



Early Career Framework Handbook 2021/2022



“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam, 2019



Contact details

Appropriate Body lead:

Lucy Sykes

Appropriate Body support:

Jane Lees

Contact email address:

CKTSH@sharemat.co.uk

Contact telephone:

01484 868762

Website:

www.ckteachingschoolhub.org

Twitter:

@CKTSHub



1. Introduction

This handbook provides an overview of our ECT programme and appropriate body service, explaining our approach to design and the key information you will require. The information in this handbook is suitable for early career teachers, mentors, induction coordinators, induction tutors and headteachers.

The early career framework (ECF) reforms represent a step change in support for early career teachers, providing a funded entitlement to a structured two-year programme of support and professional development. The ECF is the evidence base which underpins this new entitlement and it sets out what all early career teachers should learn about and learn how to do it in the first two years of their teaching career.

Early Career Framework (ECF)

Teachers deserve high-quality support throughout their careers, particularly in those first years after initial teacher training when the learning curve is steepest.

From September 2021, the Early Career Framework (ECF) reforms will entitle all early career teachers to a fully-funded, two-year package of structured training and support linked to the best available research evidence.



Coupled with the ITT Core Content Framework, the ECF will establish an entitlement to a three-year structured and evidence-informed package of support for all new teachers at the start of their careers. Together, these reforms will become the cornerstone of a successful career in teaching.

Early career teachers can expect access to:

- Two years of new, funded support and professional development;
- Freely available development materials and resources based on the ECF;
- Funding for 5% time away from the classroom for teachers in their second year;
- A dedicated mentor and funded training and support for their mentor;
- Funding to cover mentor time, for the teacher in the second year of their teaching.

The updated statutory guidance can be found here - [Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview).

At the end of the induction period, teachers' performance will continue to be measured against the national Teachers' Standards.

2. Registration process

1. Register your ECT with the DfE via the online portal system. Schools should visit [Manage training for early career teachers \(education.gov.uk\)](https://www.education.gov.uk/manage-training-for-early-career-teachers)
2. To register an ECT your school must contact CKTSH@sharemat.co.uk and request an ECF participant form as soon as they recruit the ECT. Do not wait for the ECT to start in the school as this may delay the induction process. Registration occurs in the term before the ECT is due to start employment.

3. The school must also register with an appropriate body service. The school can choose from the following appropriate body services, these services have all aligned their service including costs. See bullet point 15. Please register with the chosen service via the following link:-
- | | |
|------------|---|
| Kirklees | https://kirklees.ngtmanager.com/Login.aspx |
| Calderdale | https://calderdale.ngtmanager.com/Login.aspx |
| CKTSHub | https://calderdaleandkirkleestsh.ngtmanager.com/Login.aspx |

3. National Provider

Calderdale and Kirklees Teaching School Hub work in partnership with Ambition Institute, a national provider for the early career framework (ECF).

Ambition Institute state 'we think as hard about our content as our teachers and mentors think about the learning of their students. We incorporate much of what we know makes great teaching - such as retrieval, practice and interweaving our content over time, as a basis of our professional development programme design.

Our programme employs instructional coaching as a central tool for improving quality and provision of mentoring. This is a proven form of effective professional development that catalyses multiple 'active ingredients' in a structured, time-efficient process, and secures mentor time through habit forming practice.

Our programme is a well-considered and crafted sequenced curriculum of learning. We know that any good learning journey needs to be flexible to the learners' needs. We think our programme does this best.'

