

Early Career Teacher (ECT) Induction Policy

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1. Introduction

At Briarwood School, we recognise that the successful appointment and induction of an ECT strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.
- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2025) 'Induction for early career teachers (England)'
- DfE (2025) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2024) 'Early career framework' (ECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- (2025) 'School teachers' pay and conditions document 2025 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Employee Grievance Procedure
- Data Retention Policy and Schedule
- Code of Conduct
- Behaviour and Pastoral Policy
- Disciplinary Procedure
- Pay Policy
- Safeguarding and Child Protection Policy
- Recruitment and Selection Policy

3. Roles and responsibilities

ECTs will be responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.

- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

The Executive Headteacher or Head of Learning and Development will be responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Checking that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Pastoral & Behaviour Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
 - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
 - Notifying the appropriate body if an ECT is absent for a total of 30 days or more, within each year of the induction
 - Regularly informing the governing board about the school's induction procedures

- Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed, including in relation to part-time ECTs
- Providing interim assessment reports for staff moving in between formal assessment periods
- Informing the appropriate body when an ECT serving induction leaves the school

Induction tutor (Head of Learning and Development) will be responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the Executive Headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Mentors will be responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

Appropriate bodies have a quality assurance role and will be responsible for:

- Ensuring the Executive Headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- When working with partners to support or facilitate the delivery of their responsibilities:
 - Maintaining full responsibility for their regulatory duties, and not delegating these.
 - Making direct decisions in every case concerning the suitability of posts and institutions, and taking appropriate action where the school is not complying with requirements or actions to support the progress of ECTs.
 - Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DfE's statutory induction guidance.

- Consulting with the Executive Headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the Executive Headteacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the Executive Headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Where an ECT has completed part of their induction at another school, ensuring the headteacher has obtained, or been provided with, interim assessments and any formal assessment and progress reviews from the ECT's previous school.
- Ensuring the school submits progress reviews and assessment reports, including any interim assessments, on time.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate, including in relation to part-time ECTs.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the Executive Headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Retaining all relevant documentation, evidence and forms for six years.

The governing board will be responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

4. Statutory induction

The statutory induction of an ECT is the bridge between ITT and a career in teaching. The school will support ECTs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in [Annex A of the DfE's 'Induction for early career teachers \(England\)' guidance](#).

ECTs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

The relevant body will determine the ECT's performance and any pay recommendation through the induction process and the school will consider awarding pay progression to ECTs at the end of the first year of their induction.

Short-term supply teaching of less than one term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension. However an induction programme must be put in place immediately if it becomes clear that the extended contract will continue for at least a term.

Where an ECT is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

a. Eligibility

In order to determine eligibility, the Executive Headteacher will undertake pre-employment checks on the ECT before the ECT takes up the post – these will be verified by the appropriate body. These pre-employment checks will include determining that the ECT holds QTS. The Executive Headteacher and the appropriate body will check with the TRA that the ECT holds QTS prior to the induction beginning.

If an ECT holds QTS but has already completed a period of induction which resulted in a judgement of failing to meet the 'Teachers' Standards', they will not be eligible to undertake statutory induction at the school. The Executive Headteacher will confirm whether this is the case by consulting the TRA.

The school will not refuse an induction post to an ECT whose QTS was obtained several years ago; although ECTs are encouraged to undertake induction as soon as possible after gaining QTS, there are no barriers to them undertaking induction later.

Teachers who completed their ITT between 1 May 2000 and 30 April 2001 (known as Cohort 1 teachers) are also required to pass the QTS numeracy skills test before completing an induction.

b. Suitable posts

The Executive Headteacher and appropriate body will first agree on the suitability of a post for induction, guided by the following considerations. The post will:

- Have a Executive Headteacher who can make a recommendation about whether the ECT's performance against the 'Teachers' Standards' is satisfactory.
- Have an agreement with an appropriate body to quality-assure the process.
- Provide the ECT with an ECF-based induction programme.

- Provide the ECT with the tasks, experience of teaching whole classes, and support needed to enable them to demonstrate satisfactory performance against the 'Teachers' Standards'.
- Ensure the appointment of an induction tutor who holds QTS, and has relevant knowledge and experience.
- Provide the ECT with a reduced timetable to enable them to undertake the activities involved in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the phase or subject(s) for which the ECT has been employed to teach.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same classes.
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The governing board will be satisfied that the school has the capacity to support the ECT in the role and that the headteacher is fulfilling their responsibilities.

