



# Early Career Teacher Induction Handbook



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

Dylan Wiliam, 2019



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# 1. Introduction

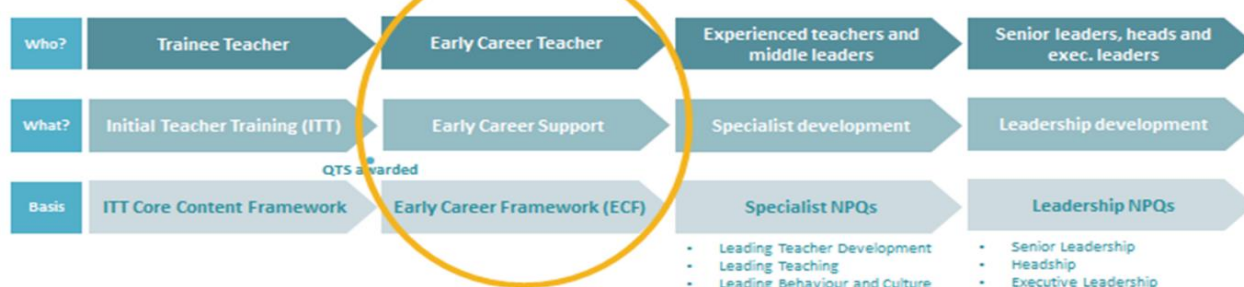
This handbook provides an overview of our ECT programme and Appropriate Body service, explaining our approach to design and the key information you will require. The information in this handbook is suitable for early career teachers, mentors, induction coordinators, induction tutors and headteachers.

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

## Early Career Framework (ECF)

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

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



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

Early career teachers can expect access to:

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

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

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

## 2. Registration Process

1. Register your ECT with the DfE via the online portal system. Schools should visit [Manage training for early career teachers \(education.gov.uk\)](https://www.gov.uk/government/consultations/early-career-framework-reforms-overview)

Use this link to register an ECT for a DfE funded programme with the Hub and Ambition Institute. If you are choosing to use DfE-accredited materials to deliver your own training or design and deliver your own ECF-based training, you should still register with the DfE service.

2. The school must also register with an Appropriate Body service. To register with the Hub's AB service, visit - <https://calderdaleandkirkleestsh.ectmanager.com/Management/Default.aspx>

### 3. National Provider

Calderdale and Kirklees Teaching School Hub work in partnership with Ambition Institute, a national provider for the Early Career Framework (ECF).

Ambition Institute state 'Our carefully sequenced and evidence-based curriculum for teachers and mentors focuses on how teachers learn as well as what they learn. We use instructional coaching, one of the best-evidenced forms of professional development, meaning your early career teachers will benefit from bite-sized content and tailored, observational feedback to keep getting better over time. Participants will also benefit from our innovative Steplab platform, designed by teachers, for teachers and accessible and available on-the-go to fit around their busy lives.'

### 4. Programme Structure

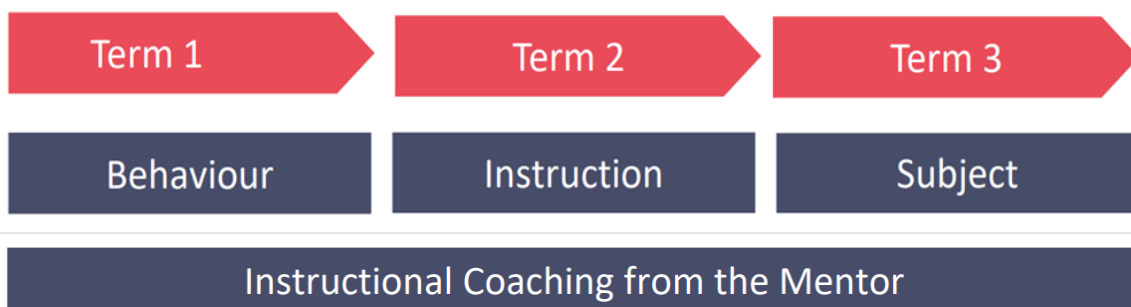
The Early Career Framework includes a substantial amount of content. The ECT programme has been designed to enable early career teachers to learn this content and embed what they have learned in their practice. ECTs will learn through:

- 3 full-day conferences (focused on deepening their understanding of how pupils learn, the principles of responsive teaching, and effective implementation).
- 6 one-hour virtual clinics to support early career teachers with strategies for classroom practice, based on their study materials and key areas from Early Career Framework.
- Weekly modules of online learning.
- Weekly instructional coaching sessions designed to support early career teachers to apply insights from the study materials into their classroom practice. Mentors will provide teachers with a specific, bite-sized action step to practice each week that responds to their own classroom context and practice.

### 5. Curriculum

Each term participants will focus on a different strand of effective practice: behaviour, instruction and subject. They will also develop understanding of how pupils learn.

## The Early Career Teachers Programme



## Within a strand

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



Building in complexity

## 6. Self-directed Study Materials

Self-study modules help early career teachers engage with the latest research and ideas for practical classroom implementation in a manageable and accessible way. These are available on Steplab and provide participants with additional resources and materials to deepen their understanding and learning.

## 7. Effective Instructional Coaching

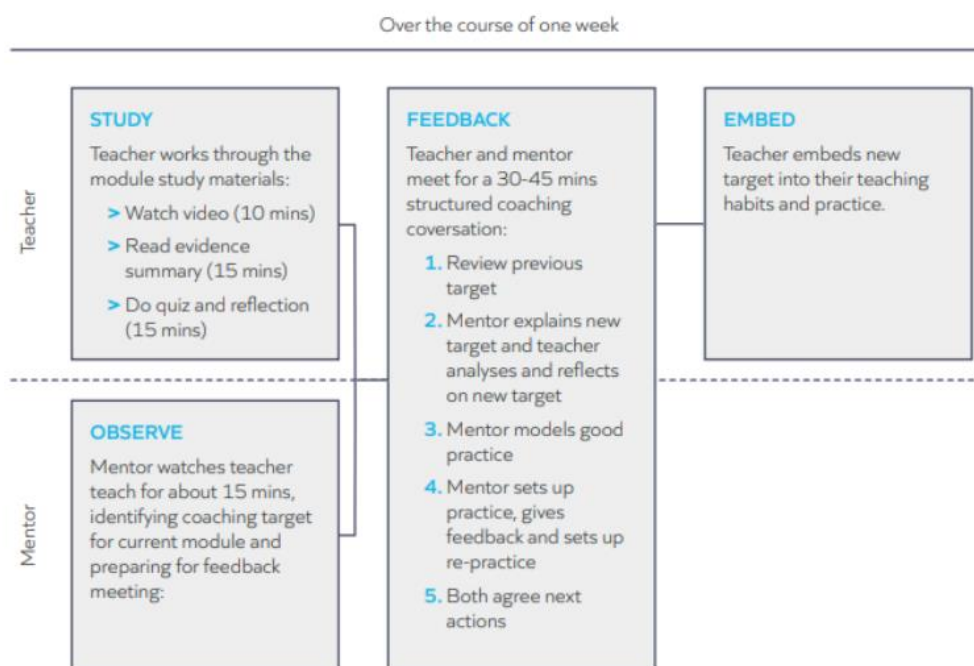
Instructional coaching helps to develop teachers' practice. In its simplest form, it provides teachers with frequent, one-to-one feedback, along with the opportunity to 'practice' regularly in a low-stakes environment (i.e. not 'live' in front of pupils). Mentors use action steps as a focus for the early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

This involves:

- **Setting an action step** that focuses the teacher on a single bite-sized improvement action that they can manageably embed into their teaching.

**Showing a model example** of how to do the action step. This helps the teachers see clearly what their teaching should look like in practice or how they should be thinking when they are planning.