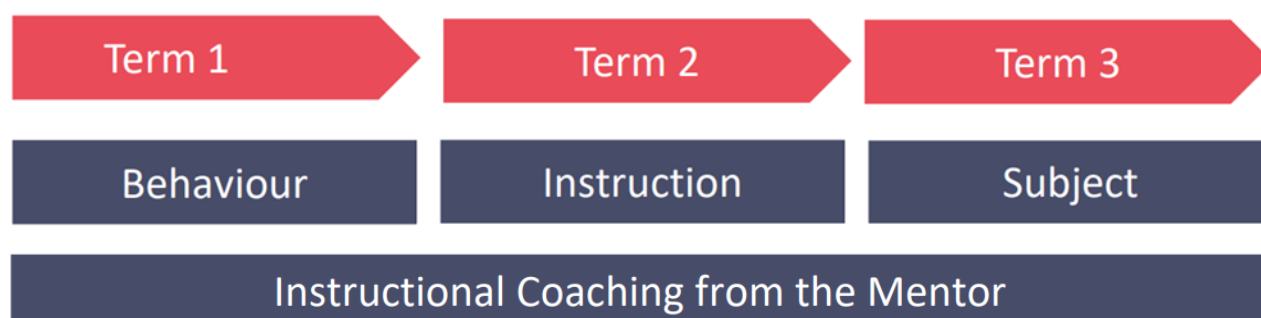
4. Programme structure

The early career framework includes a substantial amount of content. The ECT programme has been designed to enable early career teachers to learn this content and embed what they have learned in their practice. It follows a three tier process; strands, conferences and clinics.

5. Strands

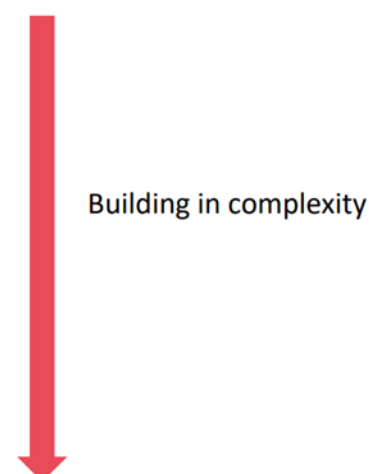
The programme is composed of three strands. A strand is the sequenced content that an early career teacher will work through over a term. Each strand has a core focus: mainly behaviour, instruction, or subject. Each strand includes relevant aspects of other strands as well as important ideas and practice about teacher self-regulation. Each strand is made up of self-directed study material and instructional coaching from the mentor.

The Early Career Teachers Programme



Within a strand

Behaviour 1	Fundamentals
Behaviour 2	Routines
Behaviour 3	Instructions
Behaviour 4	Directing attention
Behaviour 5	Low-level disruption
Behaviour 6	Consistency
Behaviour 7	Positive learning environment
Behaviour 8	Structured support of learning
Behaviour 9	Challenge
Behaviour 10	Independent practice
Behaviour 11	Pairs and groups
Behaviour 12	Upholding high expectations



6. Self-directed study materials

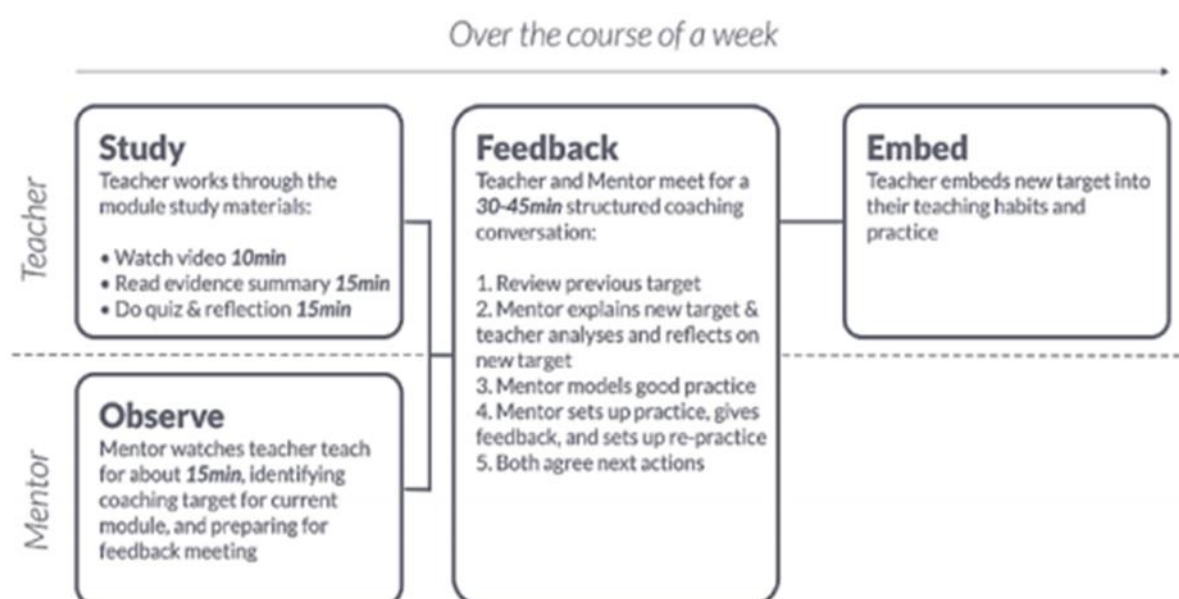
These are available on Steplab and provide participants with additional resources and materials to deepen their understanding and learning. Coaching instructional coaching helps to develop teachers' practice. In its simplest form, it provides teachers with frequent, one-to-one feedback, along with the opportunity to 'practice' regularly in a low-stakes environment (i.e. not 'live' in front of pupils). Mentors use action steps as a focus for the early career teacher to practice and provide a framework for feedback during their weekly one-to-one meetings. Getting better at teaching is hard – focusing on one small change at a time is the best way to achieve impactful and lasting change. Instructional coaching has a robust evidence base underpinning it and has been shown to reliably improve teaching and pupil outcomes (Kraft et al, 2018; Sims, 2019).