The school will recognise that if it enters special measures following an Ofsted inspection, it will not be permitted to offer inductions to ECTs, unless it is given specific permission to do so from an Ofsted inspector. The appropriate body will also need to be satisfied that such circumstance would not unfairly compromise the ECT's ability to successfully their induction.

c. Beginning induction

Once an ECT has been appointed to a suitable post, the Executive Headteacher will notify the TRA in advance of the ECT taking up the post. Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

The start date for the ECT's induction will be determined by the appropriate body, who will agree this date with the headteacher and the ECT in advance. This start date will be the date the ECT's induction programme formally begins, which may be a different date from when the ECT's contract with the school begins.

The length of the induction period will also be determined prior to the induction commencing. ECTs are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECT is completing their induction on a part-time basis, the school and the appropriate body will liaise to decide the length of the induction period required for each individual case – this will be always be fair and consider the ECT's working pattern. Where an ECT is completing their induction across more than one school, the appropriate body will make the final decision about how the ECT will meet the equivalent of two years' work.

The school will not commence the ECT's induction until an appropriate body has been agreed. The Executive Headteacher will ensure that the appropriate body with whom an agreement is reached matches the criteria for organisations that can act as an appropriate body. When forming an agreement with an appropriate body, the appropriate body and the Executive Headteacher will agree any reasonable charges the appropriate body may make to the school for its service.

The Executive Headteacher will ensure the ECT is provided with a reduced timetable for their course of induction. This will amount to teaching:

- In the first year (terms 1-3), no more than 90 percent of the timetable of the school's existing teachers on the main pay range.
- In the second year (terms 4-6), no more than 95 percent of the timetable of the school's existing teachers on the main pay range.

These reductions will operate in addition to the timetable reduction related to PPA time.

d. Mentoring and support

The Executive Headteacher will identify a person to act as an ECT's mentor to support them through their induction period. They will usually be a relevant member of the school's teaching staff. This mentor will hold QTS and have the necessary knowledge, experience and time available to carry out the role effectively.

The role of the mentor will be held by a different individual to the induction tutor where at all possible. Where this is not possible, the Executive Headteacher may decide to designate a single individual to hold both roles, which may be the Head of Learning and Development in exceptional circumstances. Where this is the case, the Executive Headteacher will ensure the individual understands that they are fulfilling two discrete roles and will ensure that the mentoring support offered is kept separate to any assessment of the ECT against the 'Teachers' Standards'.

Mentors are provided for ECTs in a supportive and advisory capacity only; mentors will not carry out formal assessments of ECTs (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTs to discuss how the ECT's induction is going, including offering advice and providing an opportunity for the ECT to ask questions or raise any issues.

Sessions between ECTs and their mentors will be timetabled during teaching hours. Mentoring will only take place outside of teaching hours in exceptional circumstances where flexibility is required due to timetable constraints. In all cases, sessions will be scheduled within contracted time.

Mentors will receive training to support them in their role. Mentors will be expected to attend these training sessions to ensure they are successful in their role.

This training will be undertaken with the EDT using DfE accredited materials. A detailed schedule can be found in Appendix 1.

e. Monitoring and assessment

ECTs will also be provided with an induction tutor who will provide regular monitoring and support, and coordination of assessment. The induction tutor will be identified by the Executive Headteacher. This individual will hold QTS and will have the necessary skills, knowledge and time available to effectively work in this role. The role of the induction tutor will be held by a separate individual to the individual performing the role of the mentor where at all possible, as outlined above.

The main responsibilities of the induction tutor will be to make rigorous and fair judgements about the ECT's progress against the 'Teachers' Standards', and to recognise when early action is required to support an ECT who is experiencing difficulties. ECTs will be informed that they should raise any concerns about their induction with their induction tutor in the first instance. If the matter is not resolved, the ECT will be informed that they can notify their named contact at the appropriate body, who will then investigate the issues raised.

Termly observations of the ECT's lessons will be conducted, usually by the induction tutor. Post-observation review meetings will be arranged in advance of an observation taking place. Following an observation, the ECT and the observer (induction tutor) will meet to review the teaching observed. All feedback provided by the induction tutor will be prompt and constructive. The induction tutor will make a brief written record of the feedback discussed in a review meeting, which will clearly indicate where any development needs have been identified as a result of the observation.

