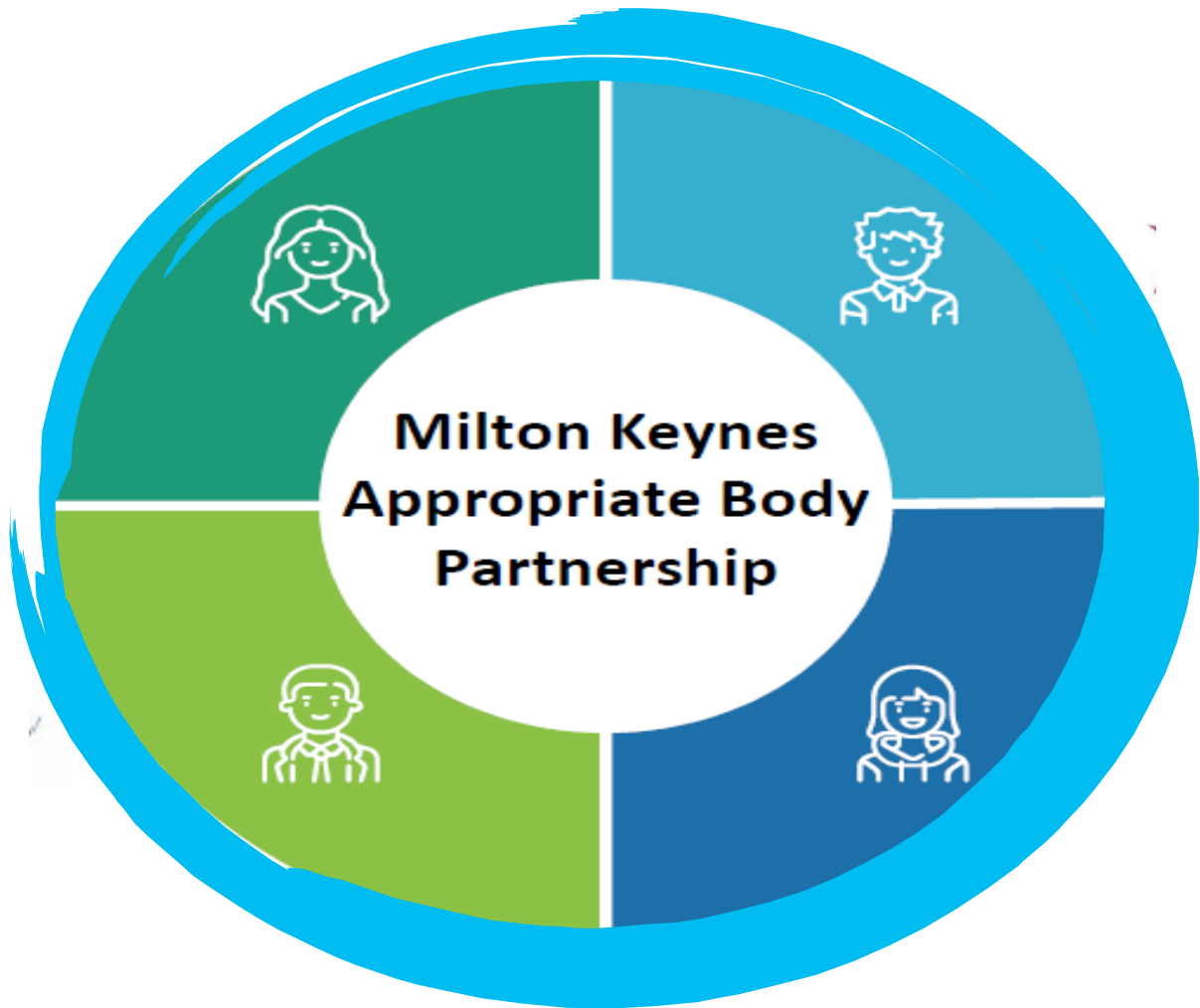


# ECT INDUCTION HANDBOOK 2021-22



## CONTENTS

Introduction and key information	1
Overview of Key Roles in the Induction Process	2
A suitable post for induction	3
Off-Site Educational visits	3
Determining the length of the induction period	4
Minimum period of continuous employment	4
Length of the induction period for an ECT who works part-time	4
Ensuring a reduced timetable	4
Appointment of an induction tutor	5
Appointment of a mentor	5
Monitoring, support and assessment during induction	5
Early Career Framework based training	6
Observation of the ECT's teaching practice	6
Professional progress reviews of the ECT	6
Formal assessments	7
Interim assessments	8
Early Career teachers may only serve one induction period	8
Raising concerns	8
Unsatisfactory Progress	8
Completing the induction period	9
Roles and responsibilities	11
The Induction Programme	16
Meeting Notes Form	16
Lesson Observation Form	16
Progress Review Form	17
ECT Induction Assessment Form	18
Reduced timetable	19
Observing other teachers	19
The Induction Programme – Documentation	20
Service Level Agreement	51

## Introduction

Welcome to ECT Induction provided by MKAB PARTNERSHIP Appropriate Body.

