all ECT Administration and ECT/NQT Manager Support		
Louise Ward Business Support Meadow House Mansfield Notts NG18 2TB	Telephone:	0115 8040648
	Email:	louise.ward@nottsc.gov.uk
c) Children, Families and Cultural Services Resources HR		
Jo Misiuda HR Business Partner Trent Bridge House Fox Road West Bridgford Nottingham NG2 6BJ	Telephone:	0115 9774058
	Email:	joanne.misiuda@nottsc.gov.uk

Sources of Support

Many potential sources of support are available for Induction. The most obvious is the experience of staff with whom you are working, including those who have undertaken the role in the past. You may be able to draw on support from other schools/academies with which your school/academy has established links and your HUB if your school has chosen the full induction programme.

You should also bear in mind external sources such as LAs, ITT providers, subject and professional associations and national bodies such as:

Professional Association	Telephone	Website/Email Address
Department for Education	0370 000 2288	www.education.gov.uk
Vicky Lindley (NASUWT)	07880 008045	secretary@retfordnasuwt.com
Rob Illingworth (NEU)	0115 7866464	rob.illingworth@neu.org.uk
Please contact the above names from the professional associations or ask your school/academy rep for the name and contact details of your local association secretary		

Induction Arrangements for Early Career Teachers Guidance for Schools/Academies

Introduction

The induction arrangements for ECTs must meet the requirements set out in the [Induction for Early Career Teachers \(England\) statutory guidance for appropriate bodies, headteachers, school staff and governing bodies](#) published in March 2021 (ready for 1 September 2021).

Nottinghamshire local authority acting as the appropriate body meet termly with representatives of the recognised teacher trade unions and HR. As well as providing an opportunity for the teaching unions to raise general issues on behalf of their ECT members in Nottinghamshire, these meetings also enable the local authority to offer support to any individual ECT identified as experiencing difficulties, in cooperation with their school/academy and local trade union representative.

The local authority, therefore, actively encourages ECTs to seek advice from both the Local Authority and their trade union representative as soon as possible if problems arise during their induction period. This is particularly important if the ECT has been informed that they may not meet the required standard at any of the induction review stages. However, schools/academies should ensure that all ECTs are informed of the confidential support available to them from the trade unions and the Teacher Support Network

Recruitment and Registration of ECTs

ECTs (full time) are normally required to serve an induction period equivalent to six terms. However, schools/academies are advised to contact the LA if NQTs have already taught in schools or if they are appointed to part time or temporary posts and there is a query about the duration of their induction period.

On appointment, the headteacher/principal must formally register the ECT via [ECT Manager](#) and purchase a package of support by logging on to [Em-Ed website](#).

The contract of employment must include the following paragraph:

'As an early career teacher you will normally be required to complete a statutory induction period of six terms (or equivalent for part time staff) in accordance with the current statutory regulation. Your continued employment beyond this period will be dependent on satisfactory completion of the period. In the event of failing to satisfactorily complete your induction period, you will be given 10 days notice of termination'.

Summary of Key Elements of the Induction Arrangements

1. Designated induction tutor and designated induction mentor with QTS.

The headteacher/principal must identify a tutor who will be responsible for coordinating progress reviews and assessments against the Teachers' Standards for the ECT.

The headteacher/principal must identify a mentor who will provide day to day support for the ECT.

The induction tutor and induction mentor should be given sufficient time to carry out their roles effectively.

The induction mentor will access training through the – full induction programme, core induction programme or school-based induction programme

2. All early career teachers should have a timetable of 90% of other main scale teachers who are teaching at the same school/academy. It is in addition to any planning, preparation and assessment time normally allocated by the school or college and must be used to access and engage with the ECF – full induction programme, core induction programme or school-based induction programme. This arrangement is set out in the School Teachers' Pay and Conditions document.

3. The induction programme should be clearly structured and should include a combination of support, monitoring and assessment.

4. Evidence and record keeping. Over the course of the induction period **evidence** from day to day practice, progress reviews and specific development activities will build up to show how the ECT is making progress towards meeting the Teachers' Standards.

5. *The Career Entry and Development Profile*, only used by some ITT providers, helps early career teachers make constructive connections between initial teacher training, induction and the later stages of their development as a teacher.

Roles and Responsibilities in the Induction Process

The Local Authority (LA)

The LA has a quality assurance role in the induction of ECTs. It is also required to maintain a record of all ECTs and to confirm the school's recommendation about whether or not a ECT has satisfactorily met the standards for the completion of the induction period. The LA will communicate its decision to the ECT, the headteacher/principal, the DfE and the Teaching Regulation Agency.

The LA has to provide a named contact with which ECTs can raise issues about induction which have not been resolved with the school. This person should not be directly involved in providing monitoring and support to the ECT or in making decisions about satisfactory completion of induction. The named person for Nottinghamshire is **Bryony Charnock-Walmsley**, education improvement adviser bryony.charnock-walmsley@nottscc.gov.uk

Provision for ECTs

- **A timetable of 90% of** that other main scale teacher (who do not receive a teaching and learning responsibility (TLR) payment).
- 10% PPA time.
- Teaching within the age range and subjects for which they are trained.
- No acute or especially demanding discipline problems on a day to day basis.
- Regular teaching of same class(es) or groups.
- Similar planning and assessment processes to other teachers in the school.
- No additional non-teaching responsibilities unless appropriate preparation and support given.
- Enrolled on an Early Career Professional Development Programme delivered through a: full induction programme, core induction programme or a school-based induction programme.
- A tutor - who ensures that the ECT and mentor have the time allocated to engage in and complete the Induction programme. The tutor is responsible for the completion of the progress reviews and the assessments.
- A mentor – who undertakes the induction programme training and uses instructional coaching to work with an individual ECT.

The Early Career Teacher should:

- share their Career Entry and Development Profile with his/her induction mentor (if this has been provided at the end of ITT)
- provide evidence that they have QTS and are eligible to start (or continue) induction
- participate fully in his/her induction programme (full, core or school-based)
- be familiar with the Teachers' Standards and should monitor his or her own progress
- take increasing responsibility for his or her professional development.

The Governing Body:

- when selecting new staff - should take account of the school's responsibility to provide the appropriate support, monitoring and assessment for ECTs
- should monitor the establishment and implementation of the induction arrangements in the school.

The Headteacher/Principal:

- is responsible, along with the LA, for ensuring that the ECT has access to Early Career Professional Development Programme delivered through a: full induction programme, core induction programme or a school-based induction programme
- is responsible for recommending to the LA whether the ECT has met the requirements for satisfactory completion of the two year induction period
- should keep the governing body informed about arrangements for the induction of ECTs in the school and the results of the annual formal assessment meetings
- should designate an induction tutor and an induction mentor for each ECT and ensure that these people have adequate time to fulfil their responsibilities in their roles
- should ensure that the ECT is provided with a timetable no more than 90% of other main scale teachers (without TLR payments) in the school/college, make sure that this time is used to engage in and complete induction
- should provide the ECT with a way of raising concerns and make sure that those concerns are addressed satisfactorily
- should inform the LA if an ECT either joins or leaves the school
- should alert the LA as soon as possible if an ECT is at risk of not satisfactorily completing the induction period.

In relation to an ECT who is undertaking the induction period in more than one setting or who moves during induction, the headteacher/principal should fulfil the induction functions and should:

- liaise with other headteacher/principals as appropriate in relation to ECTs employed on a part time basis in more than one school at the same time
- ensure that copies of records from the school's delivery partner* (*if the ECT was registered on a full induction programme), and copies of any records and reports are obtained from the ECT's previous school(s) and forward copies of the progress reviews and the year one assessment report (if appropriate) to the LA, where an ECT has undertaken part of the induction period in another school or schools
- retain copies of any records (progress review and assessment) and forward these to the ECT's new school when requested, where an ECT leaves the school before completing the induction period.

The Induction Tutor should:

- be an appropriate senior member of staff (with QTS)
- be aware of the requirements of the two year induction period
- have the skills, expertise and knowledge to work effectively in the role
- be able to make rigorous and fair judgements about the ECT's performance in relation to the requirements for satisfactory completion of the induction period
- coordinate guidance and support for the ECT's professional development
- ensure that dated records are kept of progress reviews and annual assessments and their outcomes.