ECTs will receive progress reviews against the 'Teachers' Standards', conducted by their induction tutors, in each term of their induction where a formal assessment is not scheduled.

For part-time ECTs, progress reviews will also take place each term, regardless of the ECT's working pattern. Progress reviews will not require ECTs to produce any new evidence specifically to inform the review; all progress reviews will draw on existing evidence of ECTs' teaching. ECTs may be asked to provide copies of existing evidence to the induction tutor to help inform the review. A written record of each progress review will be retained by the school and a copy will be provided to the ECT. This record will include:

- Whether the induction tutor believes the ECT is on track to successfully complete their induction.
- A brief summary of the evidence collected by the induction tutor.
- The agreed development targets for the ECT.
- A review of the ECT's objectives in relation to the 'Teachers' Standards' and the ECT's own individual strengths and needs.

The induction tutor will update the Executive Headteacher on the ECT's progress after each progress review. The induction tutor will also notify the appropriate body whether the ECT is making satisfactory progress towards successfully completing their induction. Where the induction tutor believes the ECT is not making satisfactory progress, the induction will also outline to Executive Headteacher and the appropriate body the plan they have put in place to support the ECT.

The appropriate body will be provided with copies of all progress reviews.

The ECT will be clearly informed of the outcome of their progress review, to ensure that their formal assessments present no unexpected results to the ECT.

ECTs will be formally assessed in the final term of the first year of their induction and again in the final term of the second year of their induction. The exact dates of these assessments will be agreed between the Executive Headteacher and the ECT in advance. Formal assessments will be carried out by the induction tutor or the Executive Headteacher only. If an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment will not be made until the ECT returns.

All evidence used for formal assessments will be drawn from the ECT's teaching work during their induction. In order to reduce the potential burden of evidence collection, the evidence used will largely come from that collected during progress reviews, and will consist of existing or working documents. ECTs will not be required to create anything new for a formal assessment. Any evidence used during a formal assessment will be clear and transparent; copies of all evidence used will be provided to both the ECT and the appropriate body. As a result, the school aims for all formal assessments to work in combination with the regular progress reviews; where possible, the ECT should not find any unexpected results from a formal assessment.

The individual undertaking a formal assessment will produce a report following the assessment. This report will make clear how the ECT has been assessed against the 'Teachers' Standards'. Once the report has been completed, the Executive Headteacher will hold an assessment meeting with the ECT, where the ECT will be able to add their comments to the report. The report will be signed by the induction tutor, Executive Headteacher and ECT. The ECT will then be given the original report and a copy will be sent to the appropriate body. For the final assessment report, the headteacher will record their recommendation to the appropriate body of whether the ECT's performance throughout their induction has been satisfactorily demonstrated their competence against the 'Teachers' Standards'. For the final assessment meeting, the headteacher will ensure a copy of the report is sent to the appropriate body within 10 working days of the final assessment meeting.

Where an ECT decides to leave their post at the school after completing one term or more, but before the next formal assessment would take place, the induction tutor will complete an interim assessment before the ECT leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECT.

f. Completing induction

ECTs will have completed their induction period when they have served:

- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period.

ECTs who are absent for any of the following reasons will not be subject to an automatic induction period extension and may decide whether their induction period should be extended:

- Statutory maternity, paternity and adoption leave
- Shared parental leave
- Parental bereavement leave
- Carers leave

The appropriate body will decide whether an extension to an ECT's induction period is needed where this can be justified. It will determine the length of any extension, the procedure for assessments during it and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- Personal crises.
- Illness.
- Disability.
- Issues around the support during induction.
- Where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

ECTs are still able to progress both their career and pay grade during and after the two-year induction period, and are not adversely impacted by this. The extension to a two-year induction period will not prevent the school from awarding pay progression to ECTs at the end of their first year.

The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the Executive Headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the Executive Headteacher.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

5. Record Keeping

All records regarding ECTs will be kept in accordance with the school's Retention Policy and Schedule.

Assessment forms will be signed by the Executive Headteacher and submitted to the appropriate body in a timely manner. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences. Assessment reports will be retained for six years, as recommended by the DfE. ECTs will be advised by the school to retain their original copies of assessment reports.