Milton Keynes Council, as the Local Authority, is the statutory provider for the AB Service working with key partners to support and facilitate the delivery of the roles and responsibilities. The AB retains full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction. MK Council works with partners Inspiring Futures Through Learning (IFTL), Denbigh Alliance and The Primary Enrichment Partnership (PEP:mk).

The AB representatives are; MK council- Rosy Johnson, IFTL- Sarah Armitage, Denbigh Alliance- Lesley Dale, PEP:mk- Victoria Lacy-Wills.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

The programme should support the early career teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can reasonably be expected of an ECT by the end of their induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

## Key Information

**Appropriate Body:** MKAB PARTNERSHIP

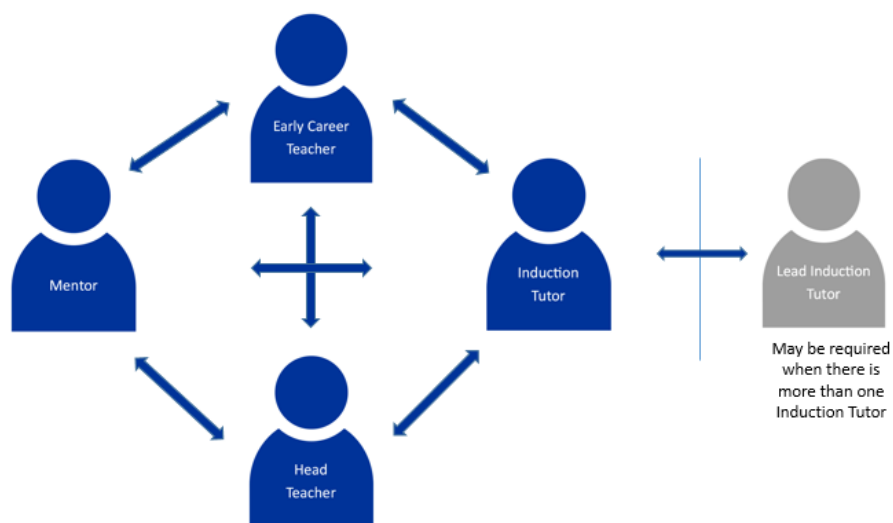
**Named Contact:** Nadia Dorville (ECT administrator) [ECT@milton-keynes.gov.uk](mailto:ECT@milton-keynes.gov.uk)

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**ECT Manager Website:** <https://miltonkeynes.ectmanager.com/login.aspx>

## Overview of Key Roles in Induction Process



<b>Early Career Teacher</b>	<b>Headteacher</b>
Engage with the Early Career Framework	Observe ECTs teaching, once a year (senior leader, if delegated by the Headteacher)
Continue to meet the Teachers' Standards	Sign off assessments

<b>Mentor</b>	<b>Induction Tutor</b>
Participate in ECF mentor training	Participate in induction tutor training
Weekly mentor meetings with ECT contextualising the ECF training materials	Observe ECT teaching (formal)
Observe ECT teaching (informal)	Complete progress reviews and assessments
	Meet with ECT every half term

<b>Lead Induction Tutor</b>
Co-ordinate and quality assure the work of the induction tutors

### A suitable post for induction

In order for the ECT to serve induction, the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. In particular, a suitable post is expected to:

- have a headteacher in post to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor, who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

## **Off-Site Educational Visits**

The leading of trips by ECTs is not specifically covered by the Statutory Guidance for Induction for Early Career Teachers, although it does state '*a suitable post must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support*'. Therefore, MK AB Partnership recommends that ECTs are not asked to take responsibility for leading an off-site educational visit. If we are aware of an ECT leading an off-site visit, it is our practice to ask the school to confirm that this has been included in the risk assessment and approved by the headteacher. This information will then be kept on the ECT's file.

## **Determining the length of the induction period**

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six long school terms, divided into two periods each consisting of three long school terms. The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings. In some exceptional circumstances, the length of an induction period may be reduced.

## **Minimum period of continuous employment that can count towards induction**

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one long term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

## **Length of the induction period for an ECT who works part-time**

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

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.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced.

## **Ensuring a reduced timetable**

The headteacher must ensure an ECT has a reduced timetable. In the first year (terms 1-3) of induction, an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

## **Appointment of an induction tutor**

The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

## **Appointment of a mentor**

The headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

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 individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. Where this is the case, the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

## **Monitoring, support and assessment during induction**

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTS). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

## Early Career Framework based training

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

- **A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- **Schools deliver their own training using DfE accredited materials and resources** - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF.**

## Observation of the ECT's teaching practice

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 who holds QTS from inside or outside the institution.

The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

## Professional progress reviews of the ECT

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.



A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor believes the ECT is not making satisfactory progress, they should contact the appropriate body and it is expected they outline the plan they have put in place to assist the ECT in getting back on track.

## **Formal assessments**

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

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

ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These will be submitted electronically.

## Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

## Early career teachers may only serve one induction period

An ECT has only **one chance** to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency (TRA), who have failed to satisfactorily complete an induction period.

## Raising concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

## Unsatisfactory progress

### Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher should ensure that additional monitoring and support measures are put in place **immediately**. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;

- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

### **Action if performance is still unsatisfactory at the next assessment point**

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### **Completing the induction period**

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body and headteacher) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body and headteacher)
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body.

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.

Within 20 working days of receiving the headteacher'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.