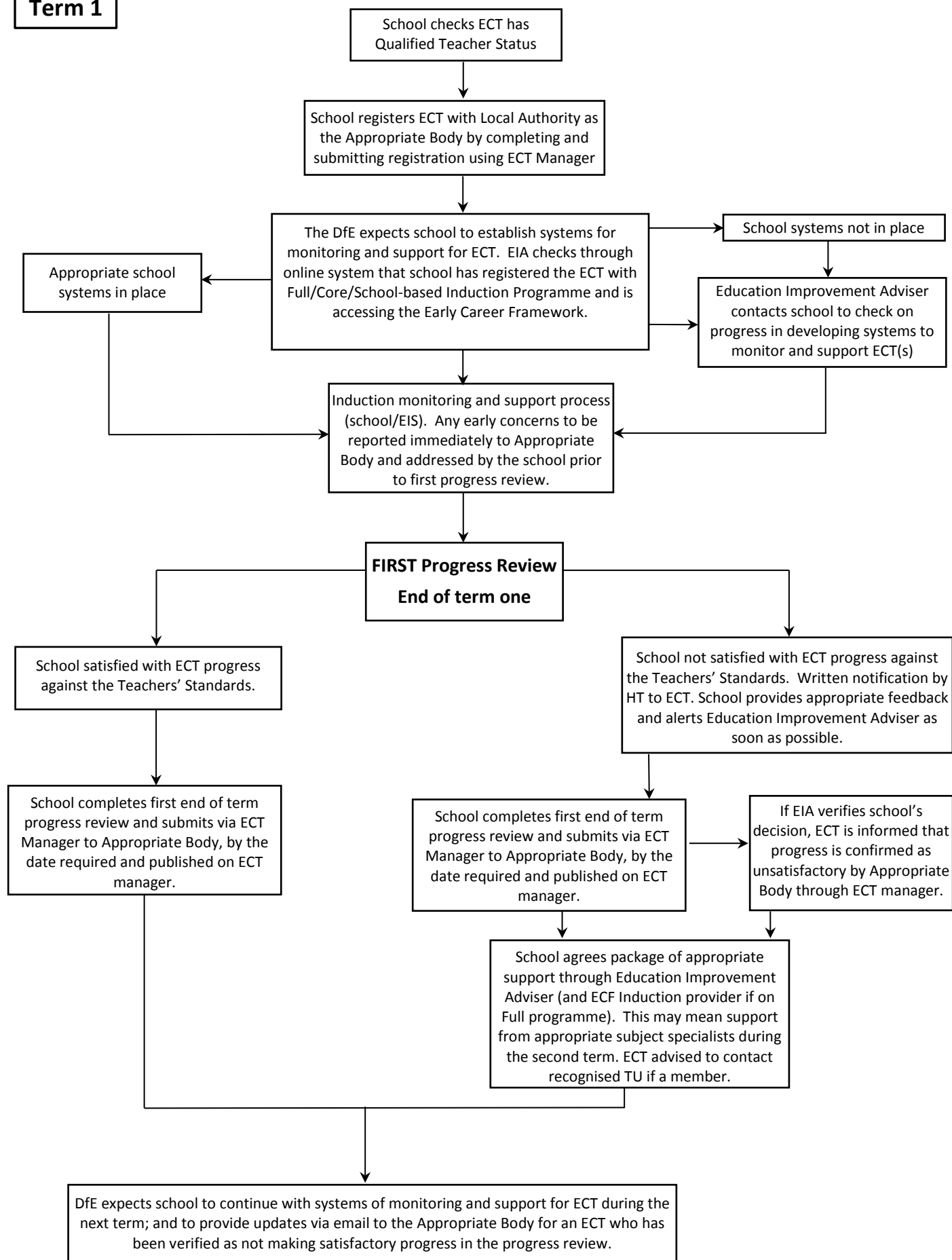
The Induction Mentor should:

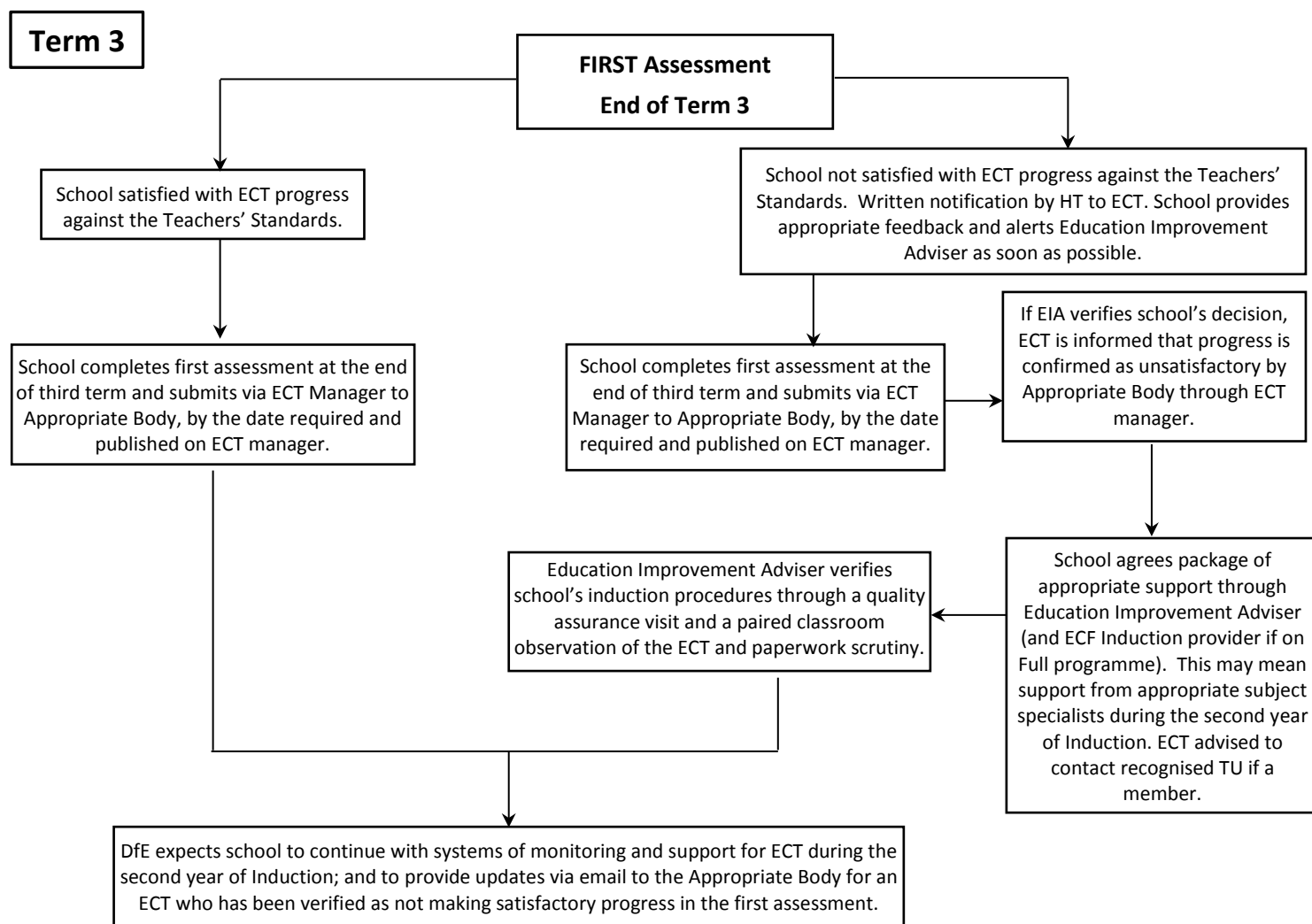
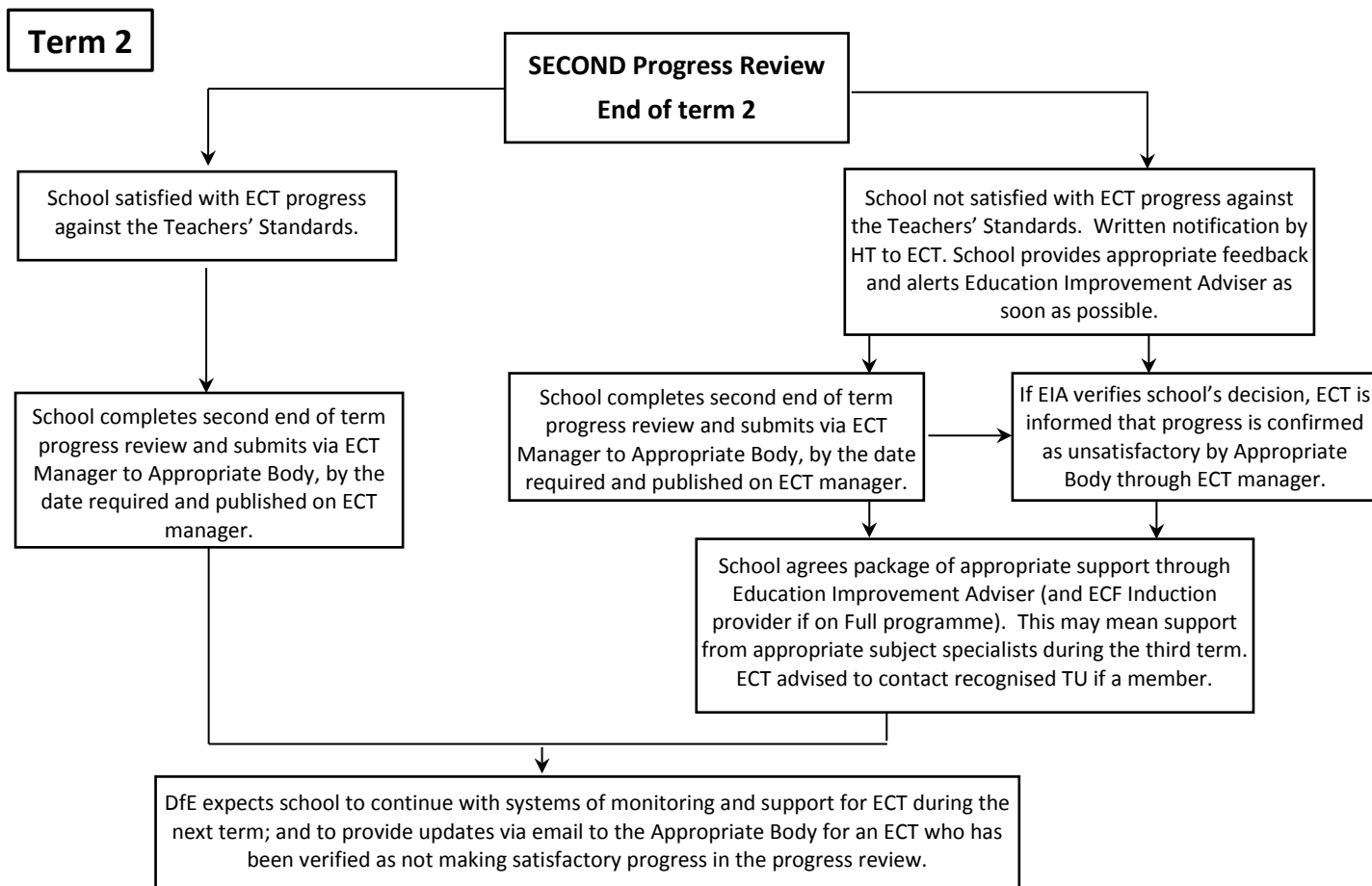
- participate fully in the induction programme training (full, core or school-based)
- use instructional coaching to work with an individual ECT
- provide support, challenge and guidance to his/her ECT
- develop a constructive developmental relationship with his/her ECT.