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



## 8. Facilitated Sessions – Conferences and Clinics

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

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

## 9. ECF Mentor Training and Development

The mentor is the key role in supporting the ECT. They should be subject/phase specific and should work on a one to one basis. The mentor will receive support and training from the Hub facilitator team throughout the two years. This includes self-directed study materials for the Mentor (these are optional), and peer learning groups between mentors (clinics). There will also be the opportunity for all mentors to gain additional training and support for their role via our 'coaching on coaching' programme. This allows Induction coordinators in each school to follow a best practice guide to coaching/mentoring meetings and support all mentors to achieve high standards in their role. These sessions occur twice a year for mentors and should be recorded on this form – <https://forms.office.com/r/zBahhsTQa3>

Further training videos and support can be found on our website - [Calderdale and Kirklees Teaching School Hub - Early Career Framework \(ckteachingschoolhub.org\)](https://calderdaleandkirkleeschoolhub.org)

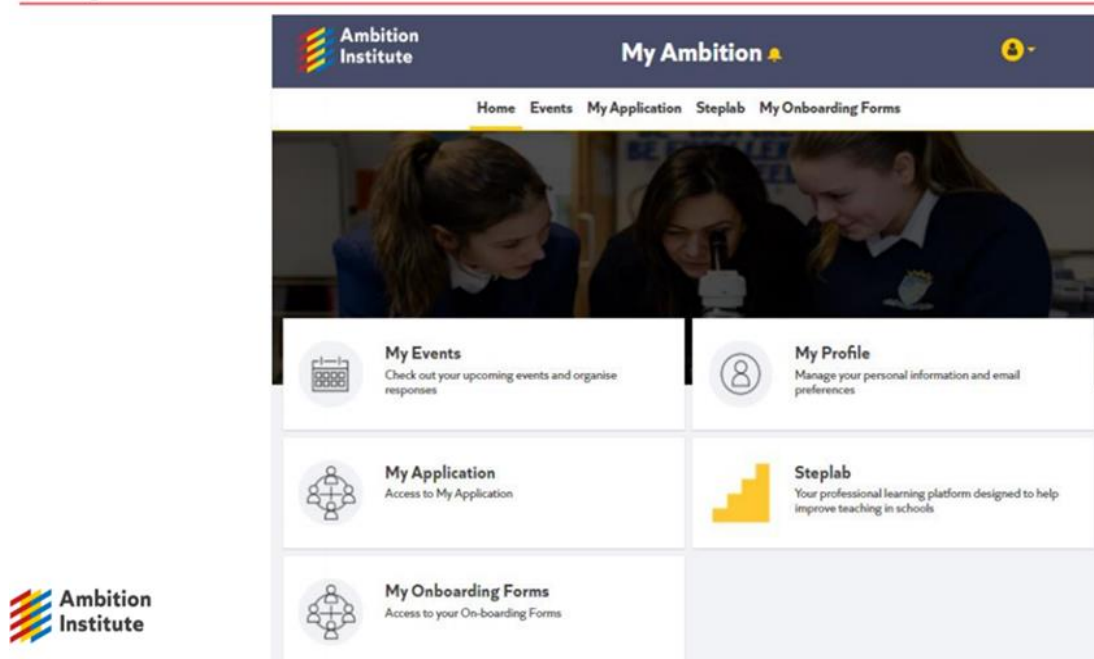
## 10. Online Platforms – Ambition Institute

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

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

- Complete their onboarding forms.
- View their event details for clinics and conferences.
- Access Steplab to engage with self-study materials and instructional coaching.

### My Ambition



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

Steplab for early career teachers:

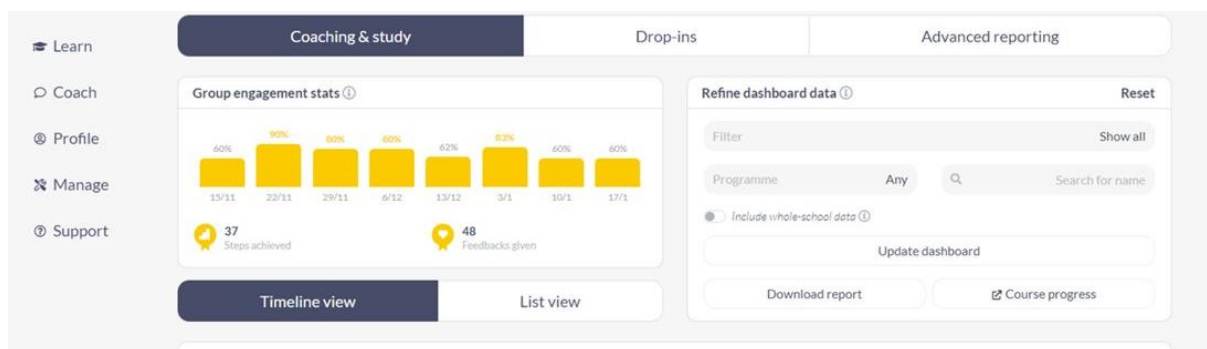
- Provides evidence-informed content in bite-sized weekly modules related to the Early Career Framework to help improve their practice.
- Identifies personalised action steps from their mentor. These form the focus of their weekly instructional coaching, helping them develop expertise, build effective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

Steplab for mentors provides mentors with:

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

Steplab for induction coordinators and ECF leads:

- Provides access to everything they need to ensure the smooth implementation of the ECT programme in their schools and across your organisation.
- Provides tracking and monitoring tools for information needed to support participants and schools who need an extra nudge to engage.
- Supports the management and administration of the programme, such as setting school term dates and assigning coaching relationships.
- Participants will be able to access Steplab when they have completed their onboarding form on My Ambition. Training will be available to you and your participants throughout the orientation on to the programme to ensure you are supported to use Steplab effectively.
- Support videos and guides to share with the ECTs and mentors in the school. These help all participants to understand their role and how to carry it out effectively.



## 11. Assessment of ECT Performance

Early career teachers are assessed against the teaching standards [Teachers' Standards \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The Early Career Framework is a training programme. ECTs should not be assessed against ECF content.

All ECTs going through induction must have both an induction tutor and an induction mentor. This role of induction mentor fulfils a separate and distinct role to that of the induction tutor.

The role of the induction mentor is to:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback.
- Work with the ECT and colleagues to make sure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including subject or phase-specific coaching.
- Take prompt action if the ECT is having difficulties.

The induction tutor's role is to "provide regular monitoring and support, and coordination of assessment".

Induction tutors will meet with ECTs at the end of each term to review their progress towards meeting the Teachers' Standards. In terms 1, 2, 4 and 5 the induction tutor will write a Progress Review. This is a brief summary (2-3 paragraphs only) of the ECT's performance to date. This is uploaded to the ECT Manager portal and is reviewed by the Appropriate Body.

Training for induction tutors on writing Progress Reviews will be available during the autumn term, or a webinar will be available for anyone who wishes to view it at an alternative date.



Formal assessment meetings will take place at the end of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor. These meetings will be informed by clear and transparent evidence gathered from progress reviews (one per term) during the preceding assessment periods, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and can be shared with the Appropriate Body via the ECT Manager portal.

After each formal assessment meeting, a written report will be completed that clearly shows how the ECT is performing against of the Teachers' Standards. The headteacher will also recommend to the Appropriate Body in the final assessment report at the end of the programme as to whether the ECT has satisfactorily met the Teachers' Standards.

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

In the event that the ECT leaves their post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured. This is completed on a final assessment form, clearly stating that it is an Interim assessment.

The 'quick guide' to your Appropriate Body service can be found on our website here - [Calderdale and Kirklees Teaching School Hub - Appropriate Body Services \(devwebsite.co.uk\)](https://devwebsite.co.uk)

## 12. ECT Manager

ECT Manager provides a secure portal for the management of ECT Induction information. All relevant data protection regulations are adhered to (see Privacy Notices on ECT Manager).

In line with statutory guidance, ECT records are retained for six years after completion of induction. ECTs can access their progress reviews and formal assessments themselves during this period.

Support with induction issues and website difficulties can be reported through the ECT Manager portal. AB contact details can be easily found by anyone logged in to the website.