The TRA keeps records of all submitted appeals and will be contacted as needed. The school will consult the [Employer Access Online service](#) for records of individuals who have passed or failed their induction.

Where an ECT has already completed part of their period of induction in another school, the Executive Headteacher will contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The Executive Headteacher will therefore establish how much required induction time remains for the ECT. The Executive Headteacher will also alert the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

6. Confidentiality

The school will work with the appropriate body and the TRA to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT inductions.

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments. The governing board can request termly general reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

7. Special circumstances

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of the induction period to a

minimum of one term; however, the ECT can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the Executive Headteacher, ensure the ECT is in agreement with the decision, and consider the remaining progress that is to be made by the ECT against the 'Teachers' Standards'.

If an ECT is absent for a total of 30 days or more, or equivalent for part-time teachers, (with the exception of statutory maternity, paternity, shared parental, statutory adoption or parental bereavement leave) the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements. For ECTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

For ECTs transferring during induction:

- The ECT's progress will be recorded at the point of leaving a post and the remaining period of induction will be calculated.
- The transfer will be reported to the appropriate body for the ECT and the DfE through 'Manage training for early career teachers'
- Guidance on interim assessments will be followed under the direction of the appropriate body.
- The new school will be made aware of the need to continue induction from the point they reached and whether an interim assessment is needed.

8. Unsatisfactory progress and appeals

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place.

In such cases, the school will seek support from the appropriate body to address specific areas of performance that require further development. The school will work collaboratively with the appropriate body where there are issues surrounding an ECT's performance and appropriate action plans will be put in place.

Together with the school, the appropriate body may:

- Investigate the root cause of the issue.
- Offer additional or more intensive support during quality assurance visits, including joint observations with the induction tutor as appropriate.
- Put in place an appropriate action or support plan.
- Monitor any support plan with regular check-ins.
- Signpost CPD opportunities that may help the ECT.
- Review, with the ECTs, their action or support plan.
- Ensure that ECTs are clear about who to speak to if they need to raise wider issues.

The appropriate body and the Executive Headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the Executive Headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

Where concerns are raised in relation to capability, misconduct or complaints, the school will not seek advice from the appropriate body but will follow its own internal policies or grievance procedures as appropriate.

Appendix One

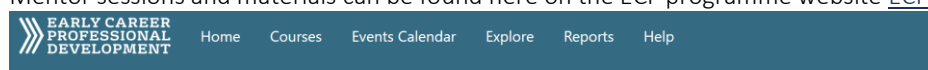
ECT Training Timetable – Programme and Scope

ECT schedule Block 1 Term 1 Overview- Establishing a positive climate for learning YEAR 1, TERM 1 (BLOCKS 1 & 2)

Block 1 : Establishing a positive climate for learning		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions	Other (relevant to statutory induction)
Week 1	Foundations of a positive climate for learning Understanding the evidence & key factors in establishing a positive climate for learning	1.1 Video introduction to the Block 1.2 Understanding the evidence – The importance of expectations, routines & relationships	Webinar 1.1: Welcome to Block 1: A positive climate for learning	1.1 Setting the scene & understanding your role in establishing positive behaviour	Mentor Local Group session 1 – Introduction to the programme -Overview of the programme and the role of the mentor -Establishing a strong ECT-mentor partnership – Instructional Coaching -Your professional network – how we will support each other ECT Local Group Session 1 – Positive behaviour management and cognitive architecture -Positive behaviour interventions -Escalating behaviour and maintaining relationships -Cognitive architecture – how pupils learn	
Week 2	Routines Establishing & reinforcing classroom routines	1.3 Classroom routines		1.2 Establishing & reinforcing routines		
Week 3	Establishing high behavioural expectations Communicating your behavioural expectations in the classroom		Webinar 1.2: Setting clear expectations	1.3 Establishing consistently high behavioural expectations		
Week 4	Maintaining high behavioural expectations	1.4 Maintaining consistently high		1.4 Reinforcing routines & positive		

	Use of praise, rewards & sanctions in the classroom	behavioural expectations		behaviour in the classroom		
Week 5	A supportive & inclusive learning environment Creating a culture of trust & respect so all pupils feel safe & secure to learn	1.5 Your role in establishing positive behaviour		1.5 Establishing & maintaining a supportive, inclusive environment		
Week 6	Putting it into practice Developing a positive, predictable & safe learning environment	1.6 Planning your observations				
Week 7	Reflection on learning Review & looking forward	1.7 Reflecting on learning		1.6 Review & looking forward		Professional Progress Review

Mentor sessions and materials can be found here on the ECF programme website [ECF: Mentors](#) it looks like this....