Appendix 1A: Assessment Timeline for Full Time Early Career Teachers

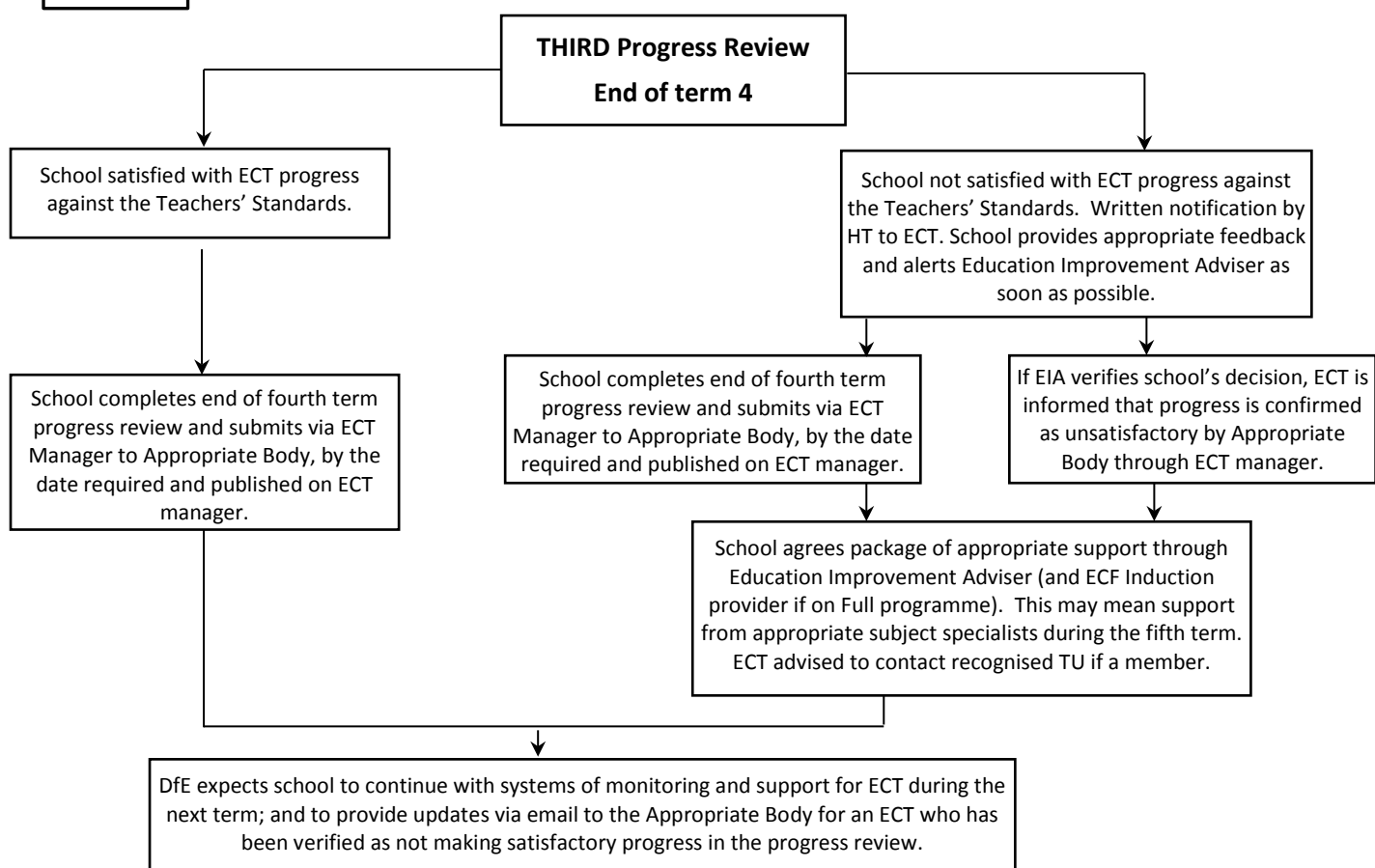
(part time ECTs will be pro rata)

