

# | **Appropriate Body Handbook**

For Early Career Teachers, Mentors,  
Induction Tutors and Headteachers  
2023 - 2024

## Contents

- 1 Handbook Overview and Welcome
- 2 ECT Manager
- 3 ECF Fidelity Checking
- 4 Registering an Early Career Teacher from September 2023
- 5 A Suitable Post for Induction
- 6 Statutory Induction for ECTs
- 7 Teachers' Standards
- 8 Roles and Responsibilities
- 9 Progress Reviews and Formal Assessments
- 10 Unsatisfactory Progress
- 11 Links to example forms from ECT Manager

## 1 Handbook Overview and Welcome

Thank you for choosing the Odyssey Teaching School Hub as your Appropriate Body for Early Career Teachers (ECTs). We look forward to working with you.

This handbook covers the Statutory Induction of Early Career Teachers. The induction period for ECTs must include a professional development programme based on the Early Career Framework (ECF). Schools have a choice of how they deliver this. Most schools registered with Odyssey Teaching School Hub also follow the Odyssey Teaching School Hub provider-led programme in partnership with the Balcarras Teaching School Hub with UCL Institute of Education as the Lead Provider. However, we recognise that some schools do not and the ECF training programme is covered in a separate handbook.

**Appropriate Bodies have two key roles:**

- **Monitoring of support**
  - checking that ECTs are receiving their statutory entitlements and that regard is had to the statutory guidance
  - providing ECF fidelity checks, ensuring that ECTs have an induction period based on the Early Career Framework
- **Monitoring of assessment**
  - making the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

**The named contact for Odyssey Teaching School Hub Appropriate Body is:**

Anna Newman	Lead AB Administrator
Email	<a href="mailto:admin@odysseytsh.org">admin@odysseytsh.org</a>
Telephone	01242 538297
Website	<a href="http://www.odysseytsh.org">www.odysseytsh.org</a>
LinkedIn	Odyssey Teaching School Hub
X	@OdysseyTSHub

Odyssey Teaching School Hub is based at Pate's Grammar School, Princess Elizabeth Way, Cheltenham, GL51 0HG.

## 2 ECT Manager

Odyssey Teaching School Hub uses ECT Manager software to facilitate Statutory Induction. This will include registering ECTs, recording Progress Reviews and Assessments and recording any relevant notes about ECTs, including support plans.

On registering with Odyssey Teaching School Hub Appropriate Body you will be sent instructions on how to access ECT Manager.

There is an extensive, and very good, help guide on ECT Manager. However, if you have any issues using the system please email [admin@odysseytsh.org](mailto:admin@odysseytsh.org).

## 3 ECF Fidelity Checking

The Appropriate Body will check that ECTs have access to an induction programme based on the Early Career Framework (ECF). The check is referred to here as ECF Fidelity Checking.

Schools will be expected to opt for one of three approaches to deliver the ECF programme:

1. Using a training provider to deliver ECF-based training (provider-led programme)
2. Using DfE-accredited materials to deliver ECF-based training
3. Designing and delivering their own training programme based on the ECF

Most schools choose Option 1. Schools delivering their own induction programmes (2 and 3 above) will require the Appropriate Body to check these have been designed and delivered meeting ECF requirements.

#### 4 Registering an Early Career Teacher from September 2023

There are 3 parts to registering an ECT. Schools must complete these steps before an ECT can start their Statutory Induction Period. Please ensure to register all ECTs, including new ECTs and any teacher transferring from another school.

##### **Register with the Department for Education**



Register the Induction Tutor on the DfE portal. To register, full names and TRN for the Induction Tutor, Mentor and ECT are required.

You will be asked to confirm:

- DfE funded lead provider: UCL
- Delivery Partner: Odyssey Teaching School Hub
- Appropriate Body: Odyssey Teaching School Hub

Following registration, the DfE notifies UCL, who will email the ECF Training Programme details and confirm access to the UCL online platform.