7. Effective instructional coaching

This involves:

- Setting an action step that focuses the teacher on a single bite-sized improvement action that they can manageably embed into their teaching.
- Showing a model example of how to do the action step. This helps the teachers see clearly what their teaching should look like in practice or how they should be thinking when they are planning.

- Supporting teachers to analyse and reflect upon the model, how this differs from their current practice, the impact this will have on their practice and pupils, and how it links to the wider principles in the module.
- Providing the opportunity to practice, before taking this 'live' to their classroom. The mentor can use this to provide feedback or repeat the practice again to establish fluency.



8. Facilitated sessions – conferences and clinics

The self-directed study materials and coaching are supplemented with facilitated live sessions (conferences and clinics). These are designed to support early career teachers and mentors to make sense of independent study and address common misconceptions through discussions with their peers and an expert facilitator. These sessions are distributed across the academic year.

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION ECT CONFERENCE ONE		ECT CONFERENCE TWO			
		ECT CLINIC ONE		ECT CLINIC TWO		ECT CLINIC THREE
TWO	ECT CONFERENCE THREE					
		ECT CLINIC FOUR	ECT CLINIC FIVE		ECT CLINIC SIX	

9. ECF training and support

Early Career Teacher

Session	Date	Time and duration	Venue	Notes
Welcome webinar (Induction co/tutor, ECT and mentors)	Wed 15 th Sept	4pm – 1 hour max	Via zoom	Overview of the ECF and facilitator groupings
ECT Induction conference 1	w.c 20.9.21 & w.c 27.9.21	9am – full day	SHARE, UBHS, Trinity MAT, UoH, Parkinson Lane, THA, RVHS	Facilitators will liaise directly with the ECT to share the conference details.
ECT Clinic 1 – Using routines to manage behaviour (Phase/school/subject specific)	w.c 15.11.21	3.30pm – 1 hour	Teams/ face 2 face	Facilitator led – 1 facilitator to approx. 12 ECT
ECT conference 2 – Responsive Teaching	w.c 10 th Jan w.c 17 th Jan	9am – full day	SHARE, UBHS, Trinity MAT, UoH, Parkinson Lane, THA, RVHS	Facilitators will liaise directly with the ECT to share the conference details.
ECT Clinic 2 – Giving whole class verbal feedback (Phase/school/subject specific)	w.c. 21.3.22	3.30pm – 1 hour	Teams/ face 2 face	Facilitator led – 1 facilitator to approx. 12 ECT
ECT Clinic 3 – Avoiding false praise and building self-efficacy (Phase/school/subject specific)	w.c 27.6.22	3.30pm – 1 hour	Teams/ face 2 face	Facilitator led – 1 facilitator to approx. 12 ECT

Year 2 timetabled training dates will be released in the summer term prior to year 2 commencing. The format is very similar however the weekly instructional coaching meetings become fortnightly. There will only be one conference in HT1 and three clinics in HT2,4,6.