Term 1

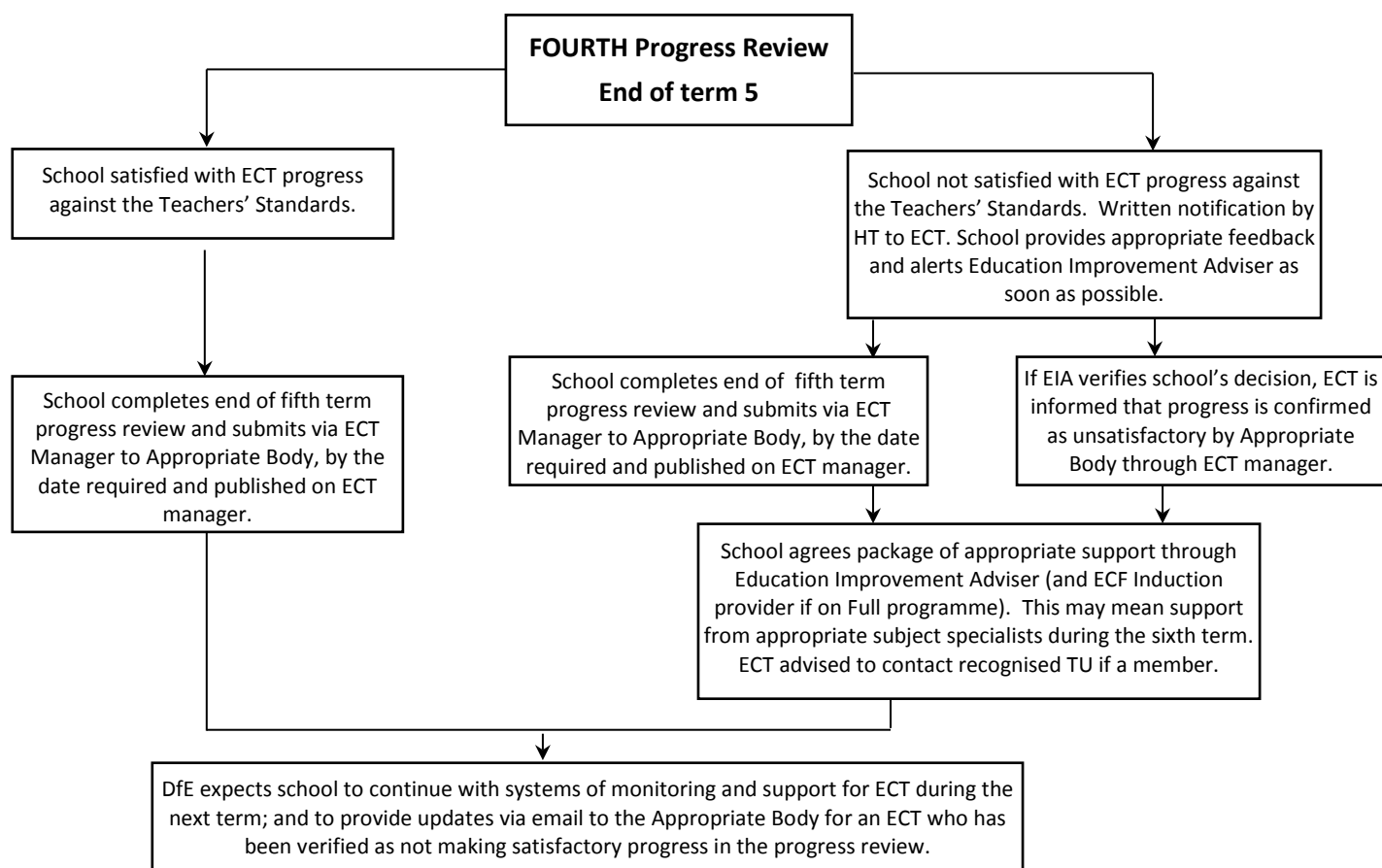




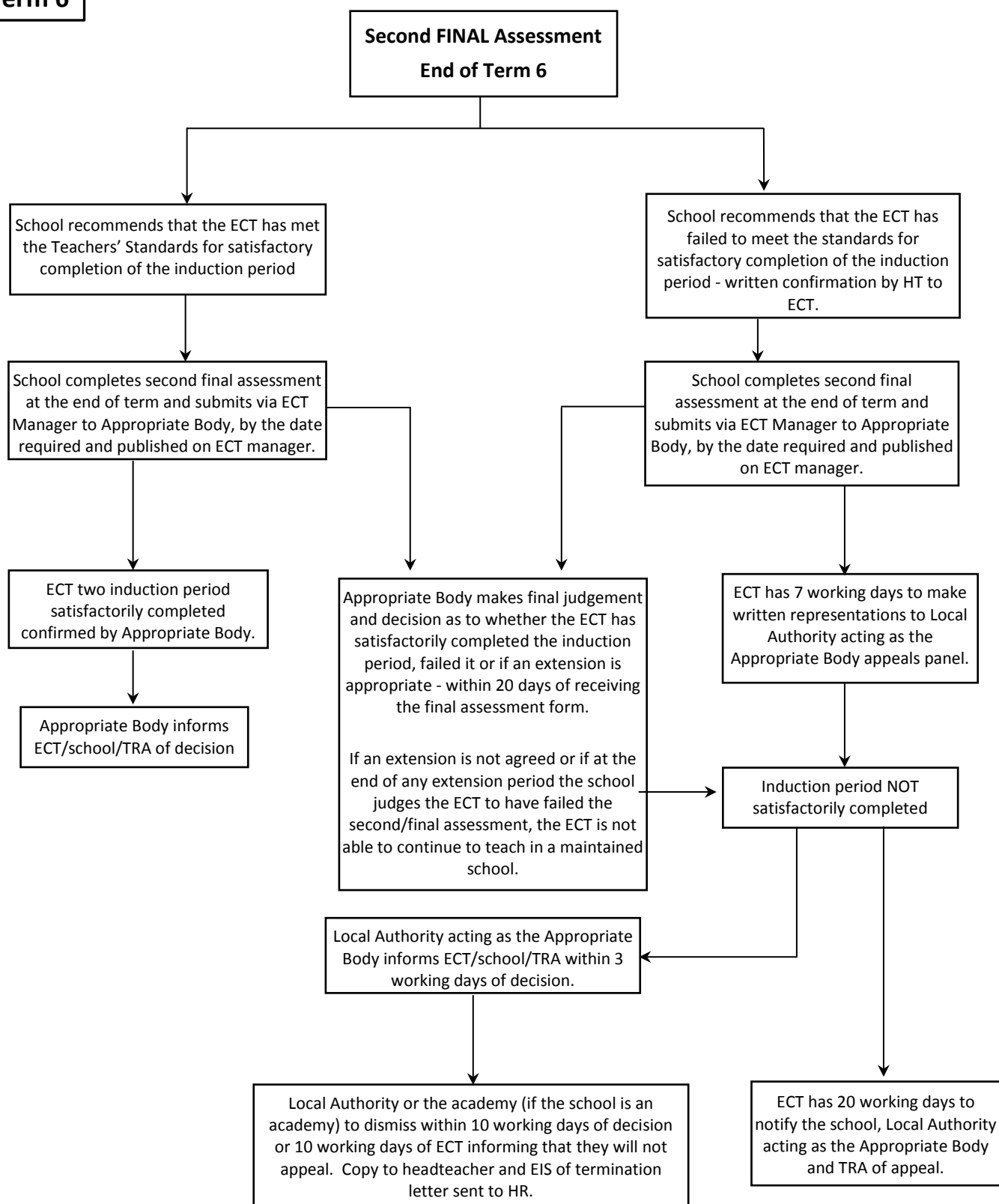
Term 4



Term 5



Term 6



*PLEASE NOTE *

Any concerns about performance will be managed effectively during the stages of the ECT induction period. Where ECT performance concerns persist and there is a possibility that the teacher will fail the induction programme, the school will need to plan potential timescales for the matter to be handled appropriately and this may include arrangements for managing the termination of the contract. There will need to be time built into the arrangements for this so that any meetings take place before the end of the final term.

Record Keeping and Collecting Evidence

It is important to keep **induction records** for each ECT and to maintain the confidentiality of these records. The induction tutor on behalf of the school, should keep records of how the induction **process** is implemented. For example:

- any notes made at or following progress reviews and assessment meetings; ECT should also have copies
- records of any support and monitoring activities (such as lesson observations)
- copies of the progress reviews and assessment forms; ECT should also have
- details of any professional development offered and/or undertaken (e.g. courses, visits, observations, self review notes)

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 Teachers' Standards. There is no requirement to maintain a portfolio of evidence against each standard. However, NQTs are encouraged to keep a file of samples of evidence and to use these for reflection and development.

ECTs should keep:

- ~ their Career Entry and Development Profile (if completed at the end of IT Training)
- ~ ECF documents, either full induction programme, core induction programme or school-based induction programme
- ~ copies of progress reviews meetings and formal assessment documents
- ~ records of lesson observations
- ~ records of courses attended, professional development activities, visits, observations, self assessment records etc
- ~ information about liaison with others, such as colleagues and parents
- ~ lesson plans, records and evaluations particularly showing the impact of any professional development

These documents, together with other day to day evidence, should provide the basis for the ECT to monitor his/her own progress against the Teachers' Standards.

It is good practice for the induction tutor and ECT to date and sign any documentation from progress reviews and formal assessment meetings.

Observation of ECTs

An ECT's teaching should be observed at intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the relevant standards. Observations of the ECT may be undertaken by the induction mentor or another suitable person who holds QTS from inside or outside the school/academy.

Observation has little value in the induction process unless the ECT and the observer can discuss and analyse the lesson afterwards. Feedback should be prompt and constructive. Arrangements for the review and feedback should be made in advance and a brief written record made on each occasion. *An example of the sort of form that can be used for this purpose is provided in the Appendices.*

When thinking about how the follow up discussion and analysis of the observation will be organised, the observer and the ECT will probably find it helpful if:

- a format for the discussion is agreed in advance or at the start of the session
- the discussion occurs soon after the observation, **preferably within two working days**, but allowing sufficient time for the ECT to reflect on the lesson in advance
- written feedback is provided within a working week.

Preparing for Progress Review and Assessment Meetings

The Induction Tutor

In advance of the progress review meeting/the first formal assessment meeting, induction tutors will find it helpful to collate and consider the evidence relating to the ECT's progress towards meeting the Teachers' Standards.

Sources of evidence include:

- lesson plans
- assessment records, marked work and reports
- pupils' work
- notes from lesson observations and post observations discussions
- notes made by the ECT to support the work of teaching assistants
- notes and evaluations made by the ECT, for example, from self review or INSET activities
- observations of the ECT's interactions with parents and carers.

The Early Career Teacher

ECTs take up their first posts having developed skills in evaluating their teaching and professional development during their initial training. By continuing to practise and develop these skills during the induction period, ECTs will be able to contribute fully to progress reviews and assessment meetings, and to gain maximum benefit from the opportunities that these discussions offer.

In addition to evaluating their lessons, ECTs will wish to prepare for progress review meetings and formal assessment meetings by taking a broader look at their professional development in their first post in the context of the Teachers' Standards.

Progress Reviews

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled (pro rata for part time ECTs). Progress reviews take place at the end of terms 1, 2, 4 and 5 (for full time ECTs). The ECT's performance against the Teachers' Standards will be assessed and recorded on the progress review form using ECT manager. The form is for the member of staff designated as Induction Tutor for an ECT to complete. Only a summary of the evidence considered in reviewing the ECT's progress is required. There is no need to reproduce all the evidence in detail.

The progress review form contains the following:

- 1)** Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?
- 2)** Give brief details for the reason(s) for the answer to question 1
- 3)** If the ECT is not on track to successfully complete induction, has the ECT been informed?
- 4)** If the ECT is not on track to successfully complete induction, has a support plan been put into place?
- 5)** Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?
- 6)** Is the ECT expected to remain and this school for the duration of the next term?

The ECT has a box for making brief comments

Formal Assessments

Formal assessments are completed at the end of the first and second years of induction (pro rata for part time ECTs). The ECT's performance against the Teachers' Standards will be assessed and recorded on the assessment form using ECT manager. The form is for the member of staff assigned as induction tutor for an ECT to complete, as well as the ECT and the headteacher. A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. ***There should be no surprises for the ECT.***

The formal assessment form contains the following:

- 1) Which period of the ECTs induction does this formal assessment cover?
- 2) If this is a final assessment, how many days has the induction period been reduced by (if any)?
- 3) Based on the teacher's performance against the Teachers' Standards within the assessment period which one of the following statements is applicable?
 - ~ The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period
 - ~ This is the above named teacher's final assessment **and** their performance indicates that **they have successfully met** the Teachers' Standards within the induction period
 - ~ The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards within the induction period
- 4) Briefly describe how any evidence demonstrates progress made towards the Teachers' Standards. (1-8, and part 2)
- 5) Briefly describe any areas for development.
- 6) If the ECT is not on track to successfully complete induction has a support plan been put in place?
- 7) If the ECT is not on track to successfully complete induction, is an extension to the induction period required?
- 8) If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?
- 9) Has the ECT discussed this report with the induction tutor and/or headteacher?
- 10) ECT's comments
- 11) ECT's confirmation that they have continued to access a programme of support based on the Early Career Framework and received all the statutory entitlements?

Formal Assessment Procedures

The school/academy must confirm their assessment within ten working days of the first assessment meeting by completing the ECT induction assessment through Notts ECT Manager. Where unsatisfactory progress has been made, details of the support programme should be included within the form.

Following the first assessment where the ECT's progress is unsatisfactory, the education improvement Service (LA ECT coordinator) should be contacted to verify the school's/academy's judgement.

The local authority will make the final decision as to whether the ECT has met the standards required and inform all parties accordingly. It should be noted that there is no formal involvement of the governing body in this process although the headteacher should keep them informed of progress through the induction period.

In most cases, it is anticipated that the local authority will be able to confirm the satisfactory completion of the induction period to the school/academy, the ECT and the TRA. In those cases where the local authority determines that the necessary standards have **not** been met, dismissal proceedings will be implemented by the CFCS HR Group. This will require the ECT's contract to be terminated within 20 working days of the local authority's decision. As part of this process the ECT will be informed of the right of appeal, enclosed in this handbook is a summary flowchart of the appeal procedures.

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 Education Improvement Service (LA ECT coordinator - Bryony Charnock-Walmsley).

