



TSH Berkshire Appropriate Body Guide For induction tutors and ECTs

2026-27

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Key Dates for Induction Tutors 2026-27

Date	Event	Link to sign up
30th Sept	Deadline for registered new ECTs on ECT manager	
Thurs 1st Oct 3.30-4.00	Induction tutor drop in – informal Q and A session. No need to register in advance.	Join the meeting via this link
Tues 6th Oct 4.00-5.30	Welcome Meeting for new ECTs. Induction tutors new to working with TSH Berkshire AB are also welcome.	Sign up here.
HALF TERM		
Mon 16th Nov 4.00-5.30	Induction tutor support session on writing end of term progress reviews	Sign up here.
Fri 4th Dec	Deadline for submitting end of term reports	
CHRISTMAS HOLIDAYS		
Mon 1st Feb 4.00-5.00	Induction tutor drop in – informal Q and A session. No need to register in advance.	Join the meeting via this link
Tues 2nd Mar 4.00-5.30	Induction tutor support session focus on term 2 reports and supporting ECTs not on track to meet the standards	Sign up here.
Fri 12th Mar	Deadline for submitting end of term reports	
EASTER HOLIDAYS		
Thurs 29th Apr 4.00-5.00	Induction tutor drop in – informal Q and A session. No need to register in advance.	Join the meeting via this link
MAY HALF TERM		
Wed 9th June 4.00-5.30	Induction tutor support session on writing end of year assessment reports.	Sign up here.
Tues 29th June 4.00-5.30	Introduction to TSH Berkshire Appropriate Body service For induction tutors new to working with us as the Appropriate Body.	Sign up here.
Fri 2nd July	Deadline for submitting end of term reports	

Please note:

Report deadlines are for full time ECTs who started at the beginning of a term. If you have an ECT who started between terms, or is part-time, their deadlines may be different.

You can always see when reports are due by checking on an ECT's home page on ECT manager.

Early Career Teacher Entitlement (ECTE)

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, the main points of induction are:

- The standard length of induction is **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 [Initial Teacher Training and 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:

- **observations** 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**.

Please note the change in terminology from September 2025:

Early Career Teacher Entitlement (ECTE)



- Early Career Training Programme (ECTP) for ECTs
- Mentor support for ECTs
- A training programme for new mentors (provider-led route)
- Time off timetable for ECTs and mentors
- Register ECTs and mentors on the DfE portal

- Regular progress reviews
- Formal assessment against the Teachers’ Standards
- This is overseen by the Appropriate Body, not the ITTECF provider
- Register ECTs on ECT manager system

The Initial Teacher Training and Early Career Framework (ITTECF)

The ITTECF sets out what ECTs are entitled to learn about and learn how to do when they start their careers. It underpins an 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 ITTECF. There are two options for this:

1. use an approved training provider (**provider-led**)
2. develop and deliver your own programme (**school-led**)

Using an approved provider (provider-led)

There are currently five 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](#)
- [Education Development Trust](#)
- [National Institute of Teaching](#)
- [Teach First](#)
- [UCL Institute of Education](#)

Deliver your own programme (school-led)

Some schools may choose to develop their own induction programme using freely available DfE accredited school-led materials. Schools can use these in full or in part to design and deliver their own training.

For delivery **from September 2025**, school-led materials based on the ITTECF will be provided by **National Institute of Teaching** and **UCL Institute of Education** via their own platforms:

- [National Institute of Teaching: Materials for school-led ECT Programme 2025/26 – The National Institute of Teaching](#)
- [UCL Institute of Education: CEL - The Source - Home](#)

Schools delivering their own training will need to check that their programmes cover the “learn that” and “learn how to” statements for the new ITTECF framework.

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

Roles and Responsibilities

The Induction Tutor

Schools should appoint an induction tutor – the 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 to support the ECT 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 the 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 programme of training and support based on the ITTECF;*

- *provide, or broker, effective support, including phase or subject specific mentoring and coaching; and*
- *take prompt, appropriate action to support the ECT, 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 DfE "Record Induction as an Appropriate Body" Service of the outcome of induction (pass, fail extension). TSH Berkshire is the Appropriate Body in this case.

TSH Berkshire will also carry out **Quality Assurance visits** to schools. We aim to visit approximately a quarter of schools each year, on a rolling basis. We may also visit schools if there is a new induction tutor, or there have been concerns raised about the induction process, either by the school or by ECTs.

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, 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 will be communicated at the start of each academic year.

The ECT

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

The ECT 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 programme of training and support based on the ITTECF*
- *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.*

Statutory Induction and HR Processes

Schools should **follow their own policies in relation to HR**. This includes any queries regarding **contracts or pay progression** – this is not linked to induction and is not the remit of the Appropriate Body. ECTs are employed members of staff and are therefore subject to all HR policies for their school. Examples include:

- Probation
- Disciplinary
- Capability
- Staff Code of Conduct
- Grievance

The only HR policy an ECT should not be subject to is the school's appraisal/performance management during the induction process - [see para 2.48 and 4.1](#) of the Statutory Guidance.

Although there is some overlap between these issues and part 2 of the Teachers' Standards, supporting a school or ECT where an HR policy needs to be applied is **outside the remit** of the Appropriate Body. Schools should advise their ECT to seek support from their Union Representative as needed.

The statutory guidance clearly outlines the **separation between the induction process and capability procedures**. See the extract from the guidance below:

Action in the event of serious capability problems

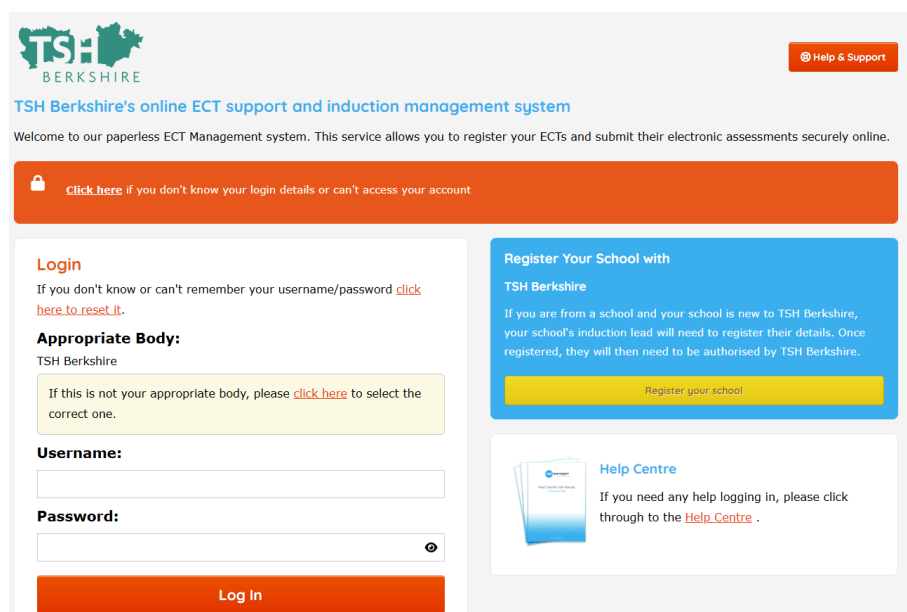
4.7. In a few particularly serious cases it may be necessary for an employer to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed however it is the employer that has a responsibility to manage its capability procedures and decisions relating to the outcome of these. The role of the appropriate body relates only to the ECT's performance in relation to induction.

