



# **TSH Berkshire Appropriate Body Induction Tutor Guide 2023-24**

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### Teaching Regulation Agency Contact Details:

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 Ground Floor South, Cheylesmore House, 5 Quinton Rd,  
 Coventry, CV1 2WT

Email: [teacher.induction@education.gov.uk](mailto:teacher.induction@education.gov.uk)

Website: <https://teacherservices.education.gov.uk/>

For information on submission of induction results, appeals, general induction enquiries and teacher misconduct

## Early Career Teacher (ECT) Entitlement

Much of the information in this handbook is taken from the DfE guidance “Induction for Early Career Teachers (England)”. For any further clarification and information, please refer to this document [here](#).

For ECTs starting induction from September 2021, there are several key changes to the induction process:

- The standard length of induction has been increased to **2 years**.
- ECTs are entitled to a **10% timetable reduction** in year 1 of induction and a **5% reduction** in the second year.
- Schools are expected to deliver an **induction programme which is based on the [Early Career Framework](#)**
- ECTs should have a dedicated **mentor** who meets regularly with the ECT.
- The school should also have an **induction tutor** (or coordinator) who oversees the induction process in the school, in particular the assessment of the ECT against the Teacher’s Standards.
- There are **2 formal assessment points**, at the end of each year of induction.
- The formal assessments are supported by regular **progress reviews** which take place at the end of terms 1,2,4 and 5.

In addition, there should be:

- **observation** of the ECT’s teaching with written feedback provided;
- **professional review meetings** conducted by the induction tutor to discuss the ECT’s progress against the Teachers’ Standards and review development targets;
- ECTs should have the opportunity to **observe experienced teachers**.

There are **two aspects** to induction:

1. **Early Career Framework based** training and support
2. **Formal assessment** against the Teacher’s Standards.

## The Early Career Framework (ECF)

The Early Career Framework sets out what ECTs are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.

All schools have to offer their ECTs a support programme based on the ECF. They have a choice of how they do this:

- **Use a DfE funded training provider** – a fully-funded, programme offering training for ECTs and mentors, led by one of the lead providers.
- **Use the DfE-accredited materials to deliver your own training** - use content published by the lead providers to deliver own ECT and mentor training.
- **School-based programme** - design and deliver own ECF-based induction programme.

## Using a DfE-funded training provider

There are currently 6 DfE-accredited lead providers, who have put together a suite of training materials for schools to use with their ECTs and mentors. In most cases, this programme will be implemented through a delivery partner such as a Teaching School Hub, MAT or other group of schools.

The lead providers are:

- [Ambition Institute](#)
- [Best Practice Network \(home of Outstanding Leaders Partnership\)](#)
- [Education Development Trust](#)
- [National Institute of Teaching](#)
- [Teach First](#)
- [UCL Institute of Education](#)

## Use the DfE-accredited materials to deliver your own training

Some schools may choose to develop their own induction programme using freely available [DfE-accredited materials](#). Induction tutors will need to create an account for their ECTs and mentors in order to access these materials.

Materials available include:

- self-directed study materials
- ECT-mentor session guidelines
- training session outlines

These materials have been accredited by DfE and quality assured by the Education Endowment Foundation.

If schools choose this option, the Appropriate Body has to conduct a **“fidelity check”** which will incur **additional costs**. Please contact TSH Berkshire if your school is planning to choose this option.

## School Based Programme

Some schools may choose to design and deliver their own 2-year induction programme, including materials and training, for early career teachers and their mentors based on the [ECF](#).

If schools choose this option, the Appropriate Body has to conduct a **“fidelity check”** which will incur **additional costs**. Please contact TSH Berkshire if your school is planning to choose this option.

