



Induction Tutor Briefing

February 29th 2024

For a recording of the session click [here.](#)

Agenda

- Feedback from Progress Review process in Autumn term
- Examples of good practice
- Expectations for the next Progress Review (due at the end of the Spring term)
- Concerns process and ECTs not on track to meet the Teachers' Standards

Two elements to induction

Formal, statutory induction process

- Appropriate Body oversees
- Assessed against the Teachers' Standards
- Formal lesson observations
- Progress reviews and end of year reports
- ECTs have to pass
- Documentation and resources on ECT manager

Early Career Framework Support

- ECF Provider oversees
- No assessment – ECF is not an assessment framework
- Developmental lesson observations – do not form part of assessment
- Supportive, developmental
- No formal reporting
- Documentation and resources on ECF lead provider portal

Roles and Responsibilities - Suggested



Induction Tutors

- A senior member of staff
- Main point of contact for the whole induction programme
- Responsible for the smooth running of the programme, both statutory elements and the ECF
- Ensure that ECTs and mentors are supported with and held to account for their responsibilities
- Tracking and monitoring the programme
- Overseeing the assessment against the Teachers' Standards

Mentors

- An experienced practitioner
- Has the necessary skills and knowledge to support the ECT in developing their classroom practice
- Responsible for ensuring that the ECT understands and successfully embeds their learning
- Should **not** be involved in the assessment of ECTs against the standards.

Progress Reviews – Statutory Guidelines



- The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with **sufficient detail to ensure that there is nothing unexpected** for the ECT when it comes to their formal assessment.
- A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Evidence Gathering

- The statutory guidelines say that:
- *Evidence for assessments **must be drawn from the ECT's work** as a teacher during their induction. To ensure evidence gathering is **not burdensome** for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of **existing documents and working documents**. **There is no need for the ECT to create anything new for the formal assessment**, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.*

Progress Reviews – December 2023



- There are currently approximately 600 ECTs registered with TSH Berkshire as the Appropriate Body, across 209 schools.
- The majority of the progress reviews and assessments were submitted on time in December. 135 reports were submitted late. In many cases the reports were just waiting for signatures.
- On the whole, reports were well written and followed the suggested structure. A small number were returned to induction tutors for re-writing, and reviewers also added comments in cases where the reports did not follow the guidelines.
- There are resources on ECT manager to support induction tutors when writing reports, including exemplar progress reviews and assessments.

Progress Reviews – Strengths

- Personalised to the ECT.
- Evidence clearly linked to the Teachers' Standards.
- Specific examples from the ECT's practice.
- Range of evidence included – not just one lesson observation.
- Clear indications of where the ECT's strengths lie, in relation to the Teachers' Standards.
- Evidence of impact.
- Clear targets, linked to Teachers' Standards, with details of how the ECT can achieve these.
- Reflective comments by ECT.

Progress Reviews – Weaknesses

- General statements not linked to standards.
- Targets vague or not developmental.
- No reference to progress made towards meeting previous targets.
- Targets and examples not linked to standards.
- List of descriptive statements that don't show evidence of impact.
- Use of 1st person – implies the report was written by the ECT.

Example of Progress Review 1

Give brief details for the reasons for your answer to whether the ECT is on track:

Evidence gathered from XXXX this term demonstrates particular areas of strength against the following Part 1 Teachers' Standards: TS1, TS2, TS6 and TS7.

In respect of Part 2, XXXX has shown a professional attitude towards her work this term and always conducts herself in an appropriate manner.

Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (Yr. 7 English 23.11.21 and learning walk (Yr. 9 by HoD 30.9.21), ECTs planning documents, feedback from HoD, departmental work scrutiny (Yr.10 completed by HOD on 17.11.21) and notes from review meeting with induction tutor (1.12.21).

Briefly describe any agreed developmental targets:

Areas for development this term have been identified in the following Teacher's Standards: TS4 and TS5.

Relating to the areas for development the following targets have been agreed:

Look at the provision maps for strategies to use with students who have specific learning needs. (TS5).

To contribute to the design and provision of an engaging curriculum. To become more involved in department development plans as regards intent, Implementation and expected impact (TS4).

Clear reference to progress against the Teachers' Standards

Reference to evidence from a range of sources.

Areas for development against the Teachers' Standards

Guidance about how to meet the targets. Success criteria? What does this look like?