Where an ECT is on a short term contract and leaves before the completion of the induction period it is good practice to have a formal meeting with the ECT to review their performance and complete an interim assessment form. This is especially important where an ECT is experiencing difficulties. The meeting should leave them with a clear understanding about their strengths and areas where they could improve. The meeting should also explain to the ECT the process for continuing their induction e.g. the assessments made by the present school/academy will be sent to their next school/academy as part of the cumulative gathering of evidence for the satisfactory completion of the induction period.

Where an ECT is judged not to have completed the induction period satisfactorily the school/academy must compile a full set of all relevant documentation about the induction process. The education improvement service will also be involved in providing written evidence about the quality of the induction process provided by the school/academy and the judgements made about the ECT's competency. This evidence will be presented to a panel of EIS and HR officers who will make the final judgement about whether or not to:

- uphold the school's/academy's judgement
- grant an extension to the induction period (exceptional circumstances only)
- overturn the school's/academy's judgement.

The LA will inform the ECT and the headteacher/principal within three days of the final decision being made and will inform the ECT of their right to appeal and the process involved.

Working with Early Career Teachers Experiencing Difficulties

The LA is committed to providing advice to ECTs to enable them to achieve fully qualified status. Officers from the education improvement service and HR meet termly with representatives of the recognised teacher trade unions. As well as an opportunity to raise general issues on behalf of their ECTs members in Nottinghamshire, these meetings also enable the LA to offer advice to any individual ECT identified as experiencing difficulties, in cooperation with their school and the local trade union representative. The LA, therefore, actively encourage ECTs to seek advice from both the LA and their trade union representative as soon as possible if problems arise during their induction period. This is particularly important if the ECT has been informed that they may not meet the required standards at any of the induction progress review/assessment stages. If, at any time during induction there are concerns about the ECT's performance, the headteacher/principal should ensure that they are discussed with the education improvement service (LA ECT coordinator - Bryony Charnock-Walmsley) as soon as possible so that these may be addressed.

Do not wait until the next progress review meeting to raise the concerns with the ECT.

Meeting operational needs: managing structures and systems for support and monitoring

- Use Teachers' Standards to define problems and agree objectives for improvement with ECT.
- Establish support programme to enable improvement to be made.
- Share concerns with headteacher/principal and others as appropriate.
- Formalise in writing the timescales for improvement, how a review of progress will be undertaken (including the ECT's role in the process), and success criteria.
- If concerns persist, share outcomes of review with all relevant parties including, in writing, the ECT and inform LA and governing body that ECT is at risk of failing.
- Ensure headteacher/principal observes ECT.
- Consider allocating 'buddy' support (i.e. support that the ECT can be confident is non judgemental), if not already in place.
- Ensure ECT has headteacher/principal's written indication of the significance of the concerns and has access to professional advice/guidance.
- Use statutory guidance throughout the process.
- Keep a log/record of the process and encourage the ECT to do the same.

Meeting the professional wellbeing needs of ECTs: managing feelings, values, attitudes

Make sure that the ECT:

- can be confident in the fairness of the process
- knows who to turn to
- does not feel isolated
- maintains an element of control over his/her future and progress.

Serious performance difficulties

Where a school/academy and the local authority have agreed that the ECT's performance raises serious concerns because the education and/or safety and welfare of pupils is at risk, it may be necessary to consider formal disciplinary procedures in line with part B 'The Performance of Teachers'. In such cases advice should be sought from CFCS HR and the education improvement service as soon as possible.

Quality Assurance

The Local authority has a quality assurance role in the induction of early career teachers. It is also required to maintain a record of all ECTs and to confirm the school's/academy's decision about whether or not an ECT has satisfactorily met the standards for the completion of the induction period. The local authority will communicate its decision to the ECT, the headteacher/principal and the Teaching Regulation Agency (TRA).

Where an ECT is experiencing difficulties the school/academy will require further advice and should notify the LA ECT coordinator - Bryony Charnock-Walmsley, as soon as possible. Where an ECT has been judged at the end of an assessment period as **not** making satisfactory progress against the Teachers' Standards a quality assurance visit needs to be arranged. This QA visit involves: interviews with the induction tutor, induction mentor, the ECT and headteacher (when appropriate), a joint lesson observation with the mentor or tutor, a review of the induction programme provided and accessed (full, core or school-based), induction records and processes. A report will be made available for the school/academy after the visit.

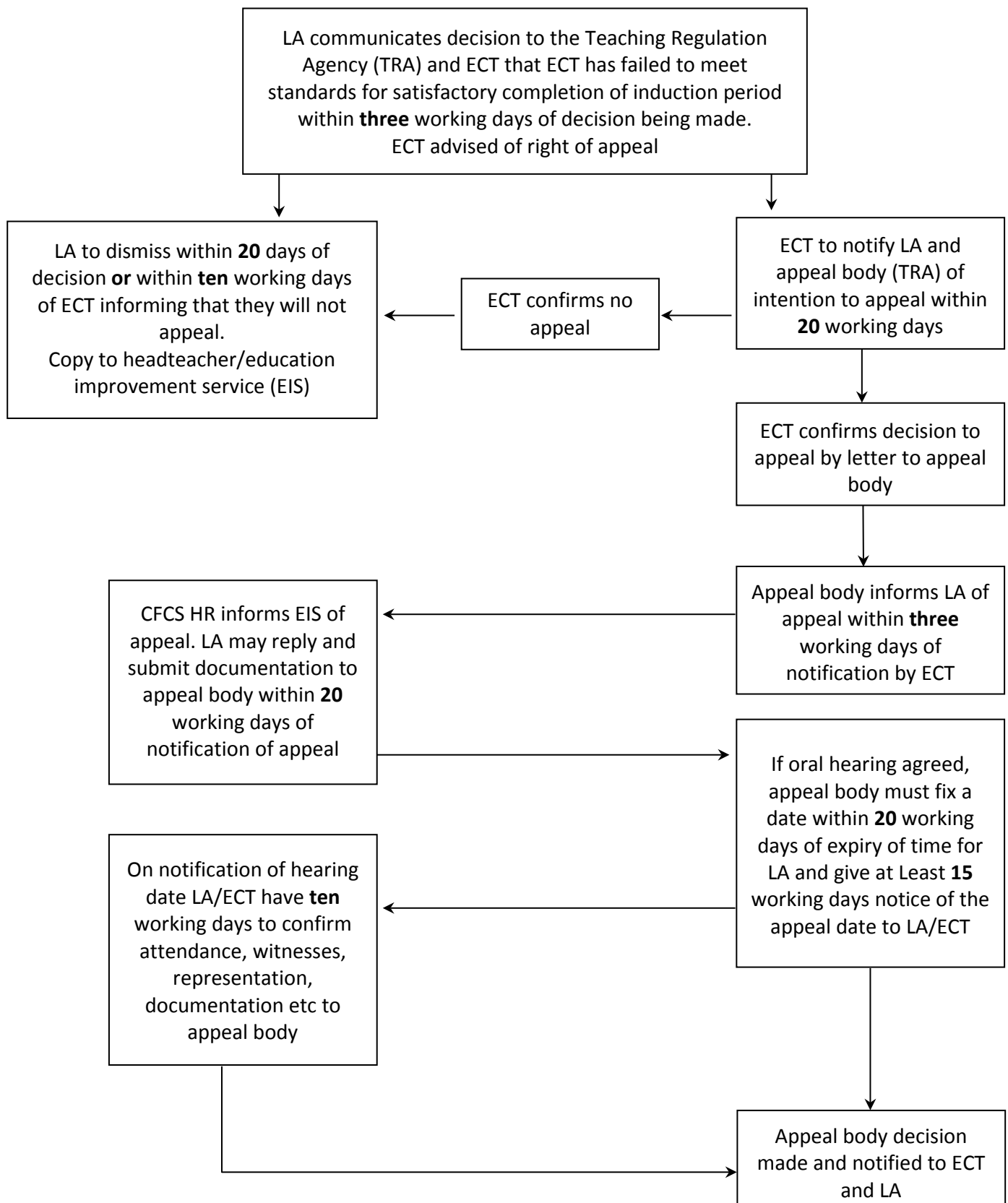
The education improvement service's named person, Bryony Charnock-Walmsley, is responsible for this role. An officer from CFCS HR will also be involved in providing advice and support to the school/academy and ECT as appropriate.

A self assessment checklist is provided to enable schools/academies to ensure that all the elements for the induction of ECTs are securely in place. As part of the LA's quality assurance procedures the form will also provide a useful benchmark. A copy of the form should be completed and provided for the LA ECT Coordinator, Bryony Charnock-Walmsley when a QA visit has been arranged.

Local Authority Quality Assurance Self assessment checklist for schools/academies	Fully in place	Is being addressed	Still to be addressed
• Is there an induction tutor in place?			
• Is there a mentor in place and is s/he accessing ECF training? (full, core or school-based)			
• Does the ECT have a 90% teaching timetable of other main scale teachers (not TLR) This also applies on a pro rata basis to those ECTs on part time contracts. The 10% release time is for Induction purposes.			
• Is the ECT teaching within the age range and subjects for which they have been trained? Or, if not, has additional support been put in place?			
• Has the ECT been given a job description which does not make unreasonable demands on them? For example - no acute or especially demanding discipline problems on a day to day basis; no additional non-teaching responsibilities unless appropriate preparation and support is given.			
• Does the ECT teach the same class(es) on a regular basis?			
• Does the ECT have similar planning and assessment processes to other teachers in the school/academy?			
• Has the governing body been fully informed about the induction arrangements for ECT(s) in the school/academy?			
• Is the school/academy fully aware of the need to contact the LA ECT coordinator (Bryony Charnock-Walmsley) as soon as possible if there are concerns about the ECT(s) performance?			
• Is there a timetable of key meetings/activities set out over the term/year e.g. planned observation, progress reviews and assessment meetings?			
• Are the staff involved in supporting the ECT familiar with: ~ the structure and purpose of the Career Entry and Development Profile ~ the Teachers' Standards			
• Are key staff involved in monitoring and supporting the ECT(s) confident to: ~ make focused observations and provide relevant feedback? ~ engage with the ECT in setting objectives for development with clear action points, success criteria, timelines and review procedures identified? ~ undertake fair, rigorous and well-founded assessments against the Teachers' Standards?			
• Is the school/academy fully aware of good practice in record keeping and evidence collection related to the induction of ECTs, including the use of appropriate pro forma, lesson observation forms, formal assessment forms etc?			
• Has the school/academy made provision to monitor and evaluate the quality of its induction arrangements, ensuring consistency of provision across the school/academy?			