## Roles and Responsibilities

### The Induction Tutor

Schools should appoint an induction tutor – your school may call this the “induction lead” or “induction coordinator”. The induction tutor should have oversight of the programme as a whole, and provide regular monitoring and support. It is also the responsibility of the induction tutor to **coordinate assessment of the ECT** against the Teachers’ Standards. In the statutory guidelines, the responsibilities of the induction tutor are outlined as follows:

#### *The induction tutor is expected to:*

- *provide, or coordinate, guidance for the ECT’s professional development (with the appropriate body where necessary);*
- *carry out regular progress reviews throughout the induction period;*
- *undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);*
- *carry out progress reviews in terms where a formal assessment does not occur;*
- *inform the ECT following progress review meetings of the determination of their progress against the Teachers’ Standards and share progress review records with the ECT, headteacher and appropriate body;*
- *inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;*
- *ensure that the ECT’s teaching is observed and feedback provided;*
- *ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;*
- *take prompt, appropriate action if an ECT appears to be having difficulties;*
- *ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.*

### The Mentor

Mentors will meet with the ECT regularly, **usually weekly in year 1 and fortnightly in year 2**. They will work through the ECF training materials provided by your lead provider, which focus on the different elements of the ECF. **Mentors should not be involved in assessing ECTs.** The statutory guidelines outline the mentor role as follows:

#### *The mentor is expected to:*

- *regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;*
- *work collaboratively with the ECT and other colleagues involved in the ECT’s induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;*
- *provide, or broker, effective support, including phase or subject specific mentoring and coaching;*
- *take prompt, appropriate action if an ECT appears to be having difficulties.*

The mentor and the induction tutor are **two discrete roles with differing responsibilities** and it is expected that **these roles should be held by different people**. In some circumstances, it may be the same person, for example in a small primary school. Where this is the case, everyone should understand that there are two discrete roles and the mentoring support offered to the ECT should not be conflated with assessment of the ECT against the Teachers' Standards.

## The Appropriate Body

The Appropriate Body (AB) has the main **quality assurance role** in the induction process. The AB has a responsibility to **ensure that the statutory guidelines are being applied** and ECTs are receiving all their entitlements. They are also responsible for ensuring that the monitoring, support and assessment procedures are fair and appropriate. The school will submit all progress reports and formal assessments to the AB, who will then inform the Teaching Regulation Agency of the outcome of induction (pass, fail extension). TSH Berkshire is the Appropriate Body in this case.

## Named Contact at the Appropriate Body

The statutory guidance requires there to be a "named contact" at the Appropriate Body with whom ECTs can raise any concerns about their induction programme that they are unable to resolve internally. The named contact should not be directly involved in monitoring or supporting the ECT, or in making decisions about satisfactory completion of induction.

### For TSH Berkshire the named contact is:

Sue Watson, Operations Manager TSH Berkshire  
[susanwatson@lgs.slough.sch.uk](mailto:susanwatson@lgs.slough.sch.uk), 01753 598300 ex 8350

Each school will also have a named **Appropriate Body Local Lead**, who will be the main Quality Assurance (QA) contact for the school, and will review the termly reports and carry out QA visits. Details of local leads for 2023-24 will be communicated at the start of the academic year.

## The ECT

ECTs also have responsibilities. According to the statutory induction guidelines:

### The ECTs is expected to:

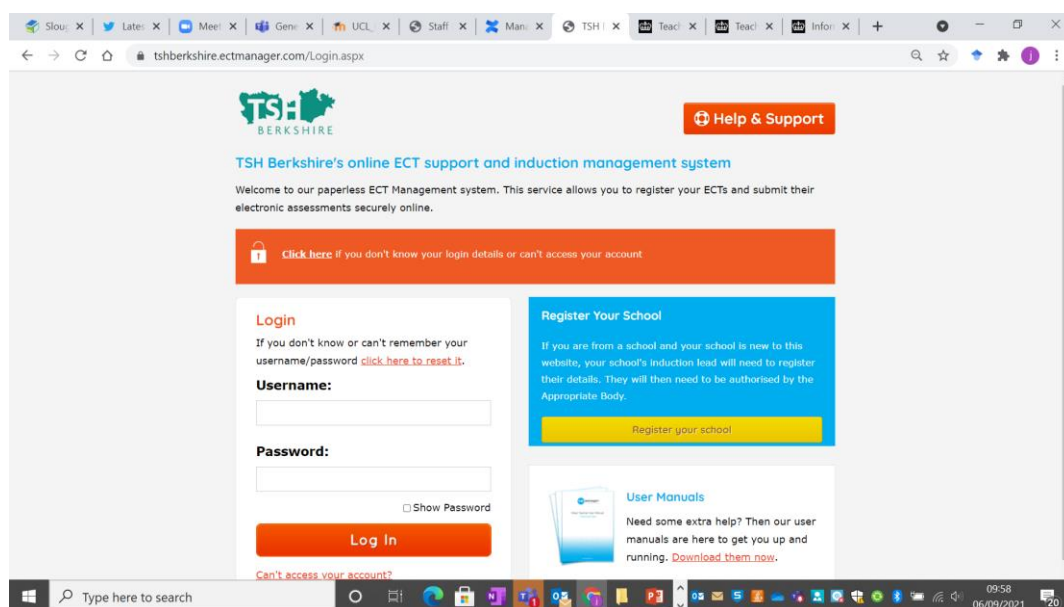
- *provide evidence that they have QTS and are eligible to start induction;*
- *meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;*
- *agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;*
- *provide evidence of their progress against the Teachers' Standards;*
- *participate fully in the agreed monitoring and development programme;*
- *raise any concerns with their induction tutor as soon as practicable;*
- *consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;*
- *keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;*
- *agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;*
- *retain copies of all assessment reports.*

## ECT Manager

This is an **online management tool** to support the induction period. This logs every stage and includes induction tutor and ECT feedback through progress reports and annual assessments. The Head, the induction tutor and the ECT work collaboratively to agree and sign off each stage of the process. For any further information or support regarding ECT manager please contact Sue Watson, TSH Berkshire Operations Manager, via email at [susanwatson@lgs.slough.sch.uk](mailto:susanwatson@lgs.slough.sch.uk)

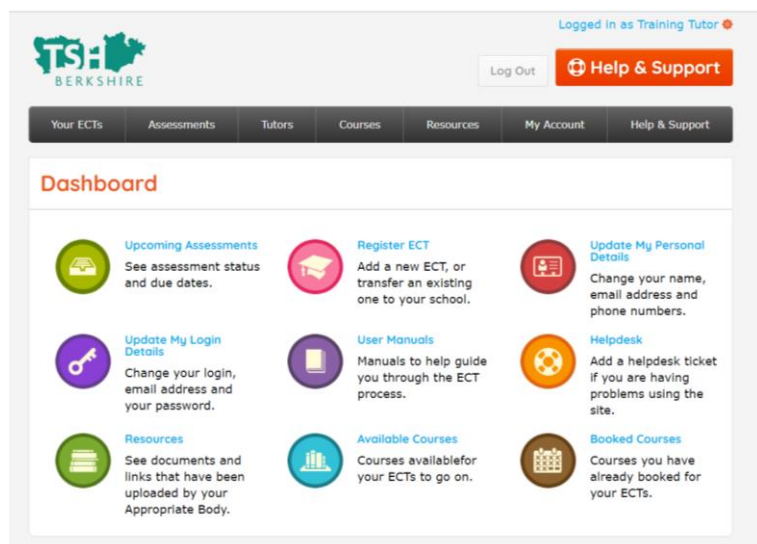
If you are a **new Induction Tutor** you will need to register yourself first. Go to

<https://tshberkshire.ngtmanager.com/Login.aspx> to register your details:



To make it easier to navigate the system, download the relevant **User Manual** which provides easy to use screen shot instructions - click on "User Manuals" on your Dashboard.