4.8 Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction. Further guidance on capability procedures can be found separately at: [Teacher appraisal and capability: model policy - GOV.UK](#)

ECT Manager

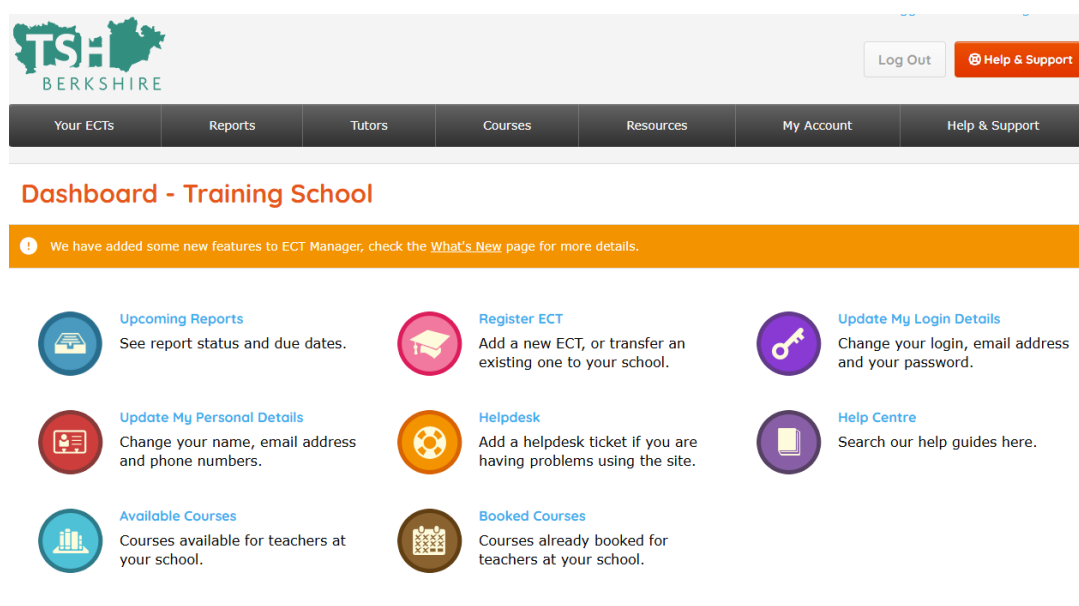
This is an **online management tool** to support the induction period. This logs every stage and includes induction tutor and ECT feedback through progress reports and annual assessments. The Head, the induction tutor and the ECT work collaboratively to agree and sign off each stage of the process. For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

If you are a **new Induction Tutor**, contact Sue Watson and she will set you up on the system and then you will be able to log in [here](#).



The screenshot shows the login page for TSH Berkshire's online ECT support and induction management system. At the top left is the TSH Berkshire logo. To the right is a 'Help & Support' button. Below the logo is the text 'TSH Berkshire's online ECT support and induction management system' and a welcome message: 'Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.' A red banner with a lock icon says 'Click here if you don't know your login details or can't access your account'. The main content area is divided into two columns. The left column has a 'Login' section with a link to reset the password, an 'Appropriate Body' section with a link to select the correct one, and a 'Log In' button. The right column has a 'Register Your School with TSH Berkshire' section with a 'Register your school' button and a 'Help Centre' section with a link to the help center.

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



The screenshot shows the dashboard for a Training School. At the top left is the TSH Berkshire logo. To the right are 'Log Out' and 'Help & Support' buttons. Below the logo is a navigation bar with links to 'Your ECTs', 'Reports', 'Tutors', 'Courses', 'Resources', 'My Account', and 'Help & Support'. The main content area is titled 'Dashboard - Training School' and features a red banner with a message: 'We have added some new features to ECT Manager, check the What's New page for more details.' Below the banner are six circular icons with text descriptions: 'Upcoming Reports' (See report status and due dates), 'Register ECT' (Add a new ECT, or transfer an existing one to your school), 'Update My Login Details' (Change your login, email address and your password), 'Update My Personal Details' (Change your name, email address and phone numbers), 'Helpdesk' (Add a helpdesk ticket if you are having problems using the site), and 'Help Centre' (Search our help guides here). At the bottom are two more icons: 'Available Courses' (Courses available for teachers at your school) and 'Booked Courses' (Courses already booked for teachers at your school).

The “**helpcentre**” has a range of help guides and articles to support induction tutors to navigate the system.

Register an ECT

Induction tutors will **register ECTs** on the system. Click on “Register an ECT” on the dashboard and follow the instructions. **The last name, date of birth, and teacher reference number must match exactly with what is registered with the DfE.**

For more information and support with the ECT manager system, see “help centre” on your home screen.

A couple of things to note:

1. Please make sure 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 ITTECF based support programme with the ECT, conducting weekly meetings etc. Induction tutors will need to record the name of the mentor when registering an ECT, but the mentors **do not have access to the system** as they are not expected to be involved in assessing the ECT.

If details change during the year (tutors, mentors, headteacher), the induction tutor should update this on ECT manager.

Additional support materials showing **how to register an ECT** are available on our website [here](#).

Monitoring and Assessment

ECTs are **assessed against the Teachers' Standards** **NOT** the ITTECF, 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:

*2.57 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 ITTECF.*

Formal Assessments and Progress Reviews

The induction tutor is expected to **review ECT's progress** against the Teachers' Standards throughout the induction period. This will be done 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. If an ECT leaves before a formal end of year assessment is due, the school will have to complete an **interim assessment**.
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 the induction tutor and to set agreed developmental targets. **There is no need for ECTs to create evidence** specifically for a progress review but ECTs may be asked 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 to know what ECTs have done, and so we would recommend **a half termly meeting** between induction tutors and each ECT to discuss progress. ECTs may 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 may be used to keep a record of evidence, to inform the formal assessment report.

The statutory guidance is very clear that ECTs should be kept up to date with their progress and **“there should be nothing unexpected”** at reporting occasions. It is also important that reports are **based on a range of evidence**, and that it is very **clear which standards are areas of strength for the ECT, and which are areas of development**. This is especially important if there are **concerns about an ECT’s progress**. If an ECT were to appeal an extension or fail judgement, the evidence from reports and induction tutors will be paramount.

For more details and exemplars of progress reviews and end of year assessments, please see the separate guide in the resources area on [ECT manager](#).

Lesson Observation

ECTs should be observed at **regular intervals** throughout the induction period, by the induction tutor 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 prescriptive on this, and schools may set their own schedule. The mentor may also observe the ECT as part of the ITTECF programme, but their observations should be developmental and are not part of the assessment process.

Formal observations should be **agreed in advance** with the ECT.

For the statutory guidance on observation see below:

Observation of the ECT’s teaching practice

2.46 An ECT’s teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT’s teaching practice, conduct and efficiency against the Teachers’ Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

2.47 It is also expected that:

- the observer holds QTS;*
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;*
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and*
- any written record will indicate where any development needs have been identified.*

Special Consideration

Raising Concerns

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

Extending the induction period

If an ECT has **30 days or more** absence per year of induction, then the induction period is automatically extended – see paragraph 3.8-3.9 of the statutory guidance:

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, parental bereavement leave, carer's leave, or neonatal care leave (see para 3.7). In these circumstances the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in 35 the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

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** as outlined in paragraph 3.8 of the statutory guidance:

The appropriate body has the option, when making its decision at the end of the induction period (see paras 2.66–2.70), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons.

These might include:

- *personal crises;*
- *illness;*
- *disability;*
- *issues around the support during induction; or*
- *where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.*

3.9 An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.

3.10 If an ECT leaves an institution having started but before completing their extension, the headteacher/principal should complete an interim assessment report and notify the appropriate body.

If induction tutors wish to discuss an extension to the induction period, **please contact TSH Berkshire.**

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”.

We would normally expect these reductions to be **agreed in advance** of the ECT starting induction.

Such requests must be made by the school – ECTs cannot directly request a reduction.