##### **Register with Odyssey Teaching School Hub as your Appropriate Body**



Odyssey uses the ECT Manager portal to enable Induction Tutors to complete progress reviews and assessments; it also enables us to support statutory requirements and serves as a monitoring platform.

##### **Register with Odyssey Teaching School Hub as your ECF Training Delivery Partner**



To facilitate the allocation of face to face cluster groups and communication and support engagement. Teach Glos will communicate all delivery dates.

NB This assumes that the school is following a provider- led programme with UCL and Odyssey Teaching School Hub.

## 5 A Suitable Post for Induction

For an ECT to serve induction, the Headteacher and Appropriate Body must agree that the post is suitable for this purpose; they are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs.

The duties assigned to the ECT, and the conditions under which they work, should facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

A suitable post is expected to:

- have a Headteacher in post to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- provide the ECT with an ECF Training Programme
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor, who is expected to hold QTS;
- include the appointment of 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;
- 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;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

## 6 Statutory Induction for ECTs

### 6.1 Reduced Timetable

In the first year of induction, an ECT must have a 10% reduction in their timetable, in addition to the 10% that all teachers receive as PPA time. In the second year, an ECT must have a 5% reduction. The additional non-contact time is specifically for induction and professional development, and should not be used for planning, preparation and assessment time (PPA) or to cover for classes. Part-time ECTs should receive a proportionate timetable reduction.

Suggested use of ECT time:

- Meetings with mentor
- Observing lessons with other experienced teachers
- Attending professional development sessions
- Self-study, using DfE-accredited materials or alternatives provided by the school

### 6.2 Part-time ECTs

ECTs with a part-time contract should serve the full-time equivalent of two full school years (based on a three term year).

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced.

For example, an ECT starting induction in September 2023 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2027, but can be considered for a reduction in summer term 2025. A prerequisite for considering reduction past the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, we will consult the Headteacher and must gain the agreement of the ECT.

If you have a part-time ECT please contact us to discuss the length of their induction to able us to support the school and ECT.

### 6.3 ECTs with prior teaching experience

Even if an ECT already has significant relevant teaching experience, they are still required to serve statutory induction. Exceptionally, in agreement with the ECT, schools may make a request to reduce the length of the ECT's induction period if the school can demonstrate the ECT has securely met all the Teachers' Standards.

Reductions can only be considered where an ECT has extensive prior experience of teaching whole classes.

## 6.4 Minimum Term of Employment

The minimum term of continuous employment to register for Statutory Induction is one term. This includes long-term supply contracts.

Short-term supply teaching of less than one term or equivalent cannot count towards induction, as this will not provide an ECT with the necessary breadth of experience, support and assessment.

It is not possible to backdate the start of an induction period if a supply contract is extended. Induction should be put in place immediately if it becomes clear that the extended contract will continue for at least a term.

There is a five-year limit from gaining QTS for an ECT to work as a short-term supply teacher prior to completing induction. They can continue while concurrently serving induction in another part-time post after the five-year limit has expired.

## 6.5 Leaving before completion

If an ECT moves to another school, induction can continue as before for the remaining number of full terms. ECTs should make copies of assessment forms and other documentation available to a new employing school.

An ECT may take a break from induction and continue with their remaining period of induction at a later date.

There is no time limit for induction completion.

If an ECT leaves part way through an induction period an interim assessment form should be completed. Part terms can count as long as at least one calendar term of induction has been completed.

If an ECT starts at a new school part way through their final term of induction (in a three-term year), they will need to complete a full term.

## 6.6 Extensions to the induction period

Following discussion with the employing school, the Appropriate Body can agree at the end of the induction period to extend induction.

Reasons may include:

- personal circumstances
- illness
- disability
- lack of support received during induction



or where there is insufficient evidence within documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Induction is automatically extended when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (save statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). The induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term (in a three-term year) or equivalent must be served in a new school.

#### **6.6.1 Extension of induction for statutory maternity, paternity, adoption, shared parental, or parental bereavement leave**

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

Any such request must be granted.