Once you have been registered and received log in details and password you then have access to your own dashboard.



## Register an ECT

Once you are registered, you can **register your ECTs**. Click on “Register an ECT” on your dashboard and follow the instructions. **The last name, date of birth, and teacher reference number must match exactly with what is registered with the Teaching Regulation Agency.**

For more information about the ECT manager system, see these guides to getting started:

<https://docs.ectmanager.com/head-teacher/getting-started-on-ect-manager>  
<https://docs.ectmanager.com/induction-lead/getting-started-on-ect-manager>

A couple of things to note:

1. Please make sure your ECTs **only use school email addresses**, not personal ones.
2. If you leave the system part way through inputting the data, **the system will log you out after 10 minutes** and will **not save** your information.

ECT manager uses slightly different terminology to the statutory guidance. The system refers to:

- **Induction Lead**  
This is the induction coordinator, what the statutory guidelines call the induction tutor. This is the person in the school with overall responsibility for induction.
- **Tutor**  
If there is someone else in the school who is going to be responsible for the assessment of an ECT and will need access to the system to complete assessment reports, they should be registered as a “tutor” for the ECT. Schools sometimes do this where there are lots of ECTs and so they want to spread the workload of assessment. **The tutor is not the same as the mentor.**
- **Mentor**  
This is the person who is doing the ECF based support programme with the ECT, conducting weekly meetings etc. You need to record the name of the mentor when you register the ECT, but they **do not have access to the system** as they are not expected to be involved in assessing the ECT.

If any of your Tutors/Mentors change at any time during the induction process, make sure that you make the changes on your ECT Manager Dashboard under the Tutor Tab. This will also apply to Headteachers and Induction Coordinators.



## Monitoring and Assessment

ECTs are **assessed against the Teachers' Standards** **NOT** the ECF, and there needs to be evidence to support what is written in the annual reports. However, the evidence gathering process **should not be an extra burden** on the ECT.

The revised and updated **Teachers' Standards** for September 2021 can be found [here](#).

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.*

## Formal Assessments and Progress Reviews

The induction tutor is expected to **review ECT's progress** against the Teachers' Standards throughout the induction period. You will do this in two ways:

1. **Formal assessment** reports are written at the end of each year of induction. These should be carried out by the headteacher or the induction tutor, **not the mentor**. ECTs should be kept up to date on their progress and **there should be no surprises**. The formal assessment is a written report against each of the Teacher's Standards.
2. **Progress reviews** should take place in terms 1,2,4 and 5, when there is no formal assessment. This is to check whether ECTs are on track to successfully complete induction, to **summarise the evidence** collected by you as the induction tutor and to set agreed developmental targets. **There is no need for ECTs to create evidence** specifically for a progress review. You may ask the ECT to provide copies of existing evidence to inform the review.

The guidance states that evidence gathering should not be burdensome for the ECT, **with the implication that there is no need to keep a large portfolio of evidence**. As the induction tutor is responsible for assessment of the ECT, there is a need for you to know what ECTs have done, and so we would recommend **a half termly meeting** with each ECT to discuss their progress. You may want to ask them to bring existing evidence, such as lesson plans, or markbooks, but this should be naturally occurring in the course of their day to day teaching, not created especially for the review. There is also a **tracker** in the resource section on ECT manager which you may want to use to keep a record of evidence, to inform the formal assessment report.

For more details and exemplars of progress reviews and end of year assessments, please see the separate guide.

## Lesson Observation

ECTs should be observed at **regular intervals** throughout the induction period, by yourself or other relevant members of staff in the school. We recommend that observations should take place **each half term, in year 1 and termly in year 2** but the guidance is not proscriptive on this, and schools may set their own schedule. The mentor may also observe the ECT as part of the ECF programme, but their observations should be developmental and are not part of the assessment process.