Mentor Training

The mentor is the key role in supporting the ECT. They should be subject/phase specific and should work on a one to one basis. The mentor will receive support and training from the Hub facilitator team throughout the two years. This includes self-directed study materials for the Mentor (these are optional), and peer learning groups between mentors. These will take place w.c. 8th Nov, w.c. 14th March, Nov 2022 (TBC) after school, via Teams and last 1 hour. There will also be the opportunity for all mentors to gain additional training and qualifications linked to the coaching role, throughout the two years.

Next steps/training dates for the calendar

Tues 13th July 9am OR Wed 14th July 9am – One day ECF Induction conference via Zoom
 Wed 15th Sept 9am (full day) – Mop up Induction conference (for any newly recruited mentors who missed the summer training)
 Wed 15th Sept 4pm (1 hour) - Welcome back webinar via zoom

Induction Coordinator: To ensure that all ECTs in their school have access to the ECF support and training guidance from their mentor. To monitor this training via Steplab, the Ambition Institute portal.

AND/OR

Induction Tutor: To complete a termly progress review to ensure all ECTs are meeting the teaching standards. To complete two formal assessment (one a year) for each ECT. To record all assessment and monitoring on the ECT Manager portal. All assessments will be quality assured by your appropriate body service.

Next steps/training dates for the calendar:

Tuesday 8th June 4pm (1½ hour) – Introductory webinar for the ECF

Thursday 10th June 4pm (1½ hour) - Introductory webinar for the Appropriate Body service

Thursday 1st July 9am – ½ day ECF Induction follow up conference via Zoom

Wed 15th Sept 9am (full day) – Mop up Induction conference (for any newly recruited induction coordinator/mentors who missed the summer training)

Wed 15th Sept 4pm (1 hour) - Welcome back webinar via zoom.

10. Online platforms

Our online platforms not only provide an enriched learning environment for early career teachers and mentors, but also provide a rich source of data on programme engagement for reporting and quality assurance.

My Ambition - This is our online platform that will allow all participants to access:

- Complete their onboarding forms
- View their event details for clinics and conferences
- Access Steplab to engage with self-study materials and instructional coaching
- Book coaching on coaching sessions as a mentor if partners are using our process for this
- Visiting Fellows will be able to access Steplab and event information through My Ambition.

Steplab - This is our online professional learning and coaching platform, designed specifically to help improve teaching in schools by drawing on the best available evidence about how teachers learn. It provides early career teachers, mentors, induction coordinators and delivery partners with the tools and information they need to support them in their role.

Steplab for early career teachers:

- Provides evidence-informed content in bite-sized weekly modules related to the early career framework to help improve their practice
- Identifies personalised action steps from their mentor. These form the focus of their weekly instructional coaching, helping them develop expertise, build effective teaching habits and keep getting better.

Steplab for mentors provides mentors with:

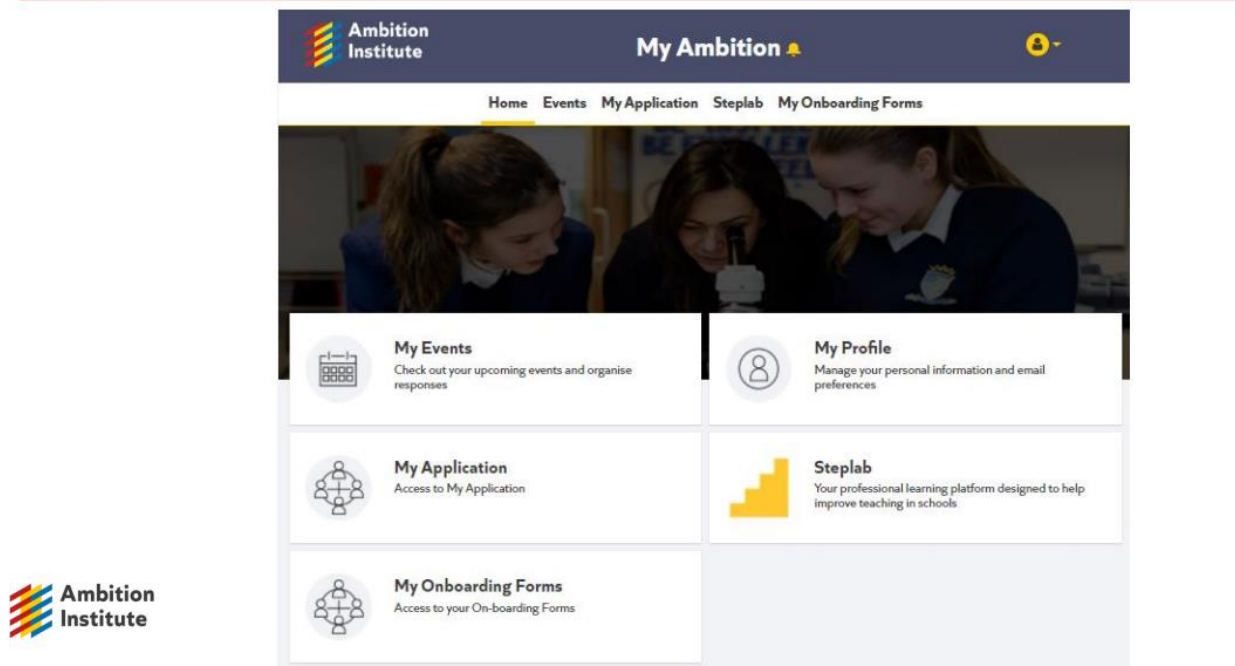
- The tools they need to successfully support early career teachers with their development
- The scaffolding and support to plan to deliver effective instructional coaching sessions with their teachers.