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). They will have a **progress review at the end of each term**, but their end of year assessment will be **calculated in accordance with their FTE**, when they have completed the **equivalent of one full academic year**. This means that the **end of year assessments for ECTs are unlikely to fall at the end of a year in July**, for example an ECT who works 0.8 will potentially have their end of year 1 assessment due in the autumn term of their second year of teaching.

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.**

3.5 Separately, ECTs serving induction on a part-time basis may, on completion of a minimum period covering but not equivalent to two full years, be able to have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT’s performance against the Teachers’ Standards is satisfactory, the headteacher/principal may consult with the appropriate body on whether a reduced induction is appropriate. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT’s induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned. A reduction, in these circumstances, should only be made on the basis that the ECT has met the Teachers’ Standards.

In this case the school must **formally request a reduction** in the induction period from the Appropriate Body. The pro-forma for requesting this can be found in the resources area on ECT manager.

Normally, TSH Berkshire would not consider these requests, until the **ECT is in their second year of induction**, when the school has a reasonable amount of evidence on which to base their request.

Schools should check with their ITTECF provider about what elements of the training programme a part time ECT should complete. ECTs do not have to complete all the modules of the early career training programme, in order to successfully complete induction.

Maternity Leave

According to paragraph 3.7 of the DfE's [Statutory Guidance for Induction](#), maternity leave does not count as absence:

Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, parental bereavement or carer's leave

3.7. ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave or carer's leave while serving their induction period or serving an extension to their induction period may decide whether their induction period should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) their induction period, and any such request must be granted. If an ECT chooses not to extend (or further extend) their induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an ECT in this situation seeks advice before making such a decision.

This means that an ECT taking maternity leave has two options on their return to school.

Option 1

The ECT can choose to extend their induction by the number of days they have been on maternity leave. This means in effect that they would pick up induction at the point at which they went on maternity leave and continue with their induction period until they had completed two years (or the equivalent if they are part time). In this case, the ECT would retain all their entitlements (timetable reduction and mentor support etc) and the remaining progress reviews and assessments would be written as normal. If an ECT decides to take this option, the school must allow them to continue their induction.

Option 2

An ECT can decide that they want their maternity leave to count as part of their induction period. In this case, when they return to school, the school and the Appropriate Body will calculate how much (if any) of the induction period remains, and what progress reviews or assessments are still to be completed. It is often the case that ECTs choosing this option only have the final assessment due, and the school and the Appropriate Body will decide when this assessment should be submitted. In this case, the ECT will lose all their induction entitlements (timetable reduction, mentor support etc) once the final report is submitted. Schools will also often be making a judgement about whether the ECT has met the Teachers' Standards based on evidence collected before the ECT went on maternity leave. Depending how much of the induction period

the ECT has completed before going on maternity leave, this evidence may be limited – if the school felt it was not enough to say that the ECT has successfully met the Teachers’ Standards, then they could request an extension to the induction period in order to have time for the ECT to evidence meeting the standards.

Although the decision is not made until the ECT returns to school, induction tutors and ECTs should discuss the options before an ECT goes on maternity leave and ensure that any evidence already gathered is saved and easily accessible on the ECT’s return.

Please complete the pro forma available on ECT manager if an ECT is going on maternity leave.

Working with neurodivergent ECTs

Supporting employees who have **additional needs is the responsibility of the employer**, and induction tutors should always consult their own school or trust HR department and follow their advice when considering what additional support or reasonable adjustments need to be put in place for any colleagues.

ABs are **not responsible for deciding on reasonable adjustments** and the following are **suggestions only for Induction Tutors**. This is a highly complex and nuanced area, and each individual case should be considered on its own merits.

This information is intended to support Induction Tutors in putting additional support in place if:

- an ECT has disclosed a **neurodiverse diagnosis**
- there is a suspected or **emerging neurodiverse profile**
- an **Occupational Health recommendation** has been made
- **reasonable adjustments** may be required under the Equality Act

It should also be remembered that many of the **suggested strategies will support all ECTs, not just those who have a formal diagnosis**.

This resource is designed to help schools:

- maintain **fidelity** to the Teachers’ Standards
- meet their **statutory induction duties**
- ensure **fair and non-discriminatory support**
- **separate adjustment** from expectation
- evidence **appropriate provision** in the event of QA or appeal

Core Principles for Planning Support

Principle	What this means in practice
Standards remain unchanged	Adjustments support access to meeting the Standards — they do not alter them
Induction is developmental	Support plans should scaffold performance over time
Coaching not remediation	Mentor work should emphasise co-construction

Adjust environment first	Consider workload / organisation barriers before competence
Review frequently	Plans should normally be reviewed every 4–6 weeks. The review period should reflect the needs of the ECT.

What should not be adjusted

- Significantly reduce timetable beyond statutory induction allowance, on a long-term basis (without discussion with the AB)
- Remove ECF entitlement
- Alter assessment against the Teachers' Standards
- Delay formal assessment points
- Prevent honest reporting of progress

Common Implications for ECT Practice

Common conditions include ADHD, Autism Spectrum Condition, Dyslexia, Dyspraxia, Anxiety Conditions.

Many neurodivergent colleagues will have overlapping conditions, and the examples of support may help colleagues in a variety of situations, not just the ones listed here. The suggested support strategies in the table on the next page are **intended as a starting point, rather than an exhaustive or prescriptive list.**

Further Reading

Induction tutors may want to consult other sources of information:

[National Autistic Society](#)

General information and guidance, including reasonable adjustments.
Common examples of reasonable adjustments can be found [here](#).

[National Autism Implementation team](#)

Guidance on supporting autistic professionals in education.

[Association of Graduate Careers Advisory Service \(now Graduate Futures Institute\)](#)

Information about a range of challenges faced by neurodivergent colleagues, with examples of possible support.

The Belonging Effect (previously Diverse Educators)

[Increasing Neurodiversity Awareness Training](#)

[Neurodiversity Toolkit](#)

[Neuroteachers](#)

A consultancy and coaching company run by a teacher who is neurodiverse offering resources and training.

Challenges/Barriers and Possible Examples of Support

Challenges in teaching context	Examples of support
• Organisation of planning and assessment • Time perception and pacing • Task initiation / completion • Prioritisation • Working memory load • Meeting deadlines	• Chunked planning deadlines • Visual planning frameworks • Protected planning time • Written follow-up to mentor meetings • Modelling of sequencing strategies • Reduced concurrent administrative tasks • Digital task management tools
• Managing unpredictability in lessons • Interpreting pupil behaviour • Social communication with colleagues • Cognitive overload in busy environments • Transitions between tasks	• Predictable mentoring routines • Structured lesson planning templates • Pre-briefing before observations • Explicit modelling of behaviour scripts • Quiet workspace for PPA • Clarity around informal expectations
• Written feedback speed • Processing written policies • Recording assessment information • Spelling accuracy • Administrative workload	• Use of assistive technology • Verbal planning discussions • Marking codes / feedback banks • Additional processing time for documentation • Audio or visual policy summaries
• Organisation of materials • Board work / handwriting • Pace of classroom transitions • Managing physical resources	• Pre-prepared lesson resources • Digital rather than handwritten recording • Structured classroom layouts • Rehearsal of routines
• Observation stress • Cognitive load under pressure • Decision-making speed • Confidence in behaviour management • A neurotypical ECT with Generalised Anxiety Disorder may feel anxious across most situations, even if the demands are reasonable and aren't linked to a specific environmental trigger.	• Pre-observation planning • Rehearsal of behaviour scripts • Structured feedback conversations • Coaching-based mentor approach • Predictable review meetings • Consider task design and workplace adjustments which HR should recommend.

Completing the Induction Period

Once the final report has been signed off, the induction tutor and ECT will receive **email confirmation** of having successfully completed induction. The Appropriate Body will send the information to the DfE “Record Inductions as an AB” service, and **ECTs will be able to print off a certificate** using from the gov.uk website [here](#).