Appeals Procedure

The LA ECT Panel is made up of Education Improvement Advisers and a HR Officer



Appendices

Forms and examples to support the ECT induction process

1. Registration Form (completed via ECT Manager)
2. Objective Setting and Action Plans
3. An Example of a Lesson Observation Form
4. Examples of ECT Progress Reviews
5. Examples of ECT Assessment Forms
6. An Example of a Core Induction Programme Fidelity Check

Registration Form for Early Career Teacher Induction

ECTs Personal Details

Full Name: Reeva Hanbar
Date of Birth: 29/06/1998
Teacher Reference Number: 8949082
National Insurance Number: XY 65 43 21 Z
Date of Award of QTS: 15/07/2021

Institution Details

Appropriate Body

Name: Lawn View Primary
Headteacher/Principal: Brenda Rock
Address: Station Road, Sutton in Ashfield, Notts. NG17 5GA
Telephone: 01623 434134
Email: brenda.rock@lawnview.notts.sch.uk
Tutor: Tom Harris
Email: tom.harris@lawnview.notts.sch.uk
Mentor: Sara James

Nottinghamshire
Education Support Service
Meadow House
Littleworth
Mansfield
Nottinghamshire
NG18 2TB
0115 8040648

Contract Details

Start Date: 01/09/2021
How Many Days per Week: 5 days
Contract Type: Temporary
Reason for Temporary Contract: Maternity
Temporary Contract End Date: 17/12/2021
Year(s) ECT is to Teach: Year 2
Subject(s) ECT to Teach: Subjects are not required for a primary school/academy

Training and Qualification Details

Training Institute: University of Nottingham
Qualification Awarded: School Direct with QTS
Qualified Subject(s): KS1/2
Qualified Age Range: 4 - 11

Early Career Framework

Programme: Full Induction Programme
Delivery Partner: Redhill Teaching Hub
Provider: Education Development Trust (EDT)

Previous Schools

This is the first term of the induction period

Signatures

Headteacher/Principal

Date

DIGITALLY SIGNED

01/07/2021

Full Name: Brenda Rock

Examples of Objectives and Action Plans

These examples are given to illustrate the kind of objectives that might be set for ECTs teaching a range of phases and/or subjects. **They do not constitute one ECT's profile.**

Objective To use information from monitoring and assessments to set individual targets within blocks of teaching.	Current Strengths ~ Good records of pupil’s progress. ~ Knowledge of pupils’ current level of attainment. ~ Good subject knowledge.	How this Relates to the Teachers’ Standards Standard 6 Make accurate and productive use of assessment.
Rationale/Purpose So that pupils are appropriately challenged and know what is expected next.	Aspects to Address ~ Knowledge of ‘next steps; especially for more able in KS4. ~ How to use data and apply to target setting process.	
Evidence for Success ~ Pupils know their individual targets. ~ Opportunities provided for pupil reflection and identifying next steps. ~ Assessment/target – setting records up to date. ~ Targets set are in line with school/academy approach to target setting.		When Progress will be Monitored and Reviewed 22 March - progress review meeting with induction tutor.
Support (including any resources needed)	Who	When
ECT meeting with assessment coordinator	ECT and Assessment Coordinator	28 February
Departmental meeting (target setting)	All Departments	5 March
Moderating target setting	ECT and HoD	19 March

<p>Objective To manage pupil behaviour so there is flow and pace appropriate to the lesson.</p> <p>Rationale/Purpose So that all children are more engaged in their learning and make progress; teacher focuses on teaching.</p>	<p>Current Strengths</p> <ul style="list-style-type: none"> ~ Positive relationships with majority of children. ~ Sound written planning. <p>Aspects to Address</p> <ul style="list-style-type: none"> ~ Responding to every low level disruption; allowing teaching to be interrupted. ~ Being clear about expected learning outcomes. 	<p>How this Relates to the Teachers' Standards</p> <p>Standard 7</p> <p>Manage behaviour effectively to ensure a good and safe learning environment.</p>
<p>Evidence for Success</p> <ul style="list-style-type: none"> ~ Clear start to the lesson. ~ Flow and pace of lesson dictated by teacher. ~ Minimal interruption by pupils; teacher pre-empts inappropriate behaviour. ~ All pupils make progress in the lesson. 		<p>When Progress will be Monitored and Reviewed</p> <p>Induction tutor to observe and feedback w/b 26 November</p> <p>Progress review meeting w/b 13 December</p>
<p>Support (including any resources needed)</p>	<p>Who</p>	<p>When</p>
<p>Reflect on training through ECF Induction programme. Look for resources and guidance on behaviour management strategies especially non verbal communication skills. Do you always need to use your voice to prompt a child about their behaviour?</p>	<p>ECT</p>	<p>Ongoing</p>
<p>Observe K Jones – focus on behaviour management strategies.</p>	<p>ECT and Mentor</p>	<p>Agree date/time during week beginning 6 November</p>
<p>To help with pace and flow. Ensure that planning gives sufficient detail of how the lesson will progress related to learning outcomes and activities.</p>	<p>ECT KS Coordinator</p>	<p>Immediate start</p>

Lesson Observation Form

Subject	Period	Year	Class/group	Present	NoR	Absent
Teacher's Name:				Date:		
Observer's Name:				Time:		

Focus of observation:

Context of lesson:

	Benchmark	Secure	Developing	Impact on learning
1	<input checked="" type="checkbox"/> Does the teacher set high expectations which inspire, motivate and challenge pupils?			
2	To what extent does the teacher promote good progress and outcomes by pupils through: <input checked="" type="checkbox"/> Planning that builds on pupils' capabilities and prior knowledge <input checked="" type="checkbox"/> Guiding pupils to reflect on the progress they have made and their emerging needs <input checked="" type="checkbox"/> Encouraging pupils to take a responsible and conscientious attitude to their own work and study.			
3	To what extent does the teacher demonstrate good subject and curriculum knowledge through: <input checked="" type="checkbox"/> Fostering and maintaining pupils' interest <input checked="" type="checkbox"/> Addressing misunderstandings <input checked="" type="checkbox"/> Promoting high standards of literacy, articulacy and the correct use of standard English <input checked="" type="checkbox"/> Where relevant, demonstrating a clear understanding of systematic synthetic phonics and/or appropriate teaching strategies in early mathematics.			
4	To what extent does the teacher plan and teach well structured lessons by: <input checked="" type="checkbox"/> Imparting knowledge and developing understanding <input checked="" type="checkbox"/> Using time effectively <input checked="" type="checkbox"/> Promoting a love of learning and intellectual curiosity <input checked="" type="checkbox"/> Setting homework to consolidate and extend knowledge the pupils have acquired.			

5	To what extent does the teacher adapt teaching to respond to the strengths and needs of the pupils through: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Appropriate differentiation <input checked="" type="checkbox"/> The use of approaches that engage and support all pupils <input checked="" type="checkbox"/> Awareness of pupils with special educational needs and/or high ability. 			
6	To what extent does the teacher make accurate and productive use of assessment through: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use of statutory assessments <input checked="" type="checkbox"/> Use of formative and summative assessment <input checked="" type="checkbox"/> Setting appropriate pupil targets <input checked="" type="checkbox"/> Regular feedback to pupils, both orally and through accurate marking <input checked="" type="checkbox"/> Encouraging pupils to respond to feedback. 			
7	To what extent does the teacher manage behaviour effectively to ensure a good and safe learning environment by: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Having clear rules and routines for behaviour in classroom <input checked="" type="checkbox"/> Consistent use of praise sanction and rewards <input checked="" type="checkbox"/> Involving and motivating pupils <input checked="" type="checkbox"/> Maintaining good relationships with pupils, exercising appropriate authority. 			
8	To what extent does the teacher deploy support staff effectively?			

Strengths of the teaching and its impact on learning:

Focus for improvement for ECT:

		Good	Satisfactory	Significant Areas for Improvement
Terms one, two, three, four and five	The extent to which <u>progress is being made towards</u> Teachers' Standards in this lesson			

Term six	The extent to which Teachers' Standards are being <u>met</u> in this lesson			
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There will be significant concerns about an early career teacher's progress towards meeting the Teachers' Standards by the end of the induction period if:

- Most learners, or a significant specific minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour.
- Learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of learners' personal qualities.
- The health and safety of the learners is endangered.
- The teaching is unsatisfactory. *This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to good attitudes of the learners.*

Unsatisfactory teaching is likely to have one or more of the following:

- Weak knowledge of the curriculum leading to unsatisfactory teaching and low demands on learners (Standard 3).
- Work badly matched to the learners' starting points (Standard 2).
- Ineffective classroom management of behaviour (Standard 7).
- Methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners (Standard 5).
- Unsatisfactory use of resources, including assistants and the time available (Standards 4 and 8).
- Poor assessment (Standard 6).