If an ECT chooses not to extend induction, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that the ECT seeks advice before making such a decision.

### **6.7 Lesson Observation**

ECTs should be observed in the first 4 weeks of taking up their post and formally prior to each Progress Review and Formal Assessment meeting to facilitate a fair and effective assessment of the ECT against the Teachers' Standards.

The lesson observation should be undertaken by the Induction Tutor.

ECTs should be encouraged to self-evaluate after each observed lesson against the Teachers' Standards, identifying specific standards being met or where development is needed.

### **6.8 Observing other Teachers**

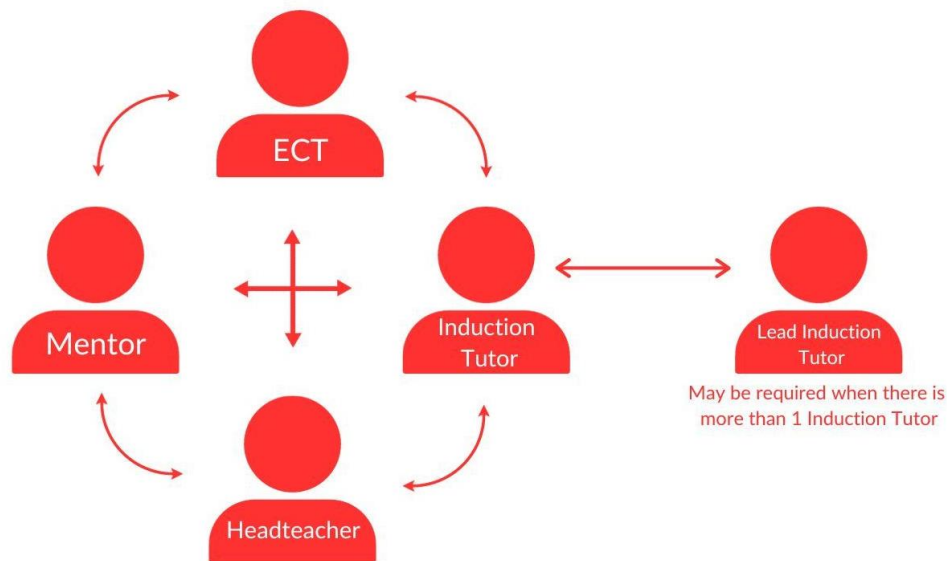
An ECT should observe experienced teachers holding QTS (either in their school or another) where effective teaching practice has been identified. The Induction Tutor and Mentor should advise the ECT who to observe. The observations should have a focus to assist the ECT in reaching specific Teachers' Standards. The ECT should make notes about what they have learnt from these observations and share these with their Mentor during their mentor meetings.

## 7 Teachers' Standards

On completion of the Induction period the ECT is expected to have met the Teachers' Standards in full. A copy of the Teachers' Standards can be found here:

<https://www.gov.uk/government/publications/teachers-standards>

## 8 Roles and Responsibilities



### 8.1 Early Career Teacher

The Early Career Teacher is responsible for:

- providing evidence prior to appointment that they have QTS and are eligible to start induction;
- making themselves familiar with the timeline for completing induction and key requirements for induction completion;
- meeting regularly with their Induction Tutor to agree their professional development priorities and keeping these under review;
- in discussion with their Induction Tutor, agreeing how best to use their reduced timetable;
- participating fully in their ECF Training Programme
- taking increasing responsibility for professional development as their induction progresses;
- demonstrating and retaining evidence of their progress against the Teachers' Standards;
- raising any concerns with their Induction Tutor and if the concerns are not resolved with their tutor or school, contacting the Appropriate Body for guidance;
- participating in classroom observations, progress reviews and formal assessment meetings;

- acting responsibly and professionally at all times, fully meeting part 2 of the Teachers' Standards;
- retaining copies of all completed formal progress and assessment reports.