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, or to extend their induction. 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.

Further guidance about the appeals process is available [here](#).

ECTs not on track to meet the standards

When deciding if an ECT is not on track to meet the Teachers' Standards, induction tutors may find it useful to consider the following questions:

- 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.”

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 to judge an ECT as on track or not.

Consequences of an ECT failing induction

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.

Further guidance for induction tutors can be found in the [Statutory Guidance](#)

Process for Supporting an ECT who is not on track

- 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.
- The school should put in additional support for the ECT. This may be done in an informal way in the first instance, depending on the nature of the concern.
- If more formal support is required, the school should document this using the TSH Berkshire Support Plan, which can be found on the resources area on ECT Manager, or at the end of this section.
- See [Section 4](#) of the Statutory Guidance for more information.

Year 1

Year 1 Term 1	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 TSHB support plan if necessary.
Year 1 Progress Review 1	If an ECT is judged to be “not on track” to meet the standards, TSHB Director will review the progress review and the local lead will contact the school to discuss the concerns and support required. The TSHB support plan must be uploaded as part of the progress review process.
Year 1 Term 2	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.
Year 1 Progress Review 2	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, TSH Berkshire director or the local lead may arrange a visit to the school to discuss additional support necessary.
Year 1 Term 3	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 TSH Berkshire director will liaise as to whether a school visit is necessary.
End of Y1 assessment	If the ECT is not making satisfactory progress, TSH Berkshire director will review the assessment. The TSHB support plan must be uploaded as part of the progress review process. TSH Berkshire director 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. TSH Berkshire director or the local lead will contact the school to discuss further support for the ECT.

Year 2

Year 2 Term 4	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 TSH Berkshire director will liaise over this. The school should complete a support plan and upload it to ECT manager.
Year 2 Progress Review 3	TSH Berkshire director 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”. If an ECT is identified as “not on track” at Progress Review 3, TSH Berkshire director /local lead may arrange a visit to the school.

Year 2 Term 5	If a school raises concerns about an ECT during term 5 of induction, TSH Berkshire director /local lead will contact the induction tutor to discuss concerns and support required and alert the school to the TSB support plan. TSH Berkshire director may arrange a visit to the school. The ECT should be fully aware of the issues and the possibility that their induction may be extended.
Year 2 Progress Review 4	TSH Berkshire director 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”. If an ECT is identified as “not on track” at Progress Review 4, TSH Berkshire director/local lead will arrange a visit to the school. It should be made clear to the ECT that they may be in danger of failing induction, or having their induction period extended.
Year 2 Term 6	Any ECTs who are still “not on track” TSH Berkshire director will visit the school to outline the process for the final assessment. If the school recommends that an ECT “has not met the standards”, this will be considered by the TSH Berkshire Review Panel. If the AB’s final decision is that the ECT has failed induction, or that induction should be extended, the ECT may appeal.
Year 2 Term 6	TSH Berkshire director to review final assessments for any ECTs who have been “not on track” at any point during induction.

See the flowchart on the next page for a summary of this process.

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. TSH Berkshire director to review report and local lead to contact induction tutor to discuss concerns and support.



Progress review term 2

TSH Berkshire director reviews progress review 2. If the ECT is now on track, no further action. If the ECT is still not on track, the local lead will contact the school and may arrange a visit to the school.



End of year 1 assessment

TSH Berkshire director reviews end of year 1 assessment. If the ECT is now on track, no further action. If the ECT is still not on track, the local lead and TSH Berkshire director will liaise as to whether a school visit is necessary.



Progress Review term 4

TSH Berkshire director reviews progress review 4. If the ECT is now on track, no further action. If the ECT is still not on track, TSH Berkshire director /local lead may arrange a visit to the school. The possibility of extending the induction period should be discussed with the ECT.



Progress review 5

TSH Berkshire director review progress review 5. If the ECT is now on track, no further action. If the ECT is still not on track, TSH Berkshire director/local lead will 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 referred to the TSH Berkshire Review Panel to moderate the AB's the final decision about the ECT's induction outcome.

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.
- **An ECT cannot "fail" an individual term or year of induction.** Decisions about whether or not they have met the Teachers' Standards, and therefore "passed" induction are only made at the end of the induction period.
- When considering schools' final recommendations about whether and ECT has met or not met the standards, the Appropriate Body will consider the body of documented evidence presented by the school throughout the induction period. It is therefore important that end of term progress reviews and assessments clearly state which standards are areas of concern, and what evidence these judgements have been based on.

Additional Support for ECTs not on track to meet the Teachers' Standards

If an ECT is not on track, a school **must put in place a support plan**, using TSH Berkshire pro forma. This should outline the support that the school is going to provide, as well as actions the ECT should take. Support plans should be **regularly reviewed and updated** with the ECT's progress against the targets, and the updated version uploaded to ECT manager.

Schools may wish to use this **checklist** to ensure they have offered ECTs **appropriate support**. This list is intended to give some options for schools and Induction Tutors to consider – **it is not statutory or exhaustive.**

- Has the ECT received a school induction e.g. safeguarding, aware of location of policies?
- Has the Induction Tutor attended AB Induction Training, or has been in contact with the AB Local Lead?
- Is the Induction Tutor familiar with TSH Berkshire Induction Tutor Handbook and statutory guidance?
- Is the ECT familiar with induction documentation (Progress Review and Formal Assessment)?
- Does the Induction Tutor have the time and experience to carry out the role effectively?
- Are there regular, focussed meetings with Induction Tutor scheduled at least termly, focussing on the ECT's progress against the Teachers' Standards?
- Has the Induction Tutor observed the ECT's teaching and has formative feedback has been offered to the ECT?

- Have there been formal lesson observations of the ECT's teaching by the headteacher, or senior teacher?
- Is lesson observation feedback specific and referenced to Teachers' Standards?
- Has the ECT had the opportunity to observe experienced teachers?
- Does the ECT meet regularly with their mentor - weekly in year 1 and fortnightly in year 2?
- Are mentor meetings timetabled during the school day with the time protected?
- Does the mentor have the skills and experience to carry out the role?
- Is the ECT actively engaging in the ECF programme offered?
- Has the ECT been involved in the writing of Progress Reviews and end of year assessment so that there are no surprises?
- Have internal and external CPD opportunities have been shared with the ECT (including informal buddying, shared planning etc)?
- Is the ECT aware of specific concerns, targets and progress they have made and is this clearly documented and available to the Appropriate Body if requested?

In addition, schools may also want to consider some of the following **actions to support an ECT** who is not on track to meet the standards. Again, this is not an exhaustive list, and **schools should feel free to consider other appropriate actions to support their ECT.**

- Increase the frequency of mentor/induction tutor meetings.
- Tighten the focus of mentor/induction tutor meetings to specific Teachers' Standards where there are concerns.
- Ensure the mentor has the time to meet weekly and engage fully in the ECF.
- Identify relevant aspects from the ECF modules and work with mentor to ensure these are prioritised.
- Appoint a new mentor (this is only in rare cases where the relationship has broken down)
- Offer support such as counselling or a referral to Occupational Health.
- Direct the ECT to attend relevant in-house CPD sessions.
- Offer the ECT relevant external CPD sessions.
- Arrange a meeting with relevant key staff e.g. SENCO.
- Tightly focussed lesson observations of ECT with verbal and written feedback, focussing on the Teachers' Standards where there are concerns. These may be by other experienced colleagues in the school/trust to offer a different perspective.
- ECT to observe other teachers' lessons with a focus linked to their target(s). Paired observations with the mentor/induction tutor can also be helpful.
- Arrange for the ECT to team teach or plan with an experienced colleague with a focus linked to their target(s).
- Arrange for the ECT to shadow an experienced colleague with a focus linked to their target(s). Follow this up with a discussion with the mentors/induction tutor about what the ECT has learned and will put into practice.
- Encourage the ECT to keep a self-reflective journal.
- Monitor the ECT's progress through shared moderation of planning and pupil work.
- Joint lesson planning with an experienced colleague.
- ECT makes a video/ audio recording of lesson for self-review, depending on school policy regarding recording of lessons.