## 13 Roles and Responsibilities

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

- **Early Career Teacher:** To attend and engage in all training and to support progress.

### The Headteacher will:

- Complete the pre-induction checklist below:

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

### When the ECT has any concerns, they will:

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

The [DfE guidance](#) explains the responsibilities of each role in more details – see Annex A.

## 14. At-risk Procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning areas in which improvement is needed are identified. Appropriate objectives will be set to guide the ECT towards satisfactory performance against the relevant standards.

An effective support programme will be put in place to help the ECT improve their performance. The progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for it to review.

As part of the AB service, additional assistance will be offered to support the ECT to get back on track as quickly as possible. This will be tailored to suit need on a case-by-case basis.

## 15. AB Service Costs

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

- Full access to the fully funded ECF programme with Ambition Institute.
- Full access to TSH AB services.
- Appropriate Body registration of ECTs on the TRA system.
- Termly checks of progress reviews and formal assessment at the end of each year of induction.
- Additional support for ECTs not on track to meet the Teachers' Standards.

Additional costs will apply for school choosing to deliver DfE accredited materials themselves or design their own ECF training. These costs will be incurred due to the need for the Appropriate Body to conduct fidelity checks on your ECF training. Charges are £400 for checking DfE accredited materials or £100 for checking your own ECF training programme. Any further work required in addition to this will be charged at a daily rate of £375.

Please contact the Appropriate Body before registering your ECT if you are not going to be accessing the DfE funded provider led training.

## 16. Funding

£1,200 per ECT, plus £900 per mentor for the additional time in year 2. This will be paid direct from the DfE to the school during the summer term of year 2. In addition, a further £1,576.10 will be paid to all schools to support a mentor's time off timetable over the two years to complete their training. This equates to 36 hours of additional time and will be paid directly from DfE.

## 17. Terms and Conditions

When selecting to work with the Hub for the Induction AB service you will be requested to read and agree to our terms and conditions when registering on ECT Manager.

## 18. Ways of Communicating

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

## 19. Complaints Procedure

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

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

Website:	<a href="http://www.sharemat.org">www.sharemat.org</a>
Email:	<a href="mailto:info@sharemat.org">info@sharemat.org</a>
Tel:	01484 868777
In writing:	Executive PA to the CEO SHARE MAT c/o Shelley College, Huddersfield, HD8 8NL

## **Annex A – [Extract from Statutory Guidance](#)**

### **Section 5: Roles and responsibilities**

5.1 This section summarises the roles and responsibilities of those involved in the induction process.

#### **The ECT**

5.2 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 ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards (see para 1.8);
- 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; and
- retain copies of all assessment reports.

#### **Headteachers and principals**

5.3 The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;



- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

5.4 There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

5.5 In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

### **Induction tutors**

5.6 The induction tutor (or the headteacher/principal if carrying out this role) 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;

and

- 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.

## **Mentors**

5.7 The mentor (or the induction tutor if carrying out this role) 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

## **Appropriate bodies**

5.8 The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

5.9 The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

5.10 The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

5.11 The appropriate body is expected to take steps to ensure that:

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- 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;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering,  
but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and

- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing (see para 2.40).

5.12 The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available;

and

- respond to requests for assistance and advice with training for induction tutors and mentors.