In making this decision the appropriate body must take into account the headteacher's recommendation and all available evidence including any written representations from the ECT. If the headteacher recommends that an ECT has failed to satisfactorily complete the induction period, a panel meeting will be held by the appropriate body in order to reach their decision.

Within **5 working days** of receiving the headteacher's recommendation, the appropriate body will write to the headteacher and the ECT to notify them of the date and time of the panel meeting and invite them to submit any additional written evidence that they may wish to be considered by the panel. Any additional written evidence submitted by the school and by the ECT must be received by the appropriate body no later than **3 full working days** in advance of the panel meeting.

The Panel will comprise of a minimum of two AB representatives and two Induction Tutors.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the TRA 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.

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. The ECT must notify the TRA that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

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.

An ECT working in a relevant school who has failed induction will need to have their contract terminated within 10 working days if the ECT has made known their intention not 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.

The TRA 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.

## **Roles and responsibilities**

### **The ECT**

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their induction 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**

The headteacher 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 of 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.

There may also be circumstances where the headteacher 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 in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers of FE institutions, independent schools, academies and free schools 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**

The induction tutor (or the headteacher 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**

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**

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

Headteachers (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, designated induction tutor and mentor, and the reduced timetable; and the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

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.

The appropriate body should, on a regular basis, consult with headteachers 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.

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

- Headteachers 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 (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 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 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 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 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 TRA 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.

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**

- 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 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**

The TRA 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.

## The Induction Programme

This section of the induction handbook describes the elements of the induction programme as well as including documents\* that must be completed as a record of the induction programme.

***\*Please note that it is a requirement of registration with MKAB Partnership that these documents are completed as a record of ECT Induction. Please do not use documents from other appropriate bodies or documents developed in-house.***

***This requirement is an important element of the statutory quality assurance responsibility of the appropriate body.***

### Meeting Notes Form (MN)

The **Meeting Notes (MN)** form is used to record the meetings that take place between the ECT and the induction tutor. The ECT and induction tutor must meet formally a minimum of once each half-term – these meetings are the core part of the induction programme. We recommend that the dates of these meetings for the whole year are agreed at the beginning of the induction period and recorded on the *Meeting Schedule* below.

The meetings must take place in an appropriate environment with sufficient time allocated to allow for professional dialogue. Guidance for the focus of each meeting is given at the top of each MN form.

The ECT's induction tutor is responsible for completing the MN form in the meeting. Any actions, linked to the ECT's areas of focus, should be clearly recorded including the initials of the person responsible for carrying out the action, and the date by which the action will be completed or reviewed. Both the induction tutor and the ECT must retain a copy of the MN form for their records.

### Lesson Observation Form (LOF)

The **Lesson Observation Form (LOF)** must be used for formal ECT induction lesson observations. The ECT must be formally observed teaching a minimum of once per term, as follows, so at least 6 times during their induction period. The mentor will also be observing the ECT informally as part of the Early Career Framework Programme.

Lesson observations should be full lesson observations. The focus of the lesson observation should be agreed by the observer and the ECT in advance, and linked to the areas for development, referenced to the Teachers' Standards. Additional formal lesson observations may be carried out by other colleagues, e.g. the head of department. If the induction tutor is new to the role, an early joint observation with the headteacher or member of the senior leadership team is recommended.

**In every case the headteacher, or member of the senior leadership team, must observe the ECT teaching before the completion of their first assessment form (end of year).**

The MKAB Partnership Lesson Observation form must be completed by the person observing the lesson and used to provide verbal and written feedback to the ECT afterwards. The LOF has space to record the agreed focus, comments, strengths and areas for development identified in the lesson observed. On the second page of the LOF all of the Teachers' Standards are listed. Please highlight those Standards to indicate strengths and areas for development, and ensure these Standards are referenced on the front page of the LOF.

The ECT and induction tutor should both keep a copy of the completed LOF.

### **Progress Review Form (PRF)**

MKAB Partnership uses the ECT Manager website to manage the completion and submission of all **Progress Review** forms (PRF). The PRF is used to record the statutory progress reviews at the end of the autumn and spring terms in years 1 and 2. The form is completed by the induction tutor and must be submitted to the appropriate body by the following dates: **PR1** (06/12/21 – 10/12/21) and **PR2** (21/03/21 – 25/03/21). The content of the PRF will be discussed by the ECT and induction tutor during their regular meeting and targets for the next term agreed.

When completing the PRF the induction tutor must base their decision and comments on evidence from:

- Meeting Notes forms
- Lesson Observation forms
- any other evidence provided e.g. lesson plans, assessment records, records of communication

The induction tutor must indicate on the form:

- whether the ECT is on track to successfully complete induction, with brief reasons why;
- if the ECT is not on track, confirm they have been informed and that a support plan has been put in place;
- that the ECT has continued to access a programme of support based on the ECF and have received all of their statutory entitlements;
- whether the ECT is remaining at the school for the next assessment period.

Following the completion of the form by the induction tutor, the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add brief comments. The ECT then adds their digital signature to the form.

The induction tutor will then receive an email alert asking them to add their digital signature to the assessment form.