- ECT to visit a partner school with a particular focus
- Recommended reading from staff development library/ online resources.
- Coaching – this may be from someone in school with relevant expertise, or an external coach.

For a video of an **experienced induction tutor** talking about how she **supports ECTs who are not on track**, click [here](#).

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, TSH Berkshire will visit the school and outline TSH Berkshire's internal process for making the final judgement.

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.

ECT Support Plan

This Support Plan should be completed in the event of a schools having concerns that an ECT is not on track to meet the Teachers' Standards by the end of the induction period.

It should be **completed together with the ECT** and is designed to outline the **support that the school will provide to the ECT**, as well as the **actions the ECT is going to undertake**. It should not simply be a "to do list" for the ECT.

It is intended to be a supportive not punitive process to help the ECT get back "on track".

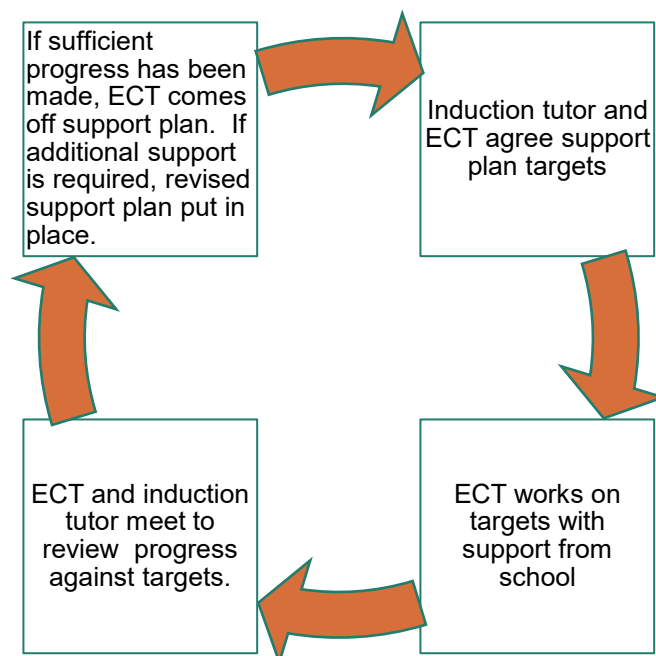
The length of time between writing the plan and reviewing the progress against the targets will depend on the exact nature of the targets, but **it is expected that it will be 4-6 weeks**, and should be sufficient time for the ECT to demonstrate progress against the targets.

Targets should relate clearly to specific areas of the Teachers' Standards.

Success criteria should be clear – it is important that the ECT knows what success looks like and knows what **evidence** the induction tutor will be looking for when reviewing the support plan.

The support plan should be **signed by the ECT** and induction tutor and **uploaded to ECT manager**.

The support plan should be **reviewed** at the agreed time, and **updated** accordingly. If a further support plan is required, the school should start the cycle again.



ECT Additional Support Plan

Name of ECT _____ School: _____

Date of initial meeting: _____

Present at initial meeting: _____

This support plan focusses on the Teachers' Standards. In addition to the support outlined here, the induction tutor may liaise with the school/trust HR in order to put in any necessary steps to support the ECT's wellbeing, including referral to outside agencies or support services. These may be recorded separately by the school and do not need to be disclosed on this support plan

Targets (related to Teachers' Standards)	ECT actions required to meet target	School actions and support to be provided, (mentor/induction tutor/other staff)	Date for review	Success Criteria	<u>At review point:</u> Has met the target set sufficiently to be on track for meeting standards by the end of the induction period (yes/no/partially)
This plan has been agreed by (signatures): ECT: Induction Tutor: Date:					

Exemplar Extract from ECT Additional Support Plan

Name of ECT _____ School: _____

Date of initial meeting: 16.12.25

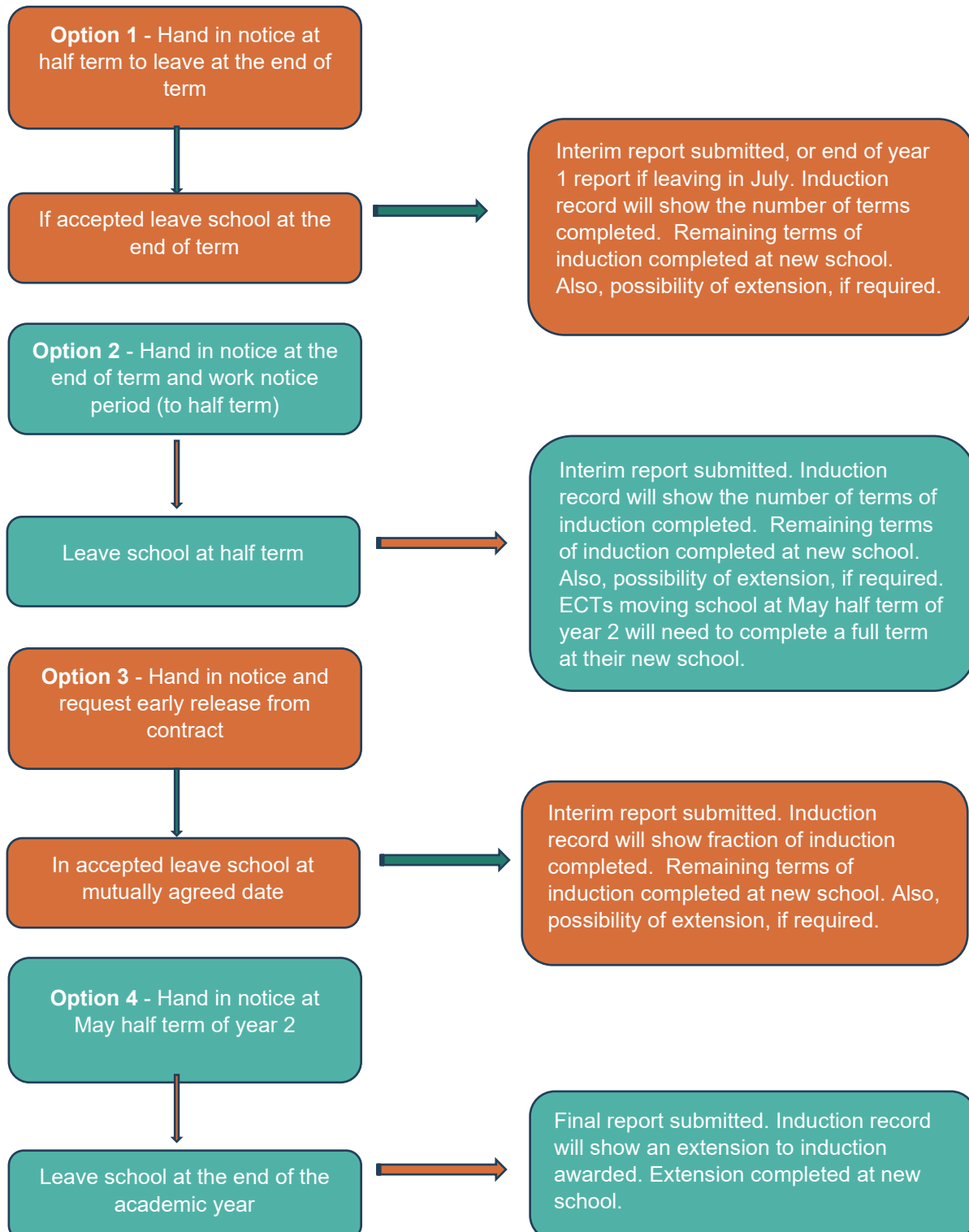
Present at initial meeting: ECT, induction tutor and head of department