## 8.2 Headteacher

The Headteacher is responsible for:

- ensuring the ECT has been awarded QTS and that all pre-employment checks are completed;
- checking any exemption from induction;
- checking the requirements for a suitable post for induction are met;
- notifying the Appropriate Body via ECT Manager when an ECT is taking up induction;
- ensuring an appropriate ECF Training Programme is in place for the ECT;
- ensuring the required reduction in timetable has been provided for the ECT and is appropriately spread through the academic year;
- ensuring the Induction Tutor and mentor have the ability and sufficient time to carry out their roles effectively;
- ensuring the Appropriate Body's quality assurance procedures are met;
- reviewing and sign off formal assessments.

The Headteacher makes the final recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or requires an extension.

Headteachers should ensure that all relevant documentation, including assessment forms, is held securely for six years.

## 8.3 Induction Tutor

The Induction Tutor is responsible for:

- providing/co-ordinating guidance for the ECT's professional development;
- setting professional development objectives with the ECT;
- formally and informally observing the ECT's teaching and providing written feedback;
- liaising with colleagues involved with the ECT's support and development;
- ensuring that the ECT is able to observe experienced teachers either in school or another institution where effective practice has been identified;
- providing/co-ordinating guidance for the ECT's professional development;
- completing Progress Reviews and Assessments;
- ensuring that any concerns about the ECT's progress are addressed, including the provision of a support plan.

The Appropriate Body should be informed if a support plan is put in place.

## 8.4 Mentor

The Mentor is responsible for the following:

- supporting with regular one to one mentoring sessions based on ECF materials – weekly in Year 1 and fortnightly in Year 2;
- informally observing the ECT's teaching, providing feedback;
- working with the ECT and Induction Tutor to support the ECT in meeting professional development targets;
- providing effective support, including phase/subject specific mentoring and coaching;
- referring concerns re the ECT's progress or welfare to the Induction Tutor.

The roles of Induction Tutor and Mentor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In small schools the Headteacher may undertake the role of Induction Tutor. Exceptionally a single teacher may fulfil both roles. Safeguards should be put in place to ensure that the mentoring support offered to the ECT is separate to the assessment of the ECT against the Teachers' Standards.

## **8.5 Appropriate Body**

The Appropriate Body has the main quality assurance role within the induction process, ensuring that:

- Headteachers have put in place an ECF Training Programme for the ECT;
- Headteachers are providing a suitable post for induction;
- the school's monitoring, support and assessment procedures are fair and appropriate;
- Headteachers (and governing bodies where appropriate) are meeting their responsibilities for monitoring support and assessment, including checking that an ECT receives an ECF-based induction programme, designated Induction Tutor and mentor, and a reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- The Appropriate Body is expected to take steps to ensure that:
- ECTs experiencing difficulties are provided with support to address areas of concern;
- Induction Tutors and mentors have sufficient time to carry out their role effectively;
- the school is providing the appropriate reduced timetable;
- ECTs have been awarded QTS;
- ECTs are provided with a named contact at the Appropriate Body with whom to raise concerns;
- ECTs' records and assessment reports are maintained securely;
- Monitoring and record keeping is done efficiently and does not require new documentation except where necessary from the ECT;

- o Agreement is reached between the Headteacher, ECT and Appropriate Body where a reduced induction period may be appropriate (to include part-time teachers completing in a two-year period).

## 9 Progress Reviews and Formal Assessments

Assessment takes place as follows:

	Autumn	Spring	Summer
End of Year 1	Progress review	Progress review	Assessment report 1
End of Year 2	Progress review	Progress review	Assessment report 2 e.g. final report

Progress Review forms can be found in Appendix A and the Formal Assessment forms can be found in Appendix B.

We will offer training to Induction Tutors prior to undertaking their first Progress Review and Formal Assessment.

### 9.1 Progress Reviews

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments if they wish) and will have access to the review for their own records. If an ECT is found not to be meeting the required Teachers' Standards the Appropriate Body should be informed as soon as possible.