ECF Progress Review

- ~ The form is for the member of staff assigned as the induction tutor for an ECT to complete.
- ~ Only a summary of the evidence considered in reviewing the ECTs progress is required. **There is no need to reproduce all the evidence in detail.**
- ~ In all instances, send copies of this form to the ECT and their designated mentor.
- ~ If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body.

Personal Details and Induction Details

Name of School/Academy	Lawn View Primary School
Full Name of ECT	Reeva Hanbar
Teacher Reference Number	8949082
Date of Birth	29/06/1998
Induction Tutor Name and Role	Tom Harris (DHT)
Mentor Name and Role	Sara James (Year 2 Teacher)
Progress Review Period Start Date	09/2021
Progress Review Period End Date	12/2021
Term 1/2/4/5/Other?	1
Is the ECT Full Time or Part Time? (if PT give the FTE)	Full Time
Days Absent in the Period	0

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

- 1** At formal assessment points, and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

☒ Yes ☐ No

- 2** **If No - give brief details for the reason(s) for your answer to question 1.**

Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

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

☐ Yes ☐ No

- 4** **If the ECT is not on track to successfully complete induction, has a support plan been put in place?**
(If yes, please attach the support plan)

☐ Yes ☐ Not yet

- 5** **Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?** (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met in the text box)

☒ Yes ☐ No

6 Is the ECT expected to remain at this school for the duration of the next term?

☒ Yes ☐ No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

ECT Comments

Use this section for the Early Career Teacher to make any brief comments themselves.

I have focused on developing my subject knowledge in literacy this term, especially phonics and have been supported in using resources and strategies. I am accessing all my entitlements and my mentor has provided advice and guidance.

Section 3 - Signatures

This progress review was completed by:

Induction Tutor

Signature	Tom Harris
Date	15/12/2021

Early Career Teacher

Signature	Reeva Hanbar
Date	15/12/2021

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

If the answer given to questions 1, 3, 5 or 6 is '**No**', copies should be provided to the headteacher/principal and to the appropriate body.

ECF Progress Review

- ~ The form is for the member of staff assigned as the induction tutor for an ECT to complete.
- ~ Only a summary of the evidence considered in reviewing the ECTs progress is required. **There is no need to reproduce all the evidence in detail.**
- ~ In all instances, send copies of this form to the ECT and their designated mentor.
- ~ If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body.

Personal Details and Induction Details

Name of School/Academy	Meadow Academy
Full Name of ECT	Harry Jones
Teacher Reference Number	8941368
Date of Birth	29/03/1999
Induction Tutor Name and Role	Gemma Turner (AVP)
Mentor Name and Role	Mike Nottage (2 nd In Maths dept)
Progress Review Period Start Date	01/2022
Progress Review Period End Date	04/2022
Term 1/2/4/5/Other?	2
Is the ECT Full Time or Part Time? (if PT give the FTE)	Full Time
Days Absent in the Period	2

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

- 1** At formal assessment points, and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

☐ Yes ☒ No

- 2** **If No - give brief details for the reason(s) for your answer to question 1.**

Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

Harry needs to develop more behaviour management techniques (TS7) especially for KS4 classes – addressing low level disruption and off task talk. Harry is aware that his use of language (pt2) and attitude with particular Y10 boys is often inappropriate and he needs to respond in a calm manner and diffuse situations before they escalate. Evidence - lesson observations, drop ins. Harry needs to vary the pace of his lessons (TS4) and provide more challenge (TS5) to his higher ability pupils in Y8 so that they make expected learning gains. Evidence - lesson observations and work scrutinies.

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

☒ Yes ☐ No

- 4** **If the ECT is not on track to successfully complete induction, has a support plan been put in place?** (If yes, please attach the support plan)

☒ Yes ☐ Not yet

- 5** **Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?** (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met in the text box)

☒ Yes ☐ No

6 Is the ECT expected to remain at this school for the duration of the next term?

☒ Yes ☐ No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

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ECT Comments

Use this section for the Early Career Teacher to make any brief comments themselves.

I have worked hard to develop behaviour management strategies by observing others teachers and trying out their techniques. I have been given support from my mentor and advice from the Teaching HUB where I am accessing the induction programme. I am now using an electronic timer in my lessons to set times for lesson activities. I am also working with the Head of Maths to plan more stretching tasks for Year 8. Next term I would like to focus on differentiation for my Year 9 class as I have had a new pupil join who has been home educated up till now.

Section 3 - Signatures

This progress review was completed by:

Induction Tutor

Signature	Gemma Turner
Date	01/04/2022

Early Career Teacher

Signature	Harry Jones
Date	01/04/2022

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

If the answer given to questions 1, 3, 5 or 6 is '**No**', copies should be provided to the headteacher/principal and to the appropriate body.

ECT Induction Assessment Form

Assessment for the End of First Induction Period/Year

ECTs Personal Details

Full Name: Jayne Doe

Date of Birth: 01/01/1991

Teacher Reference Number: 1001001

National Insurance Number: AB 12 34 56 C

Date of Award of QTS: 03/07/2020

Recommendation

The above named teacher's performance indicates that she **is making satisfactory progress** against the Teachers' Standards within the induction period

Progress Grading

B: This NQT is currently making satisfactory progress towards meeting the Teachers' Standards.

Confirmation of Induction

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 02/09/2020

End Date: 18/12/2020

Days Completed: 74

Days Absent: 0

The ECT worked full time throughout this assessment period/The ECT worked part time throughout this assessment period

Institution Details

Name: Lawn View House

Headteacher/Principal: Bryony Charnock-Walmsley

Address: Station Road, Sutton in Ashfield, Notts. NG17 5GA

Telephone: 01623 434134

Tutor: Joe Bloggs

Mentor: Sandra Robinson

Appropriate Body

Name: Nottinghamshire LA

Address:

Support to Schools Service

Meadow House

Mansfield

Notts. NG18 2TB

Telephone: 0115 8040648

Part One

Teacher standard 1

Jayne has established high expectations within the class. This in turn ensures that the children are motivated and encouraged to rise to the challenge in order to further their individual progress. Jayne has undertaken autism awareness training which has highlighted specific strategies and resources that she could use to support children with specific needs within her class. Jayne's rapport and professional relationship with the children is developing well and she is beginning to adapt appropriate communication strategies with the children by varying her use of tone and the level of her voice.

Teacher standard 2

Jayne has developed good systems for planning lessons that build on prior learning and take the children forward. She has been part of whole school internal monitoring to address standards in English and Mathematics. Jayne has responded well to the recommendations of the monitoring and is improving her practice as a result. As the term has progressed, Jayne has developed the use of pace within lessons to ensure all groups of learners make progress.

Teacher standard 3

Jayne's general subject knowledge is strong in the most commonly taught (core) subjects. This ensures that the children are engaged and their interests are ignited. CPD through staff meetings has enabled her to act upon advice and further enhance her subject knowledge in order to develop the children's learning. Jayne does need to develop her practice in order to allow children to make links within their learning, for example, choosing from a range of strategies the most efficient techniques to solve problems or calculations in mathematics.

Teacher standard 4

Planning is a real strength of Jayne. She is able to plan a series of lessons that builds progression over time. During this term she has become much better at managing time effectively so that the pace within her lessons minimises the opportunities for children to become disengaged. Jayne routinely sets homework that is in line with school's agreed policy. Jayne needs to develop further AFL strategies that ensure she is aware of what all children or groups of children are achieving in particular lessons when they are engaged in independent or individual tasks.

Teacher standard 5

There is a broad range of abilities and needs within Jayne's class. She appropriately differentiates work and tasks so that all children are suitably challenged. Jayne has reflected on the training she has received as part of INSET. Jayne is developing strategies to work with specific children and is accessing support available through training and the school SENCO. This is ongoing as pupils' needs emerge.

Teacher standard 6

Jayne began the year by effectively grouping the children according to individual needs. She has reflected upon these groupings as the term has progressed and has been flexible in allowing the children to access differing levels of challenge depending upon what was being taught. She is also developing marking that sets targets for the pupils and is beginning to provide opportunities for the children to respond to the marking. Jayne has actively participated in joint moderation exercises enabling her to further her knowledge of summative assessment.

Teacher standard 7

Jayne's confidence in managing behaviour effectively has increased throughout this term. Monitoring indicates that Jayne does have high expectations and has adapted strategies that promote a positive learning environment. She works in line with agreed school policies and expectations and is proactive in implementing these, she willingly asks questions for clarification. A target for further improvement is to manage transition points within lessons so that all children quickly settle and begin tasks / challenges that have been set.

Teacher standard 8

Jayne plans well for the teaching assistant support she receives including interventions. This means that these adults are deployed effectively and are suitably equipped to support their groups of children with their learning. Jayne has also taken the lead in organising a school visit and appropriately communicated instructions to the supporting adults.

Part Two

Personal and Professional Conduct

Jayne has undertaken Safeguarding training and understands her professional duties in this aspect. Jayne is proactive in seeking support and advice with any issues that are causing concern. As part of induction, Jayne has observed colleagues and engaged in professional dialogue and is always keen to act upon advice given. She has also participated in training centred on autism awareness to help her better understand the needs of some of the children in her class. Within school and the wider community, Jayne always conducts herself in professional manner and she communicates effectively with her colleagues, pupils' parents and other stakeholders.

ECTs Comments

The NQT has discussed this report with the induction tutor and/or headteacher.

During this term I believe that I have gained confidence in my teaching and the professional aspects of being a teacher. I have found that as the time has passed, I have increased my knowledge of the class and used this insight in order to plan and teach lessons effectively. I have had generous support from my mentor and other members of staff in the school regarding teaching, planning, marking, assessments and children's individual issues as they arise. I am starting to become confident in sharing my own ideas and I have enjoyed this term. I have used my reflections and professional dialogues with members of staff to adapt and move forward. Next term I intend to focus on developing my knowledge, skills, understanding and provision regarding SEND and the new traveller children who have joined the school and who are likely to be in my class for part of next year.