Targets (related to Teachers' Standards)	ECT actions required to meet target	School actions and support to be provided (mentor/induction tutor/other staff)	Date for review	Success Criteria	At review point: Has met the target set sufficiently to be on track for meeting standards by the end of the induction period (yes/no/partially)
TS1/4: ensure that pupils are appropriately challenged in lessons (focus on Y10 German group initially to manage workload)	- Actively plan for challenge every lesson – identify activities in the lesson where pupils will need to “think hard” - For the next topic to be taught, have a range of extension activities which challenge pupils to work at a deeper level (not just do more) - Observe MF teaching Y10 – discuss what she does to challenge in advance of observation - Discuss with mentor after the observation and identify one things that you could include in your practice.	- Mentor to discuss lesson plans with ECT to discuss opportunities for challenge - HoD to support with adapting department resources - Mentor meetings to continue every week rather than reduce to once a fortnight to provide this extra support - Targeted observations focusing and providing feedback on this target	Feb half term	“think hard activities planned into lessons. - Students are challenged in lessons, and this is planned for utilising your knowledge of the students and their data. - Challenge activities and resources created (adapted from dept resource) - Evidence seen in books and during lesson observations	- Yes – lesson observation showed that higher attaining pupils were being challenged – they showed a greater level of interest and expectations/routines clearly established as they knew what to do when they had finished an activity (lesson obs 10.02.25 by IT and 30.01.25 by HoD) - Evidence of “think hard” activities in planning - Pupils work also showed evidence of greater challenge. - ECT now needs to build this into general practice

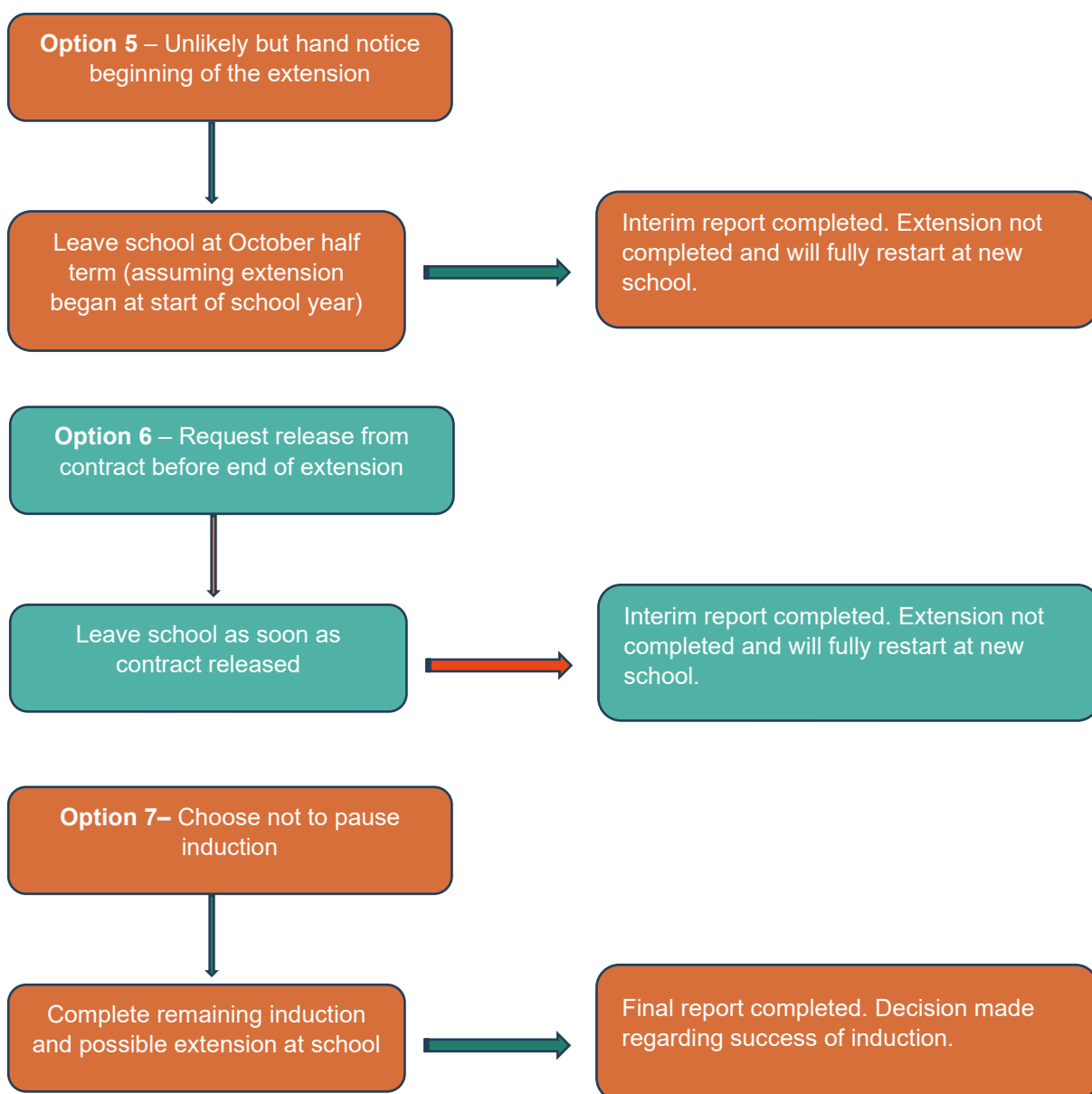
Induction Options – Information for ECTs

What happens if I am not on track to pass induction and I decide to pause induction?

- Depending on when you decide to pause, these are possible different scenarios.
- The first 3 will give you the same outcome in terms of remaining induction which is, the remaining terms of induction, plus a possible extension to induction.



If you are completing an extension, you have the following options:



ECT Questions about induction

If I pause induction, are there any time limits before I must complete induction?

No, there are no time limits for completing induction. There is a time limit which relates to supply teaching but that is all. You can supply teach for five years from the date QTS was awarded before you have to complete induction.

Which schools is induction statutory in?

It is a statutory requirement for local authority maintained schools employing ECTs for more than a big term on either a supply, temporary or permanent contract to offer induction. Maintained schools can only employ ECTs without offering induction if the ECTs contract is for less than a term. If the contract is extended for longer than a full period of induction, then induction must commence.

Induction is currently not statutory in academies, free schools, or independent schools. The majority offer induction to support ECTs at the beginning of their career but you can request not to complete induction but this will change from September 2027.

Does having induction extended impact your career prospects?

No, there is no impact.

What happens if I fail induction?

If you do not pass induction you still retain your QTS but it impacts the schools that you can work in. You can work in academies, free schools and independent schools but you will not be able to be employed as a teacher in a local authority maintained school. This will change in September 2027 when induction will become statutory in a wider range of schools.

I'm confused, how do I decide when to pause induction as I like my school?

You need to make the right decision for you, and this will take time. This is your induction, and no one will tell you which option is best, or which option to take, it is up to you to work out what is best for you. Give yourself a few weeks to consider your options. **Your union may also be able to offer advice if you have questions regarding your contract.** Listed below are some suggestions of what to consider when making a decision:

- Look at your personal pros and cons for each option given above.
- Consider your physical and mental health. What would be the impact on both if I stay.....?
- Think carefully about if it is the right school for you at this moment in time
- Can I achieve what I need to in the time given or do I need to take steps to give myself more time? Your next progress review will help to answer this question. You could ask your induction tutor to Red, Amber, Green the Teacher Standards which will assist you in understanding which standards are still developing.