In the case that the form indicates that the ECT is not on track, the appropriate body will be alerted immediately and will then make contact with the induction tutor to discuss the provision of an appropriate support plan for the ECT.

## **Induction Assessment Form (IAF)**

MKAB Partnership uses the ECT Manager website to manage the completion and submission of all **Induction Assessment Forms**.

The Induction Assessment Form (IAF) is the statutory document, which is used to record progress at the end of Year 1 and, at the end of Year 2, to make the final recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.

Therefore, in the case of a full-time ECT, an induction assessment form must be completed, digitally signed and submitted to the appropriate body no later than 10 working days before the end of the summer term in each year.

It is the responsibility of the induction tutor, ECT and headteacher, to complete the IAF. When completing the IAF the induction tutor must base their comments on evidence from:

- Meeting Notes forms
- Lesson Observation forms
- Progress Review forms
- any other evidence provided e.g. lesson plans, assessment records, records of communication

The induction tutor, or headteacher, must comment on:

- Strengths\*
- Areas Requiring Further Development\*
- Evidence Used to Inform the Judgements
- Targets for the Coming Term\*

\*Referenced to the Teachers' Standards

Following the completion of the form by the induction tutor the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their induction tutor and then add their comments. This is the ECT's opportunity to record their thoughts about their induction experience and we would like to read about their successes, any challenges they are facing, as well as the identification of any areas in which they might benefit from further development opportunities. The ECT then adds their digital signature to the IAF.

The induction tutor and headteacher will then receive email alerts asking them to add their digital signatures to the assessment form.

As soon as the ECT, induction tutor and headteacher have all added their digital signatures to the assessment form, the appropriate body will receive an alert to confirm that the IAF is ready to review. The AB will then review the IAF and, presuming everything is in order, will sign-off the form as reviewed. The ECT, induction tutor and headteacher will receive an

email that will confirm the IAF has been reviewed. The appropriate body will then notify the TRA of the ECT's progress. If the form has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form, within 5 working days.

The assessment form is held online – but the ECT, induction tutor and headteacher are able to download PDF copies of the assessment forms at any time.

### **Reduced timetable**

ECTs are entitled to a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year 1 and no more than 95% in year 2 to enable them to undertake activities in their ECF based induction programme. This time is to form part of the ECT's induction programme and should be clearly identifiable on the ECT's timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

### **Observing other teachers**

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified.

## Induction Programme Meeting Schedule Year 1

Agree dates and times for meetings between the induction tutor and ECT for the year and note them in the table. There should be a minimum of 1 formal meeting each half term and 1 formal observation per term.

	Date, time and location	Focus	Documentation
<b>Autumn Term - Meeting 1</b>		Agree targets and arrange a lesson observation for the autumn term. Discuss Teachers' Standards Evidence. Explore key for possible evidence.	Meeting Notes  Teachers' Standards evidence/ Lesson observation form
<b>Autumn Term - Meeting 2</b>		Review Teachers' Standards Evidence. Discuss Progress Review.	<b>Progress Review 1</b> – ECT Manager  Teachers' Standards evidence/ Lesson observation  Progress Review Form (PRF)
<b>Spring Term - Meeting 3</b>		Review targets and arrange a lesson observation for the spring term. Discuss Teachers' Standards Evidence.	Meeting Notes  Teachers' Standards evidence/ Lesson observation
<b>Spring Term - Meeting 4</b>		Review Teachers' Standards Evidence. Discuss Progress Review.	<b>Progress Review 2</b> – ECT Manager  Teachers' Standards evidence/ Lesson observation  Progress Review Form (PRF)
<b>Summer Term - Meeting 5</b>		Review targets and arrange a lesson observation for the summer term. Discuss Teachers' Standards Evidence.	Meeting Notes  Teachers' Standards evidence/ Lesson observation
<b>Summer Term - Meeting 6</b>		Review Teachers' Standards Evidence. Discuss first assessment.	<b>Assessment Form 1</b> – ECT Manager  Teachers' Standards evidence/ Lesson observation  Induction Assessment Form (IAF)

## Induction Programme Meeting Schedule Year 2

Agree dates and times for meetings between the induction tutor and ECT for the year and note them in the table. There should be a minimum of 1 formal meeting each half term and 1 formal observation per term.

	Date, time and location	Focus	Documentation
<b>Autumn Term - Meeting 7</b>		Agree targets and arrange a lesson observation for the autumn term. Discuss Teachers' Standards Evidence.	Meeting Notes  Teachers' Standards evidence/ Lesson observation
<b>Autumn Term - Meeting 8</b>		Review Teachers' Standards Evidence. Discuss Progress Review.	<b>Progress Review 3</b> – ECT Manager  Teachers' Standards evidence/ Lesson observation  Progress Review Form (PRF)
<b>Spring Term - Meeting 9</b>		Review targets and arrange a lesson observation for the spring term. Discuss Teachers' Standards Evidence.	Meeting Notes  Teachers' Standards evidence/ Lesson observation
<b>Spring Term - Meeting 10</b>		Review Teachers' Standards Evidence. Discuss Progress Review.	<b>Progress Review 4</b> – ECT Manager  Teachers' Standards evidence/ Lesson observation  Progress Review Form (PRF)
<b>Summer Term - Meeting 11</b>		Review targets and arrange a lesson observation for the summer term. Discuss Teachers' Standards Evidence.	Meeting Notes  Teachers' Standards evidence/ Lesson observation
<b>Summer Term - Meeting 12</b>		Review Teachers' Standards Evidence. Discuss first assessment.	<b>Assessment Form 2</b> – ECT Manager  Teachers' Standards evidence/ Lesson observation  Induction Assessment Form (IAF)

## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 1	Year 1, Autumn Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>arrange a lesson observation of the ECT (autumn term);</li> <li>ensure ECT understands the range of sources of evidence linked to the Teachers' Standards;</li> <li>ensure ECT has a mentor and is engaging with the ECF Programme;</li> <li>ensure ECT is aware of internal and external CPD opportunities;</li> <li>ensure ECT is aware of school safeguarding procedures.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
A lesson observation has been arranged in the autumn term.		
The ECT understands the range of sources of evidence linked to the Teachers' Standards.		
ECT has a mentor and is engaging with the ECF Programme.		
Internal and external CPD opportunities were discussed.		
Safeguarding procedures were discussed.		

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:



## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 2	Year 1, Autumn Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>review Teachers' Standards evidence</li> <li>discuss Progress Review 1.</li> </ul>		
After the meeting: <ul style="list-style-type: none"> <li>induction tutor submits Progress Review 1 on ECT Manager;</li> <li>ECT comments on and signs Progress Review 1 on ECT Manager.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Progress Review 1 was discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 3	Year 1, Spring Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>arrange a lesson observation of the ECT (spring term);</li> <li>review Teachers' Standards evidence</li> <li>discuss targets from Progress Review 1.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
A lesson observation has been arranged for the spring term.		
ECT has a mentor and is engaging with the ECF Programme.		
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.		
Targets from Progress Review 1 were discussed.		

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:



## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 4	Year 1, Spring Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>review Teachers' Standards evidence</li> <li>discuss Progress Review 2.</li> </ul>		
After the meeting: <ul style="list-style-type: none"> <li>induction tutor submits Progress Review 2 on ECT Manager;</li> <li>ECT comments on and signs Progress Review 2 on ECT Manager.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Progress Review 2 was discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 5	Year 1, Summer Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>arrange a lesson observation of the ECT (summer term);</li> <li>review Teachers' Standards evidence</li> <li>discuss targets from Progress Review 2.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
A lesson observation has been arranged for the summer term (summer term).	<input type="checkbox"/>	
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Targets from Progress Review 2 were discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 6	Year 1, Summer Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>• review Teachers’ Standards evidence</li> <li>• discuss assessment 1.</li> </ul>		
After the meeting: <ul style="list-style-type: none"> <li>• induction tutor submits assessment 1 on ECT Manager;</li> <li>• ECT comments on and signs assessment 1 on ECT Manager.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
The Teachers’ Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Assessment 1 was discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:



## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 7	Year 2, Autumn Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>• arrange a lesson observation of the ECT (autumn term);</li> <li>• review Teachers’ Standards evidence</li> <li>• discuss targets from assessment 1.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
A lesson observation has been arranged for the autumn term (autumn term).	<input type="checkbox"/>	
The Teachers’ Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Targets from assessment 1 were discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme

### Meeting Notes – ECT and IT

Meeting No: 8	Year 2, Autumn Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>review Teachers' Standards evidence</li> <li>discuss Progress Review 3.</li> </ul>		
After the meeting: <ul style="list-style-type: none"> <li>induction tutor submits Progress Review 3 on ECT Manager;</li> <li>ECT comments on and signs Progress review 3 on ECT Manager.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Progress Review 3 was discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:



## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 9	Year 2, Spring Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>arrange a lesson observation of the ECT (spring term);</li> <li>review Teachers' Standards evidence</li> <li>discuss targets from Progress Review 3.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
A lesson observation has been arranged for the spring term.	<input type="checkbox"/>	
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Targets from Progress Review 3 were discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:



## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 10	Year 2, Spring Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>• review Teachers’ Standards evidence</li> <li>• discuss Progress Review 4.</li> </ul>		
After the meeting: <ul style="list-style-type: none"> <li>• induction tutor submits Progress Review 4 on ECT Manager;</li> <li>• ECT comments on and signs Progress Review 4 on ECT Manager.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
The Teachers’ Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Progress Review 4 was discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 11	Year 2, Summer Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>arrange a lesson observation of the ECT (summer term);</li> <li>review Teachers’ Standards evidence</li> <li>discuss targets from Progress Review 4.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
A lesson observation has been arranged for the summer term.	<input type="checkbox"/>	
The Teachers’ Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
Targets from Progress Review 4 were discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme Meeting Notes – ECT and IT

Meeting No: 12	Year 2, Summer Term	Date:
Present:		
Focus: <ul style="list-style-type: none"> <li>review Teachers' Standards evidence</li> <li>discuss assessment 2.</li> </ul>		
After the meeting: <ul style="list-style-type: none"> <li>induction tutor submits assessment 2 on ECT Manager;</li> <li>ECT comments on and signs assessment 2 on ECT Manager.</li> </ul>		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples
ECT has a mentor and is engaging with the ECF Programme.	<input type="checkbox"/>	
The Teachers' Standards evidence was reviewed and gaps in evidence discussed.	<input type="checkbox"/>	
Assessment 2 was discussed.	<input type="checkbox"/>	