The ECT **will be remaining** at this school

The ECT will NOT be remaining at this school

Signatures

Headteacher/Principal

Date

DIGITALLY SIGNED

Full Name: Bryony Charnock-Walmsley

ECT

Date

DIGITALLY SIGNED

Full Name: Jayne Doe

Tutor

Date

DIGITALLY SIGNED

Full Name: Joe Bloggs

ECT Induction Assessment Form

Assessment for the End of First Induction Period/Year

ECTs Personal Details

Full Name: Michael Clarke

Date of Birth: 04/04/1994

Teacher Reference Number: 2002002

National Insurance Number: CD 87 65 43 E

Date of Award of QTS: 15/07/2020

Recommendation

The above named teacher's performance indicates that she **is making satisfactory progress** against the Teachers' Standards within the induction period

Progress Grading

B: This ECT is currently making satisfactory progress towards meeting the Teachers' Standards.

Confirmation of Induction

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 02/09/2020

End Date: 18/12/2020

Days Completed: 74

Days Absent: 0

The ECT worked full time throughout this assessment period

Institution Details

Name: Grasslands Academy

Headteacher/Principal: Bryony Charnock-Walmsley

Address: Lawn Road, Sutton in Ashfield, Notts. NG17 5GA

Telephone: 01623 434134

Tutor: Andrew Baxter

Mentor: Denise Smith

Appropriate Body

Name: Nottinghamshire LA

Address:

Support to Schools Service

Meadow House

Mansfield

Notts. NG18 2TB

Telephone: 0115 8040648

Part One

Teacher standard 1

Michael still continues to promote a very positive learning environment. In his lesson observations the behaviour has been outstanding. Michael follows the school behaviour system, using 'consequences' very effectively. He recently dealt with a very difficult break time behaviour situation a very professional manner. Michael is also working on a behaviour training programme with additional ITT students to share good behaviour practise. Michael's Lesson observations still continue to demonstrate high expectations in both pace and challenge. Michael demonstrated excellent stretch and challenge within his lesson observations; the more able students were stretched effectively to ensure accelerated progress. He is now implementing appropriate intervention in place where necessary. Lesson observations and learning walks show that students are aware of the purpose of the lesson and are on task.

Teacher standard 2

Students are still being given the opportunity to reflect on their learning and are being given dedicated time to re-draft and improve their work. Michael attempted a very engaging plenary in his last lesson observation. Michael does however need to improve his choice of plenaries after an extended writing task – peer or self assessment is needed at this point. Michael continues to set challenging learning outcomes at the beginning of every lesson and shares these with the students, these are then referred to throughout the lesson in order to promote good progress. Michael's lesson planning demonstrates that students will make good progress over time. Peer and self-assessment is evident in students' books. The area which Michael needs to focus on is the attainment of his lower ability students.

Teacher standard 3

Michael's degree in English literature still enables him to promote excellent subject knowledge. Michael has demonstrated outstanding subject knowledge throughout his planning, work scrutinies and in all of his lesson observations. Michael has demonstrated that he can push the more able and scaffold explanations and address any misconceptions. Michael continues to learn about the AQA syllabus scheme, he has recently planned a poetry SOW. Michael still continues to promote high standards of literacy throughout his teaching. His marking for literacy is excellent and he regularly includes written accuracy and spelling starters in his lessons. Michael needs to try and focus on ensuring that he marks for content as well as literacy.

Teacher standard 4

Michael's recent lesson observation shows a big improving in the quality of his teaching. The lesson was well planned, creative and effectively matched to learning outcomes. Michael is involved in collaborative planning with other members of the English faculty and has planned KS3 schemes of work which the rest of the faculty now use within their own teaching. Michael continues to use collaborative structures in most lessons to enhance student enjoyment and progress. Homework and additional intervention packs are regularly set which linked to the learning outcomes in class. Michael also hands out spelling cards, Key spellings for key topics and spelling homework booklets in order to improve students' literacy. Michael provides support after school for students who require it on a weekly basis. Further to this, Michael regularly sends his lessons to a TLR holder within the department for checking and acts upon the feedback given. In addition to this Michael has attended after school training sessions on lesson planning and moving students' progress from good to outstanding. One of Michael's targets is to now ensure that he has detailed data for every group and that he analyses this in order to work out the progress of his classes.

Teacher standard 5

From learning walks and lesson plans it is evident that Michael differentiates for students within his teaching. Michael still continues to teach a group which contains EAL and SEN students (although not as many as last term). Michael's still continues to plan for these students; his target now is to ensure that classroom differentiation happens too to ensure nobody gets left behind during the lesson. Michael liaises effectively with the learning support team and briefs the teaching assistants before they enter his lessons. For students with EAL he explains key words clearly and he translates work sheets into several different languages. As part of the carousel structure in Year 9, Michael handed over responsibility of a group containing considerable number of EAL students to another teacher – he did this in a very professional manner and provided detailed information to ensure a smooth transition. Michael also creates: model responses, sentence starters, vocabulary sheets and provides hand writing booklets where appropriate.

Teacher standard 6

In lesson observations excellent use of assessment for learning activities was seen. The marking audit showed that self and peer assessment are completed at regular intervals and students are provided with a PIN comment from the teacher every half term (Praise, Improvement, Next steps). Michael's target was to ensure that ALL books were marked within the deadline because one was missed. In order to address this Michael has a marking system to help remember which books need marking and which don't. Michael marks for literacy using the school's codes. In addition Michael continues to allow students to reflect upon their own performance through the use of self/peer evaluation and DIRT time. Michael continues to track and monitors students' reading progress through the accelerated reader scheme. He tracks the students on a weekly basis and intervenes where necessary. He has also introduced library lessons to his KS3 groups in order to promote reading.

Teacher standard 7

In Michael's lesson observations, his relationship with the students has been one of his strengths. Michael uses the school's BFL system effectively and consistently and the behaviour in his lesson is excellent. Michael also regularly liaises with learning managers and other professionals within the school to discuss the behaviour and progress of individual students. Michael has attended parents' evenings and has made phone calls home to parents to inform parents of positives and negatives regarding work and attitude. Michael follows the school's praise policy in every lesson. He completes reports on students each half term. Michael uses his voice well within the classroom he is articulate, confident and engenders a purposeful atmosphere.

Teacher standard 8

Michael has a vertical tutor group. He has met with students and parents/carers during various parents' evenings and supported other events in the school such as the Lower School Talent Show. In addition to this, Michael is co – organiser for the School's ski trip this year for both KS3 and KS4 students. Michael regularly runs after school enrichment sessions. He has also taken student in the national fishing. Michael is now the English department's career link. He uses some of his PPA periods to conduct learning walks with a member of SLT.

Part Two

Personal and Professional Conduct

Michael is punctual and has excellent attendance. He follows the school's dress code and his conduct is professional at all times. Michael has taken CPD seriously and enjoys effective communications – emails and one to one conversations with his colleagues. He responds efficiently and helpfully to directives.

ECTs Comments

The ECT has discussed this report with the induction tutor and/or headteacher.

The review has been a fair assessment of my accomplishments this assessment period. Targets have been discussed to ensure further development in my professional capacity. I am being very supported and given opportunities to increase my capacity as an English teacher. I am looking forward to continuing to improve my skills and widen my teaching repertoire - particularly through learning from other colleagues by observing across a range of subjects and year groups.

Regular (weekly or fortnightly) meetings with your mentor to discuss your progress against the Teachers Standards: Yes

You have had your additional 10% ECT time: Yes

You have observed other teachers: Yes

You have been observed at least twice during this period of assessment and received written feedback against part one of the Teachers Standards: Yes

You have had a professional review meeting half way through this assessment period to discuss your progress against the Teachers Standards: Yes

The ECT **will be remaining** at this school

The ECT will NOT be remaining at this school

Signatures

Headteacher/Principal

Date

DIGITALLY SIGNED

Full Name: Bryony Charnock-Walmsley

ECT

Date

DIGITALLY SIGNED

Full Name: Michael Clarke

Tutor

Date

DIGITALLY SIGNED

Full Name: Andrew Baxter

ECF Fidelity Checking Template - CORE Induction Programme - Point 1

- ~ The member of staff responsible for planning the 1st year ECF Core Induction Programme should complete this form.
- ~ This form should be sent to the school's Appropriate Body for reviewing prior to the start of ECT induction.
- ~ Send to louise.ward@nottsc.gov.uk

Part 1 Early Career Teacher(s)

Appropriate Body	
School	
URN	
Headteacher	

Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Start Date	
Mentor (Name/Role/Position)	

Part 2 Core Induction Programme

This form should not be used to describe every session delivered over the entire progress review period but should give the Appropriate Body a clear understanding of how the Core Induction Programme materials will be used, including the sequencing of sessions.

1 Which provider's Core Induction Programme is being delivered?

Information on the four options can be found online at: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-core-induction-programme)

- ☐ Ambition Institute
- ☐ Education Development Trust
- ☐ Teach First
- ☐ UCL Early Career Consortium

2 With reference to the provider's Core Induction Programme materials, outline how the **ECT Training sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the Induction period.

(suggested word count: 250)

- 3** With reference to the provider's Core Induction Programme materials, outline how the **mentor sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the Induction period.

(suggested word count: 250)

- 4** With reference to the provider's Core Induction Programme materials, outline how the **self-directed study** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the Induction period.

(suggested word count: 250)

Part 3 Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
Date	