If I decide to stay at school and not pause induction, what happens then?

If you decide to stay at school, you will need to be clear about what you can do differently to aide accelerating your progress against the Teachers' Standards. You might need to change the way you have been working up until now and work in a different way. Things to consider when making this decision:

- What can I do differently which will have the biggest impact on my practice? What is working well/not well currently?
- Do I fully understand what I am being asked to achieve on my action plan and what each target looks like in the classroom?
- Am I utilising the support of my mentor and induction tutor efficiently? Do I seek assurance/advice as soon as I can when I have a question or query?
- Are my mentor and induction tutor clear about how they can best support me and how I learn in terms of practice development?
- Am I reflecting on my practice every day, reviewing what went well, what could have gone better, did all the children learn and understand the lessons, how do I know this? How do I use this information to adapt my lessons for tomorrow to address any misconceptions, and to ensure that all pupils learn in every lesson? Are my children making expected progresses, if not, why and what can I do to fill in gaps?
- What gaps do I have in my subject knowledge, what will I do differently to close any gaps before teaching the lessons?
- What resources can I use to aid me in the classroom?

Other points for ECTs to consider:

- Reports on ECT manager are confidential between the school, the ECT and the Appropriate Body.
- Decisions about passing/failing induction are only made at the very end of induction. An ECT cannot "fail" year 1, or a particular term of induction.

- The decision at the end of year 2 is a holistic one – it does not average out the judgements at the end of each term. An ECT could have several terms of “not on track” but overall the school could still decide at the end of the induction period that overall an ECT had done enough to pass.
- If an ECT is judged to be “not on track” the school has a duty to put in some extra support to help the ECT get back on track. This should be a supportive and not punitive process.
- Support plans should outline what the school is going to do to support and should not be “to do” lists for the ECT.
- ECTs are expected to engage in the support offered and take responsibility for their professional development.
- The termly reports remain in the ECT manager system for 6 years (GDPR guidelines) and are then deleted. They are not sent off to the Teaching Regulation Agency or DfE.
- At the end of induction, the only decision that is sent to the Teaching Regulation Agency is whether an ECT has passed or failed induction, or whether the induction period is going to be extended. We can extend induction if there are certain extenuating circumstances and the ECT needs longer to evidence meeting the Teachers’ Standards.
- A judgement of “not on track” for one (or more) term has no long-lasting effect on an ECT’s career. Future employing schools have no access to the reports, or interim judgements (but see next bullet point) and all a school will want to know is if an ECT has successfully completed induction.
- If an ECT moves school part way through the induction period, the school they have applied to have no access to the reports as part of the application process, but once an ECT has a job in a new school, we will send the reports to that new school.
- There is no formal appeals process as such for judgements made on individual reports. If an ECT disagrees with the school’s judgement, they can say that in their comments, or they can contact the Appropriate Body. If they want to contest what has been written, a representative from the AB can come in and look at evidence – we would want to see documented evidence from both the school and the ECT. Verbal accounts are not enough – it needs to be documented. ECTs can also contact their union if they have concerns.
- At the end of the induction process, if an ECT is judged to have failed induction, or they have their induction extended, they can appeal to the Teacher Regulation Agency about the decision.

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.

Autumn half term 1 Registration of ECTs and mentors	Register ECTs on ECT manager system here . Deadline for registration for September starters September 30th.
Autumn half term 1 Training Sessions	01.10.26 3.30-4.00pm Informal drop in session for induction tutors to ask any individual questions. No need to register in advance, join the meeting via this link 06.10.26 4.00-5.30pm TSH Berkshire Appropriate Body Welcome Meeting (online) – for new year 1 ECTs and optional for induction tutors, although it would be useful for new induction tutors. Sign up here. (ECTs will need this link as well)
Autumn half term 1 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.
Autumn half term 1 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.
Autumn half term 1 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.
OCTOBER HALF TERM	
Autumn half term 2 Training Sessions	16.11.26 4.00-5.30pm TSH Berkshire session for induction tutors on writing progress reviews. Sign up here.
Autumn half term 2 Documentation	Progress Review submitted on ECT manager. To be completed by induction tutor, with comments added by the ECT. Deadline 04.12.26.
Autumn half term 2 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.
Autumn half term 2 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.

CHRISTMAS HOLIDAYS	
Spring half term 1 Training Sessions	01.02.27 4.00-5.00pm Informal drop in session for induction tutors to ask any individual questions. No need to register in advance just join the meeting via this link
Spring half term 1 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.
Spring half term 1 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.
Spring half term 1 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.
FEBRUARY HALF TERM	
Spring half term 2 Training Sessions	02.03.27 4.00-5.30pm Induction tutor support session focus on term 2 reports and supporting ECTs not on track to meet the standards Sign up here.
Spring half term 2 Documentation	Progress Review submitted on ECT manager. To be completed by induction tutor, with comments added by the ECT. Deadline 12.03.27.
Spring half term 2 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.
Spring half term 2 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.
EASTER HOLIDAYS	
Summer half term 1 Training Sessions	29.04.27 4.00-5.00pm Informal drop in session for induction tutors to ask any individual questions. No need to register in advance just join the meeting via this link
Summer half term 1 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.
Summer half term 1 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.
Summer half term 1 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.
MAY HALF TERM	
Summer half term 2 Training Sessions	09.06.27 4.00-5.30pm Induction tutor support session on writing end of year assessment reports. Sign up here.

	26.06.27 4.00-5.30pm Introduction to TSH Berkshire Appropriate Body service For induction tutors new to working with us as the Appropriate Body. Sign up here.
Summer half term 2 Documentation	End of year assessment report submitted on ECT manager. To be completed by induction tutor, with comments added by the ECT. End of year assessments also need to be signed by the Headteacher. Deadline 02.07.27.
Summer half term 2 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.
Summer half term 2 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 year assessment report.

Ongoing over the year:

Registration of mid-year starters (ECTs)	If you have ECTs who start later in the year, please register them on ECT manager system here.
ECTs leaving your school.	If an ECT leaves before the end of term, you need to write an interim report on ECT manager before the ECT leaves. Contact TSH Berkshire Director to set up the assessment on the system.

Contacts and Queries

As a general rule, any questions about the **early career training programme** should be directed to your **training provider**.

Any queries about the **statutory side of induction** (length of induction, reporting, assessment against the standards, concerns about ECT progress) should be directed to us as the **Appropriate Body**.

Query	Answer/Contact
I don't know when assessments or progress reviews are due?	Reports are always due two weeks before the end of term. This is for full-time ECTs who started induction at the beginning of a term. If the ECT is part-time or started between terms, they may have different deadlines, but you can always see when a report is due on the ECT's home page in ECT Manager. If still not clear, contact TSH Berkshire director janetroberts@lgs.slough.sch.uk
I can't remember my log in details for ECT manager.	Go to the website here and follow the instructions to reset your password. Alternatively, contact Sue Watson, TSH Berkshire operations manager via email susanwatson@lgs.slough.sch.uk
I am having issues registering my ECT	Contact Sue Watson, TSH Berkshire operations manager via email susanwatson@lgs.slough.sch.uk
My ECT joined from another school and I don't know how many previous terms they have done.	Contact Sue Watson, TSH Berkshire operations manager via email susanwatson@lgs.slough.sch.uk
My ECT joined from another school and I don't know how to get their previous reports.	Contact Sue Watson, TSH Berkshire operations manager via email susanwatson@lgs.slough.sch.uk
My reports are going to be late	Contact TSH Berkshire director janetroberts@lgs.slough.sch.uk Or your local lead.
I don't know when the training sessions are for ECTs/mentors.	Contact your ITTECF training provider
How do my ECTs/mentors access the resources for their mentor meetings?	Contact your ITTECF training provider
I have a query about the length of induction for my ECT	Contact TSH Berkshire director janetroberts@lgs.slough.sch.uk
My ECT is leaving before the end of term	Contact TSH Berkshire director janetroberts@lgs.slough.sch.uk