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

## ECT Induction Programme Meeting Notes (template)

Meeting No:		Date:
Present:		
Focus:		

Confirmation of discussion:	Tick	Comments/Actions/Evidence examples

Other comments/notes:	
Strengths	Areas for development
Focus/Target for next term	
IT signature:	ECT signature:

# Early Career Teacher: Progress Review Form (PRF)

## Form completion advice

- This form should be completed by the induction tutor for every Early Career Teacher (ECT) in their school.
- Only a summary of the evidence considered is required,
- This form needs to be uploaded to ECT Manager and shared with the ECT and their mentor.
- If the ECT is deemed not to be on track to meet the relevant standards a copy of this form should also be given to the headteacher/principal and the appropriate body should be notified

## Personal details and induction details

<b>Full name of Early Career Teacher (ECT)</b>	
<b>ECT Teacher Reference Number (TRN)</b>	
<b>ECT date of birth (DD/MM/YYYY)</b>	
<b>School / Academy name</b>	
<b>Induction tutor name and role</b>	
<b>Mentor name and role</b>	
<b>Progress review period start date</b>	
<b>Progress review period end date</b>	
<b>Term 1 / 2 / 4 / 5 / other</b>	
<b>Is the ECT full-time or part-time? (give the FTE if PT)</b>	FT / PT
<b>Days absent in this period</b>	

### Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled (adjusted to FTE of the ECT is part-time)

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teacher' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

Please indicate:

Yes (go to question 2)

No (go to question 3)

2. If **Yes**, identify sources of evidence, which have been used to inform this judgement and provide brief details of strengths and areas for development referencing the Teachers' Standards.

#### Evidence base

Please tick where appropriate: (This is not an exhaustive list, other sources of evidence are acceptable)

<input type="checkbox"/>	Assessment Records	<input type="checkbox"/>	Meetings with staff
<input type="checkbox"/>	Contact with Parents	<input type="checkbox"/>	Meeting notes
<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Planning
<input type="checkbox"/>	Discussions	<input type="checkbox"/>	Professional Attitude
<input type="checkbox"/>	Early Career Framework	<input type="checkbox"/>	Progress Review Meeting notes
<input type="checkbox"/>	Evaluations	<input type="checkbox"/>	Pupils' Work
<input type="checkbox"/>	Feedback	<input type="checkbox"/>	Self-Review
<input type="checkbox"/>	Lesson Observation	<input type="checkbox"/>	Teaching Environment

**Strengths:** referencing the Teachers' Standards (three maximum)

**Areas for development:** referencing the Teachers' Standards (three maximum)

**Go to question 6**

3. If **No**, the ECT is not on track to successfully complete induction, list the Teachers' Standard(s) (including personal and professional conduct) where there is cause for concern and the brief evidence for that concern.

Go to question 4

4. If the ECT is not on track to successfully complete induction, has the ECT been informed?

Yes / No  
If no, this needs to happen ASAP (go to question 5)

5. If the ECT is not on track to successfully complete induction, a support plan needs to be put in place. Has a support plan been put in place?

Yes (please attach) / Not yet (please do this ASAP and send to the Appropriate Body)

6. Has the ECT accessed a programme of support based on the Early Career Framework?

Yes, through a National Provider. **Name of provider** .....

Yes, through use of the Core Materials. **Name of provider** .....

Yes, through an approved school based delivery programme

No, **please explain why**

7. Has the ECT received all of their statutory entitlements e.g. reduced timetable?

Yes / No

8. Is the ECT expected to remain at this school for the duration of the next term?

Yes / No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

**ECT Comments**

Use this section for the Early Career Teacher to make any brief comments on their progress and support so far.

**Thank you.**



## ECT Lesson Observation 1

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

**Focus for observation** (referenced to Standards)

**Comments**

**Strengths** (referenced to Standards)

**Areas for Further Development** (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor, together with the relevant lesson plan.

## Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<p><b>Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	

## ECT Lesson Observation 2

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

**Focus for observation** (referenced to Standards)

**Comments**

**Strengths** (referenced to Standards)

**Areas for Further Development** (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor, together with the relevant lesson plan.

## Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<p><b>Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:             <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	

## ECT Lesson Observation 3

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

**Focus for observation** (referenced to Standards)

**Comments**

**Strengths** (referenced to Standards)

**Areas for Further Development** (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor, together with the relevant lesson plan.

## Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<p><b>Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	

## ECT Lesson Observation 4

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

**Focus for observation** (referenced to Standards)

**Comments**

**Strengths** (referenced to Standards)

**Areas for Further Development** (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor, together with the relevant lesson plan.

## Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<p><b>Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	



## ECT Lesson Observation 5

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

**Focus for observation** (referenced to Standards)

**Comments**

**Strengths** (referenced to Standards)

**Areas for Further Development** (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor, together with the relevant lesson plan.

## Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<p><b>Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	

## ECT Lesson Observation 6

<b>ECT:</b>	<b>Lesson/Time:</b>
<b>Class:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Induction tutor:</b>

**Focus for observation** (referenced to Standards)

**Comments**

**Strengths** (referenced to Standards)

**Areas for Further Development** (referenced to Standards)

<b>Signature of observer:</b>	<b>Signature of ECT:</b>
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Copies of this lesson observation form must be kept by the ECT and the induction tutor, together with the relevant lesson plan.

## Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.</li> </ul>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate awareness of physical, social and intellectual development of children, &amp; how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents re: pupils' achievements and well-being.</li> </ul>
<p><b>Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:             <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	

**Service Level Agreement**

**Purpose of document**

This Service Level Agreement (SLA) is intended to define the Early Career Teacher (ECT) Induction services provided by the MKAB Partnership.

This SLA is based on statutory guidance (Induction for Early Career Teachers - England) which sets out the responsibilities of the appropriate body and the school or college.

This SLA will be reviewed annually, although will be updated as necessary to reflect any changes to statutory guidance.

**To be completed by the school or college**

I confirm that I have read, understood and will comply with the terms of this service level agreement.

I confirm that for each ECT registered:

- the post to which the ECT has been appointed is suitable for the purposes of ECT Induction as described in the Statutory Guidance (section 2.17) - [A suitable Post for Induction](#)
- The award of QTS has been made to the ECT
- The ECT has been provided with a named contact (or contacts) within the appropriate body with whom to raise concerns. [ECT@miton-keynes.gov.uk](mailto:ECT@miton-keynes.gov.uk)
- The mentor has the ability and sufficient time to carry out their role
- The induction tutor has the ability and sufficient time to carry out their role
- The school is providing a reduced timetable in addition to PPA

**Actions Required by School**

1. Register ECT(s) with MK AB Partnership by registering them online using ECT Manager.
2. Register school, ECT(s) and mentor(s) on the DfE Online Service (Portal) to confirm which ECF programme you will be following, either a) Full Induction Programme (using an approved training provider) or b) Core Induction Programme (using the DfE accredited training materials). If you wish to follow a School-based Induction Programme you do not need to register on the DfE Online Service (Portal).

Please be aware that if either the Core or School-based Induction Programme is selected, additional minimum costs of £1,200 (Core) and £2,400 (School-based) will be incurred by the school to cover the cost of the appropriate body carrying out the ECF Fidelity Checks that are required by the DfE. If either of these programmes are selected, we will contact you to discuss the arrangements for carrying out the Fidelity Checks. The first Fidelity Check must be carried out before we can register ECTs for induction.

MK AB Partnership's agreement to act as the appropriate body will be confirmed by authorisation of the registration of the ECT(s) on ECT Manager (online system). A copy of the SLA will be uploaded to ECT Manager and may be downloaded by the school if required.

**Eligibility to begin ECT Induction**

Induction may only begin when:

- The ECT has been awarded QTS;
- The ECT has been registered for induction by the employing school/college with the appropriate body and their eligibility to begin induction has been verified by the appropriate body;
- The school has confirmed with MKAB Partnership which ECF programme each ECT will be following;
- A copy of this SLA, signed by the Headteacher, has been received and acknowledged by the appropriate body;
- MKAB Partnership has agreed to act as the appropriate body.

## The Service Provided

MKAB Partnership will fulfil those statutory responsibilities, which are required of an appropriate body. These responsibilities are described in the document *Induction for early career teachers – England*.

1. The appropriate body will:
  - 1.1. Register the ECT with the Teaching Regulation Agency (TRA);
  - 1.2. Calculate the period of induction for each ECT and advise the dates due for the completion of assessment forms and progress reviews;
  - 1.3. Send email reminders of the dates for submission of assessment forms and progress reviews;
  - 1.4. Provide induction training for ECTs, induction tutors and headteachers;
  - 1.5. Provide access to a website with ECT Induction support materials;
  - 1.6. Provide access to an online recording and reporting system (ECT Manager);
  - 1.7. Provide telephone, email and video conference support for ECTs, induction tutors and headteachers;
  - 1.8. Quality assure the provision of ECT Induction through the scrutiny of assessment forms, progress reviews, QA Panels, monitoring visits to a sample of schools/colleges and tracking engagement with ECT update emails;
  - 1.9. Provide the ECT, in accordance with the statutory guidance, with a named contact within the Appropriate Body with whom to raise concerns that have not been resolved by the school/college;
  - 1.10. Provide advice and guidance by telephone, email and face to face when an ECT is assessed as being at risk of not meeting the Teachers' Standards by the end of induction;
  - 1.11. Provide additional support and guidance in person through on-site visits as required. The amount of time allocated to the additional support will be agreed with the school/college in advance.
  - 1.12. If an ECT is serving induction simultaneously in two schools, share relevant information about the ECT with both schools;
  - 1.13. Consider requests from schools/colleges to reduce the length of the induction period. Requests must be made in writing by the headteacher, using the *Request for Reduced ECT Induction* form.
  - 1.14. Make a decision about the satisfactory completion of the induction period for each ECT and communicate this decision to the TRA, the ECT and their school/college within the required timescales;
  - 1.15. Submit evidence to the TRA appeals panel in the event of an ECT failing induction and appealing the decision;
  - 1.16. Attend a TRA appeal hearing in the event of an ECT failing induction and appealing the decision;
  - 1.17. Retain appropriate records for at least the minimum legal period (currently 6 years);

## School Responsibilities

The school/college will fulfil those statutory responsibilities which are required of an institution employing an Early Career Teacher. These responsibilities are described in the document *Induction for Early Career Teachers – England*.