## Special Consideration

### Raising Concerns

If you have **any concerns** about your ECT's progress, please raise these **as soon as possible**. Often, such issues can be resolved with some extra internal support in school. **If you are at all concerned that the ECT is not on track to pass induction, you should contact TSH Berkshire as the Appropriate Body, using the “alert” function on ECT manager.**

### Extending the induction period

If an ECT has **more than 30 days** absence per year of induction, then the induction period is automatically extended. The Appropriate Body may also agree an extension to the induction period, if the ECT has been unable to demonstrate satisfactory progress against the standards, due to illness or other **mitigating circumstances**. If you wish to discuss an extension to the induction period, please contact TSH Berkshire, or refer to the materials on ECT manager “Requesting an Extension to the Induction Period”.

### Reducing the induction period

Some ECTs may have **significant prior teaching experience**, for example if they have taught in the independent sector. In this case the school can **request a reduced induction period** for the ECT, with their agreement. It is up to the Appropriate Body to **review the evidence** provided by the school, before agreeing any reduction. For more information, please contact TSH Berkshire, or refer to the materials on ECT manager “Requesting a Reduction to the Induction Period”.

### Completing the Induction Period

Once the final report has been signed off, you will receive **email confirmation** that your ECTs have successfully completed induction. The Appropriate Body will send the information to the Teaching Regulation Agency, and **ECTs will be able to print off a certificate** from the Teacher Self-Serve Portal using the following link: <https://teacherservices.education.gov.uk/SelfService/Login>

**If an ECT does not pass induction they will not be allowed to teach in a maintained school or non-maintained special school in England.** However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. They do not lose their QTS if they fail induction.

ECTs can appeal against a decision to fail them. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

### Part-time ECTs

Part time ECTs should serve **the full-time equivalent** (FTE) of two full school years (based on a school year of three terms). However, it is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern. **So a part time ECT can still complete induction in 2 years, if they can demonstrate that they meet the Teachers' Standards.** In this case the school must formally request a reduction in the induction period from the Appropriate Body.

## ECTs not on track to meet the standards

- If a school has concerns that an ECT is not on track to meet the standards, they should **inform TSHB via the “alerts” function on ECT manager.**
- The local lead will have an initial discussion with the induction tutor. Subsequent actions will depend on how far through induction the ECT is, and the nature of the concerns.
- See [Section 4](#) of the Statutory Guidance for more information.

### Year 1

<b>Year 1 Term 1</b>	If a school raises concerns about an ECT during the first term of induction, the local lead will contact the induction tutor to discuss concerns and support required, alert the school to the TSB support plan if necessary.
<b>Year 1 Progress Review 1</b>	If an ECT is judged to be “not on track” to meet the standards, J Roberts (TSHB Director) will review the progress review and contact the school and the ECT to discuss the concerns and support required.  The TSHB support plan must be uploaded as part of the progress review process.
<b>Year 1 Term 2</b>	If a school raises concerns about an ECT during the second term of induction, the local lead will contact the induction tutor to discuss concerns and support required, alert the school to the TSB support plan if necessary.
<b>Year 1 Progress Review 2</b>	J Roberts (TSHB Director) will review Progress Reviews for any ECTs who were not on track at the end of term 1, and any new ECTs identified as “not on track”.  The TSHB support plan must be uploaded as part of the progress review process.  If an ECT is identified as “not on track” at Progress Review 2, J Roberts may arrange a visit to the school to discuss additional support necessary.
<b>Year 1 Term 3</b>	If a school raises concerns about an ECT during the third term of induction, local lead will contact the induction tutor to discuss concerns and support required and alert the school to the TSB support plan.  Local lead and J Roberts will liaise as to whether a school visit is necessary.
<b>End of Y1 assessment</b>	If the ECT is not making satisfactory progress, J Roberts will contact the school and arrange a visit.  The TSHB support plan must be uploaded as part of the progress review process.  JR will review assessments for any ECTs who were not on track at PR2 and any that are not on track at the end of year 1 assessment point.