### 9.2 Formal Assessments

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with Formal Assessments taking place at the end of the third and sixth term. Evidence used in assessments must be clear and transparent and drawn from the ECT's work as a teacher during their induction. There is no need for the ECT to create anything new for the formal assessment. Judgements made during the induction period should relate directly to the Teachers' Standards and not be made against the Early Career Framework.

The outcomes from the Formal Assessment should not be a surprise. The ECTs should be kept up to date on their progress throughout the Induction period.

The Induction Tutor, ECT and Headteacher will be expected to sign off formal assessments (with the ECT being able to add comments if they wish) and will have access to the assessment for their own records.

### 9.3 Progress Review and Formal Assessment Content

Progress Reviews and Formal Assessments should consist of the following:

- the ECT's evaluation of their progress
- discussions on outcomes from lesson observations
- evidence-based discussions in relation to progress re: the Teachers' Standards
- discussions about professional development activities

For both the Progress Review and Formal Assessments the forms in Appendix A and B should be completed on ECT Manager.

## 10 Unsatisfactory Progress

### 10.1 Concerns or Unsatisfactory Progress

Schools should act promptly where there are concerns about an ECT's performance or personal wellbeing.

Where the Induction Tutor, following the progress review, determines that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the Support Plan to be put in place.

If it becomes apparent that an ECT is not making satisfactory progress the Appropriate Body should be informed, and the Headteacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of the improvements required in their practice and given every opportunity to improve their performance.

If after a review and initial support an ECT is not meeting particular Teachers' Standards, the following procedures should be put into place.

- Additional support provided to include a Support Plan with milestones and targets set against the relevant Teachers' Standards.
- The Support Plan should provide specific steps outlined for securing an improvement in practice. An example Support Plan can be found in Appendix C. The Appropriate Body should be sent copies of the ECT's Support Plan on a regular basis (termly).
- A record kept of weekly support meetings. The ECT should have the opportunity to comment.

- The ECT should be given opportunities to observe experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body should be kept informed of the ECT's progress and additional support provided.
- In the weeks prior to the Formal Assessment submission at the end of the first year, the ECT should be advised of the likely progress grading to be given.

The Headteacher and the Appropriate Body will ensure that:

- the areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

Where the ECT has continuing progress concerns, further support and advice will be given.

At any point in the ECT's induction, the named Appropriate Body contact should be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards. The ECT should be advised they can discuss concerns with the named contact.

If an ECT has concerns about their induction mentoring and support, these should be raised with their Induction Tutor / Headteacher in the first instance. Where the school is not able to resolve the concern the ECT should raise concerns with the named Appropriate Body contact.

## **10.2 Mitigating circumstances**

Where an ECT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching made where possible to support the ECT's development needs.

If an ECT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the ECT and any reasonable adjustments to their teaching made where possible.

Where there are mitigating reasons, an extension to induction can be considered.

If an extension to induction is approved by the Appropriate Body for mitigating reasons the period of extension would normally be the full-time equivalent of one term (in a three-term year).

### 10.3 Continuing concerns and unsatisfactory progress

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, the Induction Tutor should continue to support the ECT as above, including reviewing and revising the ECT's objectives and Support Plan, linking these with the Teachers' Standards. The Headteacher and Appropriate Body must be kept informed of continued concerns.

Where concerns continue regarding the ECT's progress, between formal assessment one and two, the Induction Tutor should discuss the areas of continued concern fully with the ECT including:

- the identified weaknesses
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- details of additional monitoring and support put in place
- the evidence used to inform the judgement
- details of the improvement plan for the next assessment period.

Where concerns continue in the second year of induction the ECT should be recommended to speak to their union for advice and support. The ECT should also understand the consequences of failing to complete the induction period satisfactorily.

### 10.4 Action in the event of serious concerns/capability problem

Rarely it may be necessary to instigate capability procedures which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process should continue in parallel with the capability procedure. School leaders should contact their HR Advisor before instigating capability procedures.