I am concerned about my ECT's progress against the Teachers' Standards	Contact TSH Berkshire director janetroberts@lgs.slough.sch.uk
I am concerned about how my school is assessing me against the Teachers' Standards (ECT)	Contact TSH Berkshire director janetroberts@lgs.slough.sch.uk
I don't know what point on the pay scale my ECT should start on My school say they won't put me up a point on the pay scale for year 2 of induction (ECT)	Contact internal school HR – contracts and pay are the responsibility of the school. There is no statutory link between pay and induction.
I am not getting my statutory entitlements (ECT)	Contact TSH Berkshire director janetroberts@lgs.slough.sch.uk

Complaints

Most concerns about the induction process can be resolved internally by schools and we would encourage ECTs and induction tutors to discuss any issues within school in the first instance.

If the matter cannot be resolved in school, the induction tutor or ECT should contact the TSH Berkshire Director, Janet Roberts, via email janetroberts@lgs.slough.sch.uk

It may be that complaints or concern need to be escalated to the headteacher of Langley Grammar School, as the designated lead school for the teaching school hub.

In particularly serious cases, or if the concern/complaint concerns the Teaching School Hub Director or headteacher, the issue will be referred to the governing body of the school.

For more information on TSH Berkshire's complaints procedure, see our website [here](#).

Quality Assurance Visits

Purpose of the Visit

- The purpose of the school visits is to **quality assure the induction process** in school, and to ensure that the statutory guidance is being adhered to and that ECTs have all their statutory entitlements, and the school is providing any necessary support to ECTs, mentors and the induction tutor. It is also an **opportunity for ECTs and induction tutor to raise any questions** they might have and should be seen as an important part of **building relationships between TSH Berkshire and our schools**. The purpose is not to judge the progress of the ECTs towards meeting the Teachers' Standards, **nor is it a test or an inspection**.
- Quality assurance visits should normally be **in person**.
- AB Local Leads should arrange the visits at a mutually convenient time with the school. Schools should normally be visited **approximately once every 3 or 4 years**, unless there is a need to visit more often. Circumstances that might trigger an earlier visit include:
 - a change in induction tutor or headteacher.
 - one person having multiple roles e.g. induction tutor also being the mentor, or headteacher also being induction tutor and/or mentor
 - concerns over the quality of reports and assessments.
 - concerns about the induction process raised by the ECT or the school.
- We will aim to visit **newly registered schools**, or schools **new to offering induction** within the first year of registration.

Before the visit

- The AB Local Lead should contact the induction tutor to arrange the date/time of the visit.
- Exact timings will depend on the number of ECTs a school has, but **example timings** of a visit may be as follows:

○ Induction tutor	15 mins (background, introduction)
○ ECTs year 1	20/25 mins, depending on numbers
○ ECTs year 2	20/25 mins, depending on numbers
○ Mentors	20/25 mins
○ Headteacher	15 mins
○ Induction tutor	30 mins (summary, actions, questions)

During the visit

- The local lead will discuss the questions on the report with the relevant group. The **focus should be on the Statutory Guidance** and the roles and responsibilities of the school/induction tutor/mentor as outlined there. The local lead will ask questions about ITTECF engagement as part of the discussion, but the ITTECF is not an assessment framework and ECTs are not judged on how much of the programme they have done. Schools should, however, be supporting their ECTs and mentors to engage in the training.
- It is **not necessary for schools to create any documentation** especially for the visit, but if there are working documents that the induction tutor/ECTs wish to show during the visit, that can be helpful. If there have been concerns over an ECT's progress it is expected that the school will have documented evidence of support provided.
- **Individual conversations should be kept confidential.**

After the visit

- The local lead will **write up the report within a week** of the visit taking place.

- The report is a **formal document** and should be written in appropriate, professional language. It should be **anonymised**, with no named references to ECTs or mentors. Any **recommendations should be phrased in respectful terms**, taking into account the context in which the school is operating.
- The local lead will send to the induction tutor, with the Headteacher and TSH Berkshire director copied in. **The report should not be shared directly with ECTs or mentors.**
- The Appropriate Body will save a **private copy** of the finalised document into ECT manager. To ensure confidentiality this document will **only be available to the Appropriate Body**.
- If it has not been possible to see all ECTs and mentors during the visit, the local lead may **contact them afterwards**, so that they have the opportunity to give their feedback.

Raising Concerns

- If the visit raises **specific concerns**, the Local Lead should contact the TSH Berkshire Director before sending the report to the school. If serious concerns arise, the Local Lead should tell the head/induction tutor that the TSH Berkshire Director will contact them to discuss these.

ECT Induction Process - Quality Assurance by the Appropriate Body



School	
Date of visit	
Reviewer	

Part 1 - Background

Part 2 - Review of Statutory Induction Guidance			
The appropriate body should assure itself that:	Requirements being met?	Comments	Recommendations (if necessary)
The Headteacher has verified that each ECT employed has been awarded QTS.			
The Headteacher has provided a suitable post for induction.			
Each ECT has a reduced timetable.			
Each ECT has a dedicated mentor.			
There are regular meetings between ECTs and their mentor focussed on the ECF (weekly y1 and fortnightly y2)			
An ITTECF based induction programme is in place for ECTs. Is the school using a funded provider/core materials/their own programme?			

The induction tutor reviews the ECT's progress against the Teachers' Standards.			
Assessments and progress reviews are being completed in line with requirements.			
The ECT's teaching is observed regularly with feedback following the observation.			
The ECT has the opportunity to observe experienced teachers.			
Induction tutors and mentors have the ability and sufficient time to carry out the role effectively			
Monitoring and record keeping are done in the most streamlined and least burdensome way.			
Feedback from current ECTs on induction process, including: • Overall quality of support provided by school • Monitoring and evidence gathering process. • Awareness of judgements being made regarding progress against Teachers' Standards. • Awareness of who to contact if there are concerns. • Feedback regarding ECF programme.			

Feedback from current mentors on induction process, including: • Overall quality of support provided by school for mentors to carry out the role. • Monitoring and evidence gathering process. • Awareness of who to contact if there are concerns. • Feedback regarding ECF programme.			
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Part 3 - Review of induction support and guidance		
The appropriate body should assure itself with regard to the following:	Comments	Recommendations (if necessary)
Where ECTs have experienced difficulties, what action has been taken?		
Have any changes been made to the length of the induction period for individual ECTs? Was this discussed and agreed with the Appropriate Body?		
What QA processes does the school have in place to ensure consistency in decisions regarding ECTs' performance against the relevant standards?		

Has the school requested support, guidance or assistance regarding the induction of individual ECTs? If so, was the school happy with the support it received?		
Have any concerns about the school's induction process been raised by ECTs or other parties? If so, how did the school respond to these?		
General feedback from Headteacher / Senior Leaders / Induction Co-ordinator • How does the induction tutor relay the ECT information to the head? • How do you report to governors? • Are relevant induction policies in place?		

Part 4 – Quality of progress reviews and assessments		Recommendations (if necessary)
Are reports submitted on time?		
Do the reports follow the suggested TSHB structure?		

Is there a clear evidence base for judgements being made?		
Part 5 – Conclusions		
Overall summary		
Further action identified		

Response from the School (Optional)
Please use this space if you would like to respond to any of the points in the report, especially if you feel it doesn't reflect the situation or the discussions on the day of the visit.