Example of Progress Review 1



Give brief details for the reasons for your answer to whether the ECT is on track:

Evidence gathered from XXXX this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards:

- Formative assessment – hands up approach, thumbs up, checking for misconceptions, stopping worksheet and going through answers step by step, good questioning resulted in good progress made by pupils. (TS6)
- A calm presence, great relationship with class, constant gentle reminders means that all pupils are engaged in lessons observed. (TS7)
- Sound subject knowledge means that XXXX is able to use questions effectively to challenge appropriately. This results in pupils using topic specific vocabulary appropriately. XXXX is also able to emphasise cross-curricular links in lessons. (TS3)

In respect of Part 2, XXXX has shown a professional and positive attitude and always conducts herself in an appropriate manner and she works well as part of a team.

Evidence supporting these judgements can be found in the following records:

- lesson observation by induction tutor (Maths – 12.10.22, RE – 23.11.22)
- ECTs planning (in shared area online and printed)
- Feedback from SLT drop in (17.11.22)
- Book looks and review discussion with induction tutor (30.11.22).

Briefly describe any agreed developmental targets:

Areas for development this term have been identified in the following Teacher's Standards:

- TS1, TS5

Relating to the areas for development the following targets have been agreed:

- Adapt school schemes and plans to make it more motivating, inspiring and challenging for your class. Discuss this with phase leader and year team when planning – can you plan a subject for the whole year group? (TS1)
- Provide more challenging activities for higher ability pupils. Arrange discussions with subject leads and observe phase leader (year above) to know where the children are aiming for. Include some of these activities in your year 3 planning. This will be a focus for the next formal lesson observation (TS5).

Example of Progress Review

Give brief details for the reasons for your answer to whether the ECT is on track:

XXXX has worked hard this term and is making progress. He acts on feedback from lesson observations and follows all school and department policies. He conducts himself in an appropriately professional manner and has engaged positively with the ECF programme.

Briefly describe any agreed developmental targets:

To continue with his current positive attitude

No specific reference to progress against the Teachers' Standards, or examples of evidence to support the judgements being made.

No indication of where strengths/areas for development are in relation to the Teachers' Standards.

We would return this report to the induction tutor and ask for more detail to be added.

Progress Review 2 onwards

- Same basic format as review 1
- Include comment about progress towards meeting targets – cut and paste the targets from previous progress review and say if they were met/not met/partially met.
- Further examples on ECT manager in the resources section.

Progress Review 2 - Example



Evidence gathered from ECT A this term demonstrates progress towards meeting targets set at the last progress review (TS5 and TS6)

- Provide more challenging activities for higher ability pupils. Observe HoD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation (TS5). **Target met.***
- Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils' books at next progress review (TS6). **Target partially met – not all pupils are completing follow up tasks.***

ECT A has also demonstrated particular areas of strength against the following Part 1 Teacher's Standards: TS2, TS7, TS8.

Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (8F German 08.02.22 and 9C by HoD 08.11.21), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (18.02.22 and 28.03.22).

In respect of Part 2, ECT A has shown a professional attitude towards her work this term and always conducts herself in an appropriate manner.

Areas for development this term have been identified in the following Teacher's Standards: TS6

Relating to the areas for development the following targets have been agreed:

- Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Establish routines more consistently in feedback lessons and focus on the group of pupils who struggle to complete the follow up task. Evidence to be seen in pupils' books at next progress review and in formal lesson observation. (TS6).*

Progress Review 4 Example



Evidence gathered from XXXX this term demonstrates progress towards meeting targets set at the last progress review.

- TS2 – develop further understanding of how students learn and how they can be helped to overcome barriers to understanding.

Target met – XXXX has engaged in wider reading on cognitive development, and engaged in discussions with his mentor and HoD about pupils learning.

- TS4 – spaced practice – incorporate more review of prior learning to promote effective long-term learning.

Target met – XXXX has established a routine of recap at the start of all lessons. Medium term lesson planning show that he is organised in implementing spaced practice to review previous topics. HW tasks also focus on topics from earlier in the year.

- TS6 – formalise system for recording and analysing assessment data so interventions in lessons can be tailored more precisely

Target ongoing – see below.

XXXX has also demonstrated particular areas of strength against the following Part 1 Teachers' Standards:

- TS4 – lessons are well-structured and well-managed, as evidenced both in observations and in planning documents
- TS1 – XXXX continues to develop his excellent working relationship with pupils.