The Appropriate Body should be kept informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

### 10.5 Right of appeal following failure to satisfactorily complete induction/extensions to induction

If an ECT fails induction, or has their induction extended, the Appropriate Body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>



## 11 Example forms from ECT Manger

Sample assessment forms can be found in the following pages. These forms can be found on ECT Manager and must be completed there online.

- Formal Assessment Form
- Lesson Observation Form
- Progress Review Form

## Formal Assessment Form

Below is a form which induction tutors will be required to complete for formal assessments of Early Career Teachers (ECTs)

### Form handling advice

- This form is for the member of staff assigned as the 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. The appropriate body may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment

### Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Assessment period start date	
Assessment period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this assessment period	
Name of appropriate body receiving this report	

### Assessment period details

1. Which period of the ECT's induction does this formal assessment cover? (Select one of the below)

- End of first assessment period  
 End of second or final assessment period  
 Interim assessment i.e. the ECT is due to complete induction at another establishment

If 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.

Comments:

2. If this is a final assessment for Year 1, how many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the appropriate body

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  
 The above named teacher's final assessment period 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 for the satisfactory completion of the induction period

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here:

<https://www.gov.uk/government/publications/teachers-standards>

*Use the comment boxes for any comments and to briefly describe any areas for development*

**TS1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Comments:

Are there any areas for development?

### TS2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study
- 

Comments:

Are there any areas for development?

### TS3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Comments:

Are there any areas for development?

### TS4 Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Comments:

Are there any areas for development?

#### TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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.

Comments:

Are there any areas for development?

#### TS6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Comments:

Are there any areas for development?

#### TS7 Manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Comments:

Are there any areas for development?

#### **TS8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Comments:

Are there any areas for development?

### Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers 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
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and

<ul style="list-style-type: none"> <li>• Comments:</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
---

5. 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/Not Applicable
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6. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?

Yes / Not yet / Not applicable
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If yes, please include details of the length of extension being recommended

<ul style="list-style-type: none"> <li>• Use this box for the answer</li> </ul>
---

7. 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?

<ul style="list-style-type: none"> <li>• Yes / No</li> </ul>
--

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.



### Teacher comments

8. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes/No

### ECT's comments on this report and/or their performance in the assessment period.

How have you found the training course so far (what modules have you enjoyed/what has been tricky?)

Have you received an appropriate level of time and support from your mentor and Induction tutor?

Are there any areas that you feel you require additional support?

Any other comment

9. Has the ECT had continued access to a programme of support, based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

10. Has the ECT had continued mentor support based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

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

Yes/No
--------

Please select one of the following statements;

The ECT is making excellent progress towards meeting the Teachers' Standards

The ECT is making good progress towards meeting the Teachers' Standards

The ECT is making a satisfactory level of progress but will require improvement and the ECT has been advised of the areas for improvement

There are some concerns over the ECT's progress and these are being addressed including providing the ECT with an support plan

The ECT's performance indicates that he/she is not making satisfactory progress towards meeting the Teachers' Standards for

### Section 3 – Signatures

This progress review was completed by:

Induction tutor Signature	
Date (DD/MM/YYYY)	

Headteacher Signature	
Date (DD/MM/YYYY)	

Early Career Teacher Signature	
Date (DD/MM/YYYY)	

This completed assessment form should be sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Guidance for early career teachers' induction is available on GOV.UK

GDPR statement on data collection

As documented in Statutory Guidance, Appropriate Bodies are responsible for the collection, retention and storage of data. Appropriate bodies are responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT

## Lesson Observation Form

### Lesson Observation:

Based on Parts One and Two of the Teachers' Standards.

(Focused on those standards which can normally be observed during a lesson.)