Dashboard / My courses / Block 1 - Establishing a positive climate for learning (MENTORS-2021) / ECT-Mentor sessions / ECT-Mentor session materials

ECT-Mentor session materials

- 1.1 Understanding your role in establishing positive behaviour (full version).pdf
 - 1.2 Establishing and reinforcing routines (full version).pdf
 - 1.3 Establishing consistently high behavioural expectations (full version).pdf
 - 1.4 Reinforcing routines and positive behaviour in the classroom (full version).pdf
 - 1.5 Establishing and maintaining an inclusive environment (full version).pdf
 - 1.6 Review and looking forward (full version).pdf
 - Adaptable handout 1. Pupil voice prompts.docx
 - Adaptable handout 2. Lesson observation template.docx
 - Block 1 ECT-Mentor One Page Summaries.pptx
 - Mentor handout 1.2.pdf
 - Mentor handout 1.4.docx
 - Mentor handout 1.5.pdf

Download folder

Timetable Term 1

Week	Mentor Sessions- during 1 day PPA allocation	Additional Briarwood ECT training- additional to the 1 day PPA (with some links to the annual plan)	ECT reviews, 1-1 meetings & dates for your diary
Week 1		- INSET day safeguarding training - Pastoral and behaviour approaches at Briarwood - Medical/Health training	
Week 2		- General information- Teachers meeting PowerPoint - Timetables, scan plans, learning maps, curriculum information, important dates	
Week 3	Setting the scene and understanding your role in establishing positive behaviour <i>Briarwood specific- OLM's, discuss pupils/challenges, ECT to put blank OLM's of new pupils without them onto the wall for staff to write up strategies</i>		1-1 meeting with induction tutor & mentors (Rachel to arrange introduction meetings with ELT's and mentors over the next few weeks)
Week 4	Establishing and reinforcing routines <i>Briarwood specific- OLM's, discuss pupils/challenges, look at and reflect on class timetables. Learning Maps-linking to EHCP targets, provide some support around writing them e.g. provide one example or write one together</i>		ECT & Mentor Welcome session
Week 5	Establishing consistently high behavioural expectations <i>Briarwood specific- discuss strategies for consistency when managing a team, reinforce in class meetings</i>	Pastoral and Behaviour support- Tina (ELT, HoS and Tina to arrange date/cover)	
Week 6	Reinforcing routines and positive behaviour in the classroom <i>Briarwood specific- Discuss how pupils are supported when they have escalated and how as a teacher you manage the class to keep pupils engaged in learning e.g. enabling staff to manage the situation and press an alert if needed</i>	ELT & HoS to arrange meeting with the response team	Mentor Local Group session
Week 7	Establishing and maintaining a supportive, inclusive environment <i>Briarwood specific- Discuss differentiation and any pupils who the ECT has struggled to engage/provide accessible learning opportunities for. Discuss parents week</i>	INSET training Bristol Bears Rugby & Maths Boolean Hub	
Week 8	Review and looking forward <i>Briarwood specific- Look at the annual plan for term 2, discuss any paperwork, deadlines, learning walks</i>	Induction- Assessment & Curriculum - Rachel	ECT Local Group session
External/other training, ECT & HoS to arrange			
<ul style="list-style-type: none"> - Whole school BehaviourWatch training - Attention Autism - SWALLS New to supporting behaviour - SWALLs New to SEMH 			