In respect of Part 2, XXXX has shown complete professionalism throughout the term. He is familiar and compliant with school policies and is respected by pupils and colleagues. He has engaged with the ECF programme and is open to constructive criticism and advice.

Evidence supporting these judgements can be found in the following records: Formal lesson observations/ feedback: Y7 – 15.11.22, learning walks, notes from review meeting with induction tutor: 5.12.22, Teacher Planner

Areas for development this term have been identified in the following Teachers' Standards: TS6, TS7

Relating to the areas for development the following targets have been agreed:

TS6 – XXX already delivers feedback from assessments in a structured way. He intends to build on this by developing a range of follow-up strategies and by sharing ideas with colleagues to support individual pupils who are not meeting targets.

TS7 – XXXX is effective in classroom management, maintaining a calm and purposeful atmosphere in his lessons. He now wishes to fine-tune this, especially in the way he tracks and follows up with individuals causing concern e.g. by using the school behaviour points system.

Progress Review 2 – not on track



Evidence gathered from ECT B this term shows that there has been some progress towards meeting the targets set for following Part 1 Teacher's Standards: TS4, TS6, TS7.

- Meet with HoD once a week to discuss planning for year 10 groups specifically. Plan a sequence of lessons for the topic of holidays which include a range of skills and activities, with at least one opportunity for pupils to produce an extended piece of writing. **Target met.***
- Discuss with HoD how you should be applying the departmental assessment policy. Use the results from the upcoming end of unit test with year 7 to inform how you plan the next topic. **Target met***
- Familiarise yourself with the school behaviour for learning policy and observe how other teachers use it. Apply the basics of the policy consistently in lessons – this will be a focus of the next lesson observation. **Target partially met – school policy being applied with some classes. Successfully used in the Y7 lesson observed but not consistently with KS4 classes.***

Progress has also been made in the following standards: TS1 and TS8

However, it has as not yet been possible this term to demonstrate expected progress against the following Teacher Standards:

- Add in comments against the standards where there are still concerns*

In respect of Part 2, ECT B has shown.....

Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (7F German 08.02.22 and 10C by HoD 08.11.21), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (18.02.22 and 28.03.22).

Key areas identified and agreed for development are.... with specific short term targets.....

Please see attached support plan for further details.

ECTs not on track to meet the standards – questions to consider



- Is the ECT making progress against targets set?
- To what extent do they acting on feedback?
- Are there concerns with one standard, or several?
- Have there been concerns over a period of time, or is it only one instance?
- To what extent are they able to reflect on their progress and actions? Can they see the impact of what they are doing or not doing?
- How consistent is the quality of their teaching?
- How much additional support do they need? Are they still requiring a similar level of support to a trainee teacher?
- To what extent are they able to plan lessons independently?
- Are they able to organise their own teaching and classroom routines? How much help and support do they need in this respect?
- Are they following school policies and procedures?
- To what extent is their general behaviour and demeanour professional?
- When writing their reports, what words and phrases are you using – are they able to do things “independently/regularly/consistently” or are you using phrases such as “when prompted/with support/rarely/beginning to.”

ECTs not on track to meet the standards

- The decision about passing or failing is only taken at the end of the whole induction period. **An ECT does not pass/fail an individual term.**
- If a school recommends that an ECT has not met the Teachers' Standards at the end of the induction period, the induction period can either be extended, or if an ECT is judged to have failed induction, they can no longer teach in a maintained school. So there are serious consequences for an ECT if they fail induction.
- Induction tutors should be aware that this is not a precise science – they should use their own professional judgement, rather than seeing this a checklist. It may also be useful for induction tutors to discuss with another senior leader in their school, if they are not sure whether an ECT is on track or not.
- Further guidance for induction tutors can be found in the Statutory Guidance and in the TSH Berkshire “Guide for Induction Tutors” on ECT manager.

Deadlines

- The deadline for progress reviews is a week before the end of term. For the **spring term 2024 the deadline is March 21st**.
- End of year assessments are due 2 weeks before the end of term (14th March)
- The deadlines will be different if your ECT did not start at the beginning of a term.
- Part time ECTs always have a progress review at the end of a term, but their end of year assessment dates are calculated depending on their FTE.
- You can always see the deadlines on the ECT's home page on ECT manager.
- You can start filling the forms in whenever you like! You don't have to wait until the end of a term.
- If your ECT is leaving at the end of term, you will be asked to complete an "interim assessment" rather than a progress review.

Contacts

Who	What
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