Steplab for induction coordinators and ECF leads:

- Provides access to everything they need to ensure the smooth implementation of the ECT programme in their schools and across your organisation

- Provides tracking and monitoring tools for information needed to support participants and schools who need an extra nudge to engage
- Supports the management and administration of the programme, such as setting school term dates and assigning coaching relationships.
- Participants will be able to access Steplab when they have completed their onboarding form on My Ambition. Training will be available to you and your participants throughout the orientation on to the programme to ensure you are supported to use Steplab effectively.

My Ambition



11. Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews (one per term) during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body via ECT Manager portal.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment

is captured. This is completed on a final assessment form, clearly stating that it is an Interim assessment.

Please find copies of the progress form and final assessment form at the end of the handbook. Please note – these are for reference only as all forms need completing on the ECT Manager portal.

12. ECT Manager

A copy of the formal assessment report will be available on ECT Manager for the appropriate body to quality assure. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

13 Roles and Responsibilities

Two separate parts to Induction – **ECF training programme** for support AND **ECF assessment** through an appropriate body. Completed by different people with different responsibilities.

- **Induction Coordinator:** To ensure that all ECTs in their school have access to the ECF support and training guidance from their mentor. To monitor this training via Steplab, the Ambition Institute portal.
- **Induction Tutor:** To complete a termly progress review to ensure all ECTs are meeting the teaching standards. To complete two formal assessment (one a year) for each ECT. To record all assessment and monitoring on the ECT Manager portal. All assessments will be quality assured by your appropriate body service.
- **Mentor:** The mentor is the key role in supporting the ECT. They should be subject/phase specific and should work on a one-to-one basis. The mentor will receive support and training from the Hub expert facilitators throughout the two years. This includes self-directed study materials for the Mentor (these are optional), and peer learning groups between mentors. There will also be the opportunity for all mentors to gain additional training and qualifications linked to the coaching role, throughout the two years.
- **Early Career Teacher:** To attend and engage in all training and to support progress throughout the two years.

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above).
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.

- Make sure the mentor is appropriately trained and has sufficient time to carry out their role effectively.

Pre-induction checklist	
WHAT to check	WHY check it (to ensure that...)
The headteacher has provided a suitable post for induction	The ECT has appropriate opportunity to complete induction
The headteacher has verified that the award of QTS has been made	The ECT meets the requirements to commence induction
The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns	The ECT has appropriate contacts if they need to raise concerns about their induction
The Mentor has the ability and sufficient time to carry out their role	The Mentor has sufficient time to facilitate the support they provide ECTs with during induction
The Induction tutor has the ability and sufficient time to carry out their role	The Induction tutor has sufficient time to facilitate the support they provide ECTs with during induction
The school is providing a reduced timetable in addition to PPA	The ECT has sufficient time to engage with the ECF-based induction programme; this is also a statutory requirement
The headteacher has confirmed the type of ECF-based induction they are providing (see Chapter 4 for further detail)	The appropriate body can apply the required level of checks to ensure the ECT has access a high quality knowledge-based induction

- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the governing board aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Complete the pre-induction checklist –

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period in terms where a formal assessment doesn't occur.

- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed and feedback is provided. Any lesson observation forms/records and any lesson planning documentation should be completed on the school specific template. The AB service does not provide a specific template for these documents.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.
- Liaise with the Headteacher to ensure that all ECT priorities are being met (in a small number of circumstances the tutor may work across the MAT but must ensure that the headteacher of the school is kept informed).

The mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted support and training.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately (inform the Induction tutor) if the ECT appears to be having difficulties.

The governors will:

- Make sure the school comply with statutory guidance on ECT induction.
- Be satisfied that the schools have the capacity to support the ECT.
- Make sure the headteachers are fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures.
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

The Early Career Teacher will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.

- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Keep copies of all assessment reports.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

14. At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning areas in which improvement is needed are identified.

Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.

An effective support programme is put in place to help the ECT improve their performance. Please contact the AB service for a copy of the support plan template.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

15. AB Service costs

If you have chosen the full induction programme with the hub -

Cost £50 per progress review and £100 per final review, per ECT. The full 2 year programme will cost £400 per ECT.

- Full access to the fully funded ECF programme
- Full access to TSH AB services
- AB registration of ECTs on the TRA system
- Regular checks of monitoring reports and formal assessment points at the end of year 1 and 2 of induction
- Additional support for ECTs not meeting teacher standards.

16. Service level agreement

When selecting to work with the Hub for the ECF model you opt in to our service level agreement. This can be found on our website.

17. Ways of communicating

The Hub regularly sends out marketing and communication materials, if you would like adding to the distribution list, please let us know. Regular briefings will be held for all ECF roles to support the questions that may arise throughout the first two years of the new system.

18. Complaints procedure

Calderdale and Kirklees Teaching School Hub is part of SHARE Multi-Academy Trust. The Trust aims to ensure that a concern, difficulty or complaint is managed sympathetically, efficiently and at the appropriate level. We try to resolve all complaints as soon as possible. Doing so is good practice, fair to those concerned and helps to promote staff, parents' and pupils' confidence in the trust's ability to safeguard and promote welfare.

In the event of a complaint please contact SHARE Multi-Academy Trust by any of the following methods:

Website:	www.sharemat.org
Email:	info@sharemat.org
Tel:	01484 868777
In writing:	Executive PA to the CEO SHARE MAT c/o Shelley College, Huddersfield, HD8 8NL

19. Progress review

Please note the form below is for reference only. All forms should be completed on ECT Manager.



Appendix D - Early Career Teacher: Progress Review Template

Below is a form which induction tutors can 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? <i>(Give the FTE if PT)</i>	
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).

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.

Use this box for the answer

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. Use this box for the answer

Teacher comments

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

Section 3 – Signatures

Induction tutor This progress review was completed by:

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

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data.

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20. Final Assessment Form



Department
for Education

Please note the form below. Please note, this is for reference only. All forms should be completed on ECT Manager.

Appendix C - Early Career Teacher: Formal Assessment Template

Below is a form which induction tutors can use to complete formal assessments of Early Career Teachers (ECTs) during or at the end of their statutory induction. 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, 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)	

Days absent in this assessment period	
Name of appropriate body receiving this report	

1. 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.

2. **If this is a final assessment, 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.

This is 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>

TS1 Set high expectations which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well-structured lessons

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

TS6 Make accurate and productive use of assessment

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

TS8 Fulfil wider professional responsibilities

Personal and professional conduct

5. **Briefly describe any areas for development.** Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.
6. **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
7. **If the ECT is not on track to successfully complete induction, is an extension to the induction period required?**
Yes / Not yet / Not applicable

If yes, please include details of the length of extension being recommended.

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?**
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.

Teacher comments

9. **Has the ECT discussed this report with the induction tutor and/or headteacher?**
Yes
No
10. **ECT's comments** on this report and/or their performance in the assessment period.
11. **ECT's confirmation that they have continued to 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.

Section 3 – Signatures

Induction tutor. This progress review was completed by:

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).