2. The school/college will:
  - 2.1. Check and confirm that each ECT has Qualified Teacher Status prior to registration with the Appropriate Body;
  - 2.2. Register each ECT with the Appropriate Body before the ECT Induction Period commences. Note – any period of employment before confirmed registration with the Appropriate Body will not count towards the Induction period;
  - 2.3. Register each ECT on the DfE Online Service (Portal), if the school is following either the Full or Core Induction Programme;
  - 2.4. Inform MK AB Partnership which ECF programme each ECT will be following, either a) Full Induction Programme (using an approved training provider) or b) Core Induction Programme (using the DfE accredited training materials) or c) School-based Induction Programme.
  - 2.5. Support the ECT to successfully complete an Early Career Framework Programme.
  - 2.6. Designate appropriately qualified (must hold QTS) and experienced teachers as ECT Induction Tutors and ensure that they have sufficient time to enable them to fulfil this role effectively;
  - 2.7. Designate appropriately qualified and experienced teachers as ECT Mentor and ensure that they have sufficient time to enable them to fulfil this role effectively;

- 2.8. Ensure that all induction tutors and ECTs attend training on ECT Induction as required by the Appropriate Body
- 2.9. Ensure that each ECT has an ECF based induction programme and that notes are kept summarising discussions and actions arising from induction tutor meetings which must take place a minimum of once per half-term;
- 2.10. Require appropriate staff to be familiar with the requirements for ECT Induction (Statutory Guidance);
- 2.11. Ensure the ECT has a reduced timetable of no more than 90% of the timetable of the school/college's other teachers on the main pay range in year 1 and no more than 95% in year 2;
- 2.12. Ensure the ECT induction time is clearly shown on the ECT's timetable;
- 2.13. Ensure the ECT is observed teaching at regular intervals throughout the period of induction – a minimum of one formal lesson observation per term (3 per year) – with written feedback;
- 2.14. Ensure the ECT is observed teaching by the headteacher at least once during each year of induction. The headteacher may delegate this role to another member of the senior leadership team;
- 2.15. Ensure that the ECT and induction tutor maintain appropriate records, including: *Meeting Notes* forms, *Teachers' Standards Evidence* form and *Lesson Observation* forms.
- 2.16. Complete and submit statutory progress reviews and assessment forms following the guidance of the Appropriate Body by the dates set by the Appropriate Body;
- 2.17. Co-operate with requests for information, or requests to arrange a QA/support visit from the Appropriate Body, in a timely way;
- 2.18. Inform the Appropriate Body immediately should there be any evidence that an ECT may be at risk of not meeting the Teachers' Standards by the end of the induction period, by raising an alert on ECT Manager or by emailing the named contact at the Appropriate Body;
- 2.19. Provide a *Personal Support Programme* and additional support as necessary to allow an at risk ECT the best opportunity to meet the Teachers' Standards;
- 2.20. Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory at the end of the induction period;
- 2.21. Inform the Appropriate Body if the induction tutor changes part-way through the induction period;
- 2.22. Inform the Appropriate Body if an ECT leaves the school/college and complete and submit an interim assessment form before the ECT leaves;
- 2.23. Inform the Appropriate Body if an ECT's contract changes;
- 2.24. Inform the Appropriate Body if an ECT goes on leave, e.g. maternity leave, compassionate leave;
- 2.25. Inform the Appropriate Body if the ECT has significant (10 days or more) absence;
- 2.26. Retain induction records for at least the minimum statutory period (currently 6 years).

### Service Charges

The charge for the services described above are as follows:

All schools/colleges	£199 per ECT payable in Year 1 £199 per ECT payable in Year 2
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Please note that no refunds will be given where an ECT leaves a school during an assessment period.

### Fidelity checks for Core and School-based ECF Programmes

	Core	School based
Minimum Fee Three fidelity checks are required during the induction period.	£1,200 (2 days)	£2,400 (4 days)

## **Termination of agreement**

This is a two-way agreement between the Appropriate Body and the school/college. Should the Appropriate Body, or school/college, not fulfil its responsibilities regarding ECT Induction as described above either party may choose to terminate the agreement.

The school/college may terminate the provision of this service by giving three month's written notice to the Appropriate Body.

The Appropriate Body may terminate the provision of this service by giving three month's written notice to the school/college

For each ECT registered this agreement will terminate in the case that:

- the ECT resigns from the post before the end of the induction period;
- the ECT's contract with the employing school/college ends;
- the ECT completes their full induction period.

## **Complaints**

Should a school/college wish to make a complaint about the provision of the service they should contact the Administrator of MK AB Partnership in writing. Complaints that cannot be resolved satisfactorily by the Administrator of MK AB Partnership will be escalated and considered by the board of MK AB Partnership.

Complaints should be addressed to:

Administrator of MK AB PARTNERSHIP  
ECT Induction  
MK AB PARTNERSHIP  
Civic Offices  
1 Saxon Gate East  
MK9 3EJ