### Year 2

<b>Year 2 Term 4</b>	If a school raises concerns that an ECT is not on track during term 4, the local lead will contact the school. At this point it may be necessary to arrange a visit to the school – local lead and JR will liaise over this. The school should complete a support plan and upload it to ECT manager.
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<b>Year 2 Progress Review 3</b>	<p>J Roberts to review Progress Reviews for any ECTs who were not on track at the previous assessment point, and any new ECTs identified as “not on track”.</p> <p>If an ECT is identified as “not on track” at Progress Review 3, J Roberts will arrange a visit to the school.</p>
<b>Year 2 Term 5</b>	<p>If a school raises concerns about an ECT during term 5 of induction, local lead will contact the induction tutor to discuss concerns and support required and alert the school to the TSB support plan. J Roberts will arrange a visit to the school.</p>
<b>Year 2 Progress Review 4</b>	<p>J Roberts to review Progress Reviews for any ECTs who were not on track at the previous assessment point, and any new ECTs identified as “not on track”.</p> <p>If an ECT is identified as “not on track” at Progress Review 4, J Roberts will arrange a visit to the school.</p>
<b>Year 2 Term 6</b>	<p>Any ECTs who are still “not on track” J Roberts will visit the school to outline the process for the final assessment.</p> <p>If the school recommends that an ECT “has not met the standards”, this will be considered by the TSH Berkshire Review Panel. If the panel upholds the recommendation, the ECT may appeal to the Teaching Regulation Agency.</p>
<b>Year 2 Term 6</b>	<p>J Roberts to review final assessments for any ECTs who have been “not on track” at any point during induction.</p>

### Additional information

- The school should inform TSH Berkshire **as soon as they consider the ECT may be at risk of not meeting the Teachers’ Standards.** They should not wait for a professional review or assessment point.
- We would not expect an ECT who has been on track during Year 1 and the first two terms of year 2 to be at risk of not meeting the Teachers’ Standards by the end of the final term of induction.
- If an ECT leaves before the end of a term, the school will complete an interim assessment, and record the FTE completed that term, although this will not count towards induction for the TRA, as the **minimum period that can be counted towards induction is one term** (para 2.33). **So if an ECT leaves before the end of a full term, that period will not count towards their induction.**

## Term 1

School has concerns about ECT progress. Use “alert” function on ECT manager. Local lead contacts school to discuss concerns and possible support.



If a school raises an “alert” on ECT manager during the term, before a report is due, the local lead will contact the induction tutor and discuss nature of concern.

## Progress Review term 1

ECTs identified as not on track at the first progress review. JR to review report and contact induction tutor and ECT to discuss concerns and support.



## Progress review term 2

JR reviews progress review 2. If the ECT is now on track, no further action. If the ECT is still not on track, JR to arrange a visit to the school.



## End of year 1 assessment

JR reviews end of year 1 assessment. If the ECT is now on track, no further action. If the ECT is still not on track, JR to arrange a visit to the school.



## Progress Review term 4

JR reviews progress review 4. If the ECT is now on track, no further action. If the ECT is still not on track, JR to arrange a visit to the school.



## Progress review 5

JR review progress review 5. If the ECT is now on track, no further action. If the ECT is still not on track, JR to arrange a visit to the school to outline process for making decision at the end of the induction and the review panel process.



## End of year 2 assessment

If the ECT is judged not to have met the Teachers’ Standards by the end of the induction period, the school’s recommendation will be assessed by the TSH Berkshire Review Panel who will make the final decision about the ECT’s induction outcome.

## **Decision making process when the final assessment form indicates that an ECT has not met the Teachers' Standards**

See [Section 2](#) of the Statutory Guidance for more information about the decision making process.