<b>NQT:</b>		<b>School:</b>	
<b>Phase/ Subject:</b>		<b>Observer:</b>	
<b>Class/ Year group:</b>		<b>Date:</b>	
<b>Number of pupils:</b>		<b>Duration:</b>	
Lesson context:			

PART ONE: TEACHING				
<b>1 Set high expectations which inspire, motivate and challenge pupils</b> <ul style="list-style-type: none"> <li>• 1. 1a establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A
<b>2 Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li>• 1.2a be accountable for pupils' attainment, progress and outcomes</li> <li>• 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• 1.2c guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A

<b>3 Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>• 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 1.3c 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</li> <li>• 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A
<b>4 Plan and teach well structured lessons</b> <ul style="list-style-type: none"> <li>• 1.4a impart knowledge and develop understanding through effective use of lesson time</li> <li>• 1.4b promote a love of learning and children's intellectual curiosity</li> <li>• 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• 1.4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A
<b>5 Adapt teaching to respond to the strengths and needs of all pupils</b> <ul style="list-style-type: none"> <li>• 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 1.5c 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</li> <li>• 1.5d 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.</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A
<b>6 Make accurate and productive use of assessment</b>	Comments:			

<ul style="list-style-type: none"> <li>• 1.6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• 1.6b make use of formative and summative assessment to secure pupils' progress</li> <li>• 1.6c use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• 1.6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>				
	Not met	Partially met	Met	N/A
<b>7 Manage behaviour effectively to ensure a good and safe learning environment</b> <ul style="list-style-type: none"> <li>• 1.7a 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</li> <li>• 1.7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• 1.7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• 1.7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A
<b>8 Fulfil wider professional responsibilities</b> <ul style="list-style-type: none"> <li>• 1.8c deploy support staff effectively</li> </ul>	Comments:			
	Not met	Partially met	Met	N/A

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT				
<b>2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>				
o 2.1a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	Comments:			
o 2.1b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions				
o 2.1c showing tolerance of and respect for the rights of others				
o 2.1d not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs				
o 2.1e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.				
<b>2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</b>				
<b>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>				
	Not met	Partially met	Met	N/A

## FEEDBACK

### Strengths

- 
- 
- 

### Areas for development

- 
- 
- 

On the evidence of this lesson is the ECT likely to satisfactorily meet the required standards?

Yes:

No:

### Reflection and next steps:

*To be completed by the ECT*

## Progress Review Form

Below is a form which induction tutors are required use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further guidance is available on GOV.UK.

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



### Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this period	

### Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled (adjusted to FTE if the ECT is part-time).

If the ECT is less than 1.0 FTE, do you currently envisage that it could be appropriate for the AB to agree to shorten induction (a minimum of 2 years will still need to be served?) Please provide comments below and we will contact you about this if appropriate.

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed.

**Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction? Yes / No**

2. **Give brief details for the reason(s) for your answer to question (1).** Where an ECT is deemed not to be on track to successfully complete induction, list any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern. Comments:

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) 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.

Comments:

## ECT comments

Use this section for the early career teacher to make any brief comments themselves.

How have you found the training course so far (what modules have you enjoyed/what has been tricky?)

Have you received an appropriate level of time and support from your mentor and Induction tutor?

Are there any areas that you feel you require additional support?

Any other comment

**7. Has the ECT had continued access a programme of support based on the Early Career Framework and received all of their statutory entitlements?**

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

**8. Has the ECT had continued mentor support based on the Early Career Framework and received all of their statutory entitlements?**

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

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

Yes/No
--------

Please select one of the following statements

The ECT is making excellent progress towards meeting the Teachers' Standards

The ECT is making good progress towards meeting the Teachers' Standards

The ECT is making a satisfactory level of progress but will require improvement and the ECT has been advised of the areas for improvement

There are some concerns over the ECT's progress and these are being addressed including providing the ECT with an support plan

The ECT's performance indicates that he/she is not making satisfactory progress towards meeting the Teachers' Standards for the satisfactory completion of the induction. An action plan has been completed.

### Section 3 – Signatures

This progress review was completed by:

Induction tutor Signature	
Date (DD/MM/YYYY)	

Early Career Teacher Signature	
Date (DD/MM/YYYY)	

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

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

#### GDPR statement on data collection

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