### **The governing body**

5.13 The governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

### **Teaching Regulation Agency**

5.14 The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

#### **Statutory**

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

#### **Non-statutory**

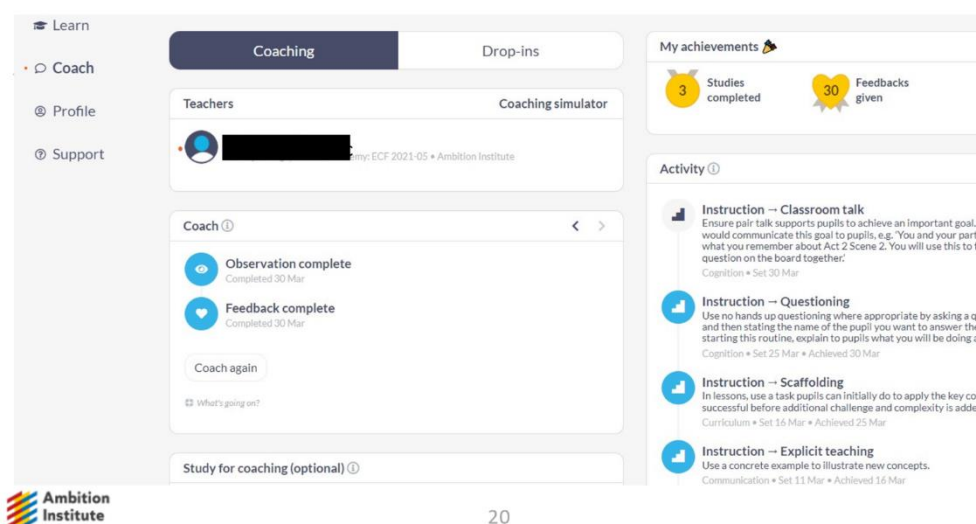
- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.



## Annex B – Mentor Quick Guide

When you log in to Steplab, the 'Coach' page is the heart of your work as a mentor/coach. It is here that you can view the progress and history of the people that you coach, as well as completing your regular coaching 'Observations' and 'Feedback' meetings. To watch training videos linked to this information, please visit the 'support' section on your Steplab and click 'help for coaches'.

- On the left is the '**Teachers**' tile where you can select the teacher you want to focus on, if you are coaching more than one person.
- On the right you can see '**My Achievements**', your record for the number of feedbacks you have given in total, along with any badges you have won.
- In the '**Activity**' feed you can see a history of your coaching work with a particular teacher, alongside being able to access a teacher's profile to see their data in detail.



### *What does the coach do during an informal observation (Observe and Select)?*

1. Decide whether the ECT has achieved their previous step.
2. Decide on an appropriate next step.
3. Gather evidence to help the teacher see the rationale for this selection.
4. Plan 'Probing Questions' to help the teacher build powerful mental models (Steplab will support you with this).
5. Plan how you will model the change for the teacher.

### *How can I make sure I really make a difference when I give feedback (Feedback meeting)?*

1. Make sure you **praise** your teacher when they get better. Try to make your praise very specific about the effect on pupils learning.
2. Share your **feedback evidence** and ask the **probing questions**.
3. Once you've **shared the next action step** with the teacher, click 'Start modelling engine' to begin the process.
4. First, **model** what effective practice looks like for the full step, then break down the step into its individual criteria.
5. Finally, model the step as a whole again.

6. Make sure you **discuss your model** with the teacher and ask them to think about how this compares to their current performance. If they can clearly see the gap, they are ready to get better.
7. As you watch a **teacher practice**, tap the toggles to indicate their success at achieving the criteria.
8. Click 'Next' to open your feedback script and give them clear feedback.
9. Make sure to complete lots of **repetitions of practice** with your teacher. We don't ever master something the first time we try it.

***How can I make sure I really make a difference when I coach?***

1. Observe your teacher informally as part of your weekly Instructional Coaching cycle.
2. Give them feedback during the same week as you observe.
3. Carefully script your feedback during the lesson, so that you capture everything you want to share (Steplab will guide you through this).
4. Model the next action step and allow time for practise.
5. Monitor the ECT's progress with the 'learn' activities.

***How to monitor your ECT's progress on Steplab?***

- Get a sense of the action steps the ECT has achieved so far from the progress bar.
- You may also want to visit their Steplab to check if they've done their online 'learn' activities each week.
- You can also upload a document for them to view or send them some comments about their learning.
- The 'drop in' tab is an optional feature and must only be used to provide any other informal feedback to the ECT not related to this week's coaching.

***How does Study for Coaches work? (This is an optional activity for a coach)***

- In Study for Coaching, we give you access to the current module that you are coaching on and the next module in our sequence.