*2.66. The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher/principal.*

*2.67. Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the ECT:*

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;*
- requires an extension of the induction period; or*
- has failed to satisfactorily complete the induction period.*

*2.68. In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.*

*2.69. The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.*

*2.70. If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.*

*2.71. Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.*

*2.72. An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.*

*2.73. The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.*

If at the **start of term 6 of induction**, a school judges that an ECT is not on track to meet the standards by the end of the induction period, J Roberts (JR) will visit the school and outline TSH Berkshire's internal process for making the final judgement.

JR will **notify the school and the ECT of the date and time of the review panel meeting** and invite them to submit any additional written evidence that they may wish to be considered by the panel. Any additional written evidence submitted by the school and by the ECT must be received by the appropriate body no later than **2 full working days** in advance of the panel meeting.

The head teacher and the ECT will be offered the **opportunity of attending the panel meeting** in order to present their respective cases. The head teacher may be accompanied by a colleague (possibly the induction tutor) and the ECT may be accompanied and/or represented by their union representative. Attendance is optional but must be confirmed in advance no later than **2 full working days** before the panel meeting.

At the panel meeting the Headteacher and the ECT will be given the opportunity to **present their case**, and then the panel will consider the evidence presented, and make their judgement, which will be **communicated in writing** to the ECT and the Headteachers within 2 working days of the panel meeting.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must **inform the ECT of their right to appeal** against this decision, with the name and address of the appeals body (the TRA), and the deadline for appeals. Any appeal must be notified by the ECT to the TRA **within 20 working days**, after which the right of appeal expires except in exceptional circumstances.



## TSH Berkshire Induction Tutor Overview of the Year

### Please note:

- The **observation schedule** here is a suggestion only. Your school may have a different pattern of lesson observations for ECTs. There is more information about observation of the ECT in [sections 2.46-2.47](#) of the statutory guidance.
- The **deadlines** for reports and assessments are for full time ECTs who start induction at the beginning of the school year. If you have part time ECTs, or ECTs who start induction at a different point in the year, the deadlines may be different for them.

<b>Autumn half term 1</b>  <b>Registration of ECTs and mentors</b>	Register ECTs on ECT manager system <a href="#">here</a> . <b>Deadline for registration for September starters September 30<sup>th</sup>.</b>
<b>Autumn half term 1</b> <b>Training Sessions</b>	<b>05.10.23 4.00-5.30pm</b> TSH Berkshire Appropriate Body Welcome Meeting (online) – for new year 1 ECTs and optional for induction tutors.  <b>Circulate sign up link to ECTs <a href="#">here</a>.</b>
<b>Autumn half term 1</b> <b>Documentation</b>	ECT/induction tutor may use progress tracker from ECT manager as record of evidence against the Teachers' Standards. This is optional and does not need to be uploaded anywhere.
<b>Autumn half term 1</b> <b>Observations</b>	ECT Year 1 to have one formal observation this half term with verbal and written feedback. ECT Year 2 to have one formal observation in the course of the whole long term.
<b>Autumn half term 1</b> <b>Meetings</b>	TSHB recommend that the induction tutor meets with each ECT individually to discuss progress towards the Teachers' Standards and targets. The progress tracker on ECT manager may be used to record evidence against the standards.
<b>OCTOBER HALF TERM</b>	
<b>Autumn half term 2</b> <b>Training Sessions</b>	<b>16.10.23 4.00-5.30pm</b> TSH Berkshire session for induction tutors on writing progress reviews. Register for the session <a href="#">here</a> .
<b>Autumn half term 2</b> <b>Documentation</b>	<b>Progress Review submitted on ECT manager.</b> <b>To be completed by induction tutor, with comments added by the ECT.</b> <b>Deadline 09.12.23.</b>
<b>Autumn half term 2</b> <b>Observations</b>	ECT Year 1 to have one formal observation this half term with verbal and written feedback. ECT Year 2 to have one formal observation in the course of the whole term, with verbal and written feedback.
<b>Autumn half term 2</b> <b>Meetings</b>	The induction tutor should meet with each ECT individually to discuss progress towards the Teachers' Standards and targets, prior to writing the end of term progress review.

<b>CHRISTMAS HOLIDAYS</b>	
<b>Spring half term 1</b> Training Sessions	No training sessions for the Appropriate Body this half term.
<b>Spring half term 1</b> Documentation	ECT/induction tutor may use progress tracker from ECT manager as record of evidence against the Teachers' Standards. This is optional and does not need to be uploaded anywhere.
<b>Spring half term 1</b> Observations	ECT Year 1 to have one formal observation this half term with verbal and written feedback. ECT Year 2 to have one formal observation in the course of the whole long term.
<b>Spring half term 1</b> Meetings	TSHB recommend that the induction tutor meets with each ECT individually to discuss progress towards the Teachers' Standards and targets. The progress tracker on ECT manager may be used to record evidence against the standards.
<b>FEBRUARY HALF TERM</b>	
<b>Spring half term 2</b> Training Sessions	<b>29.02.24 4.00-5.30pm</b> TSH Berkshire session for induction tutors – sharing good practice, feedback from December progress reviews and how to write second round of progress reviews. Register for the session <a href="#">here</a> .
<b>Spring half term 2</b> Documentation	<b>Progress Review submitted on ECT manager.</b> <b>To be completed by induction tutor, with comments added by the ECT.</b> <b>Deadline 21.03.24.</b>
<b>Spring half term 2</b> Observations	ECT Year 1 to have one formal observation this half term with verbal and written feedback. ECT Year 2 to have one formal observation in the course of the whole term, with verbal and written feedback.
<b>Spring half term 2</b> Meetings	The induction tutor should meet with each ECT individually to discuss progress towards the Teachers' Standards and targets, prior to writing the end of term progress review.
<b>EASTER HOLIDAYS</b>	
<b>Summer half term 1</b> Training Sessions	No training sessions for the Appropriate Body this half term.
<b>Summer half term 1</b> Documentation	ECT/induction tutor may use progress tracker from ECT manager as record of evidence against the Teachers' Standards. This is optional and does not need to be uploaded anywhere.
<b>Summer half term 1</b> Observations	ECT Year 1 to have one formal observation this half term with verbal and written feedback. ECT Year 2 to have one formal observation in the course of the whole long term.
<b>Summer half term 1</b> Meetings	TSHB recommend that the induction tutor meets with each ECT individually to discuss progress towards the Teachers' Standards and targets. The progress tracker on ECT manager may be used to record evidence against the standards.

<b>MAY HALF TERM</b>	
<b>Summer half term 2 Training Sessions</b>	<b>10.06.24 4.00-5.30pm</b> TSH Berkshire session for induction tutors – writing end of year assessment reports. Register for the session <a href="#">here</a> .
<b>Summer half term 2 Documentation</b>	<b>End of year assessment report submitted on ECT manager.</b> <b>To be completed by induction tutor, with comments added by the ECT.</b> <b>End of year assessments also need to be signed by the Headteacher.</b> <b>Deadline 05.07.24.</b>
<b>Summer half term 2 Observations</b>	ECT Year 1 to have one formal observation this half term with verbal and written feedback. ECT Year 2 to have one formal observation in the course of the whole long term.
<b>Summer half term 2 Meetings</b>	The induction tutor should meet with each ECT individually to discuss progress towards the Teachers' Standards and targets, prior to writing the end of year assessment report.

### Ongoing over the year:

<b>Registration of mid-year starters (ECTs and mentors)</b>	If you have ECTs who start later in the year, please register them on ECT manager system <a href="#">here</a> .
<b>ECTs leaving your school.</b>	If an ECT leaves before the end of term, you need to write an interim report on ECT manager <b>before the ECT leaves</b> . Contact JR to set up the assessment on the system.