ECT schedule Block 2 Term 2 Overview- How pupils learn

Block 2 : How pupils learn		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Other
Week 8	Understanding how pupils learn Exploring the evidence of how pupils learn & an introduction to cognitive load	2.1 Video introduction to the Block (10) 2.2 Understanding the evidence – how pupils learn (50)	Webinar 2.1: Welcome to Block 2: How pupils learn: memory and cognition (30 mins)	2.1 Setting the scene & reducing the cognitive load (60)	
Week 9	Implications of cognitive load on how pupils learn Understanding the implications of cognitive load for teachers		Webinar 2.2: Cognitive load	2.2 The importance of prior learning	(Formal Assessment 1)
Week 10	Introducing new content			2.3 Uncovering misconceptions	
	Considerations when planning to introduce new content				
Week 11	Prior knowledge & misconceptions The importance of secure prior knowledge & identifying & preventing misconceptions forming	2.3 Learning about prior knowledge, misconceptions & worked examples		2.4 Sequencing content from foundational skills to more complex	
Week 12	Teaching complex material Sequencing content & breaking complex material into smaller steps			2.5 Teaching complex ideas – breaking into smaller steps, reducing distractions	
Week 13	Putting it into practice Teaching & learning approaches to avoid cognitive overload	2.4 Developing your teaching – Teaching & learning approaches		2.6 Worked examples	
Week 14	Reflection on learning Review & looking forward	2.5 Improving your teaching – lesson observations 2.6 Reflecting on learning		2.7 Review & looking forward	Professional Progress Review

Mentor sessions and materials can be found here on the ECF programme website [ECF: Mentors](#) it looks like this....

Dashboard / My courses / Block 02 - How pupils learn (MENTORS) / ECT-Mentor sessions / ECT-Mentor session materials

ECT-Mentor session materials

ECF NRO Block 2 mentor documents

- Block 2 ECT-Mentor One Page Summaries.pdf
- Mentor handout 2.1.pdf
- Mentor handout 2.2.docx
- Mentor handout 2.3.pdf
- Mentor handout 2.4.docx
- Mentor handout 2.5.pdf
- Mentor handout 2.6.pptx
- Mentor handout 3 EYFS.pdf
- Mentor session 2.1.pdf
- Mentor session 2.2.pdf
- Mentor session 2.3.pdf
- Mentor session 2.4.pdf
- Mentor session 2.5.pdf
- Mentor session 2.6.pdf
- Mentor session 2.7.pdf

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Timetable Term 2

Week	Mentor Sessions- during 1 day PPA allocation	Additional Briarwood ECT training- additional to the 1 day PPA (with some links to the annual plan)	ECT reviews and 1-1 meetings
Week 1	Setting the scene and reducing the cognitive load <i>Briarwood specific- Discuss smart targets, prompt/achievement levels</i>	INSET training - Pastoral, wellbeing, RSE	
Week 2	The importance of prior learning <i>Briarwood specific- Recap prior learning e.g. take an initial target from O&U that they have achieved and then build on this. To ensure pupils have embedded skills and have the foundations for the next steps</i>		
Week 3	Uncovering misconceptions <i>Briarwood specific- Share examples of misconceptions pupils may have</i>		
Week 4	Sequencing content from foundational skills to more complex <i>Briarwood specific- Look at one lesson and the sequence of learning, discuss extension targets</i>		Progress review meetings- Induction tutor and ECT (Rachel to arrange meetings)
Week 5	Teaching complex ideas- breaking into smaller steps, reducing distractions <i>Briarwood specific- Choose an area from the curriculum e.g. Science/floating and sinking- how would you break this concept down into meaningful steps?</i>	ECT- Meet with HoS to look at lesson targets & how the targets are broken down (link with ECT's planning/lessons) HoS & ECT to arrange time together	
Week 6	Worked examples <i>Briarwood specific- What visual guides/models can you provide for your class to encourage greater depth learning and independence?</i>		
Week 7	Review and looking forward <i>Briarwood specific- Look at the annual plan for term 3, discuss any paperwork, deadlines, learning walks</i>	EHCP writing- Georgina & ECT's to meet to discuss the EHCP review process & what to write	
External/other training ECT & HoS to arrange			
<ul style="list-style-type: none"> - Whole school sleuth training- tbc by Tina - Attention Autism - SWALLS New to supporting behaviour - SWALLs New to SEMH 			

ECT schedule Block 3 Term 3 Overview- - Developing effective classroom practice

YEAR 1, TERM 2 (BLOCKS 3 & 4)

Block 3: Developing effective classroom practice: teaching & adapting		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions Term 2 spring term Blocks 3 and 4	Other
Week 1	Becoming an effective teacher Exploring the evidence behind effective teaching	3.1 Video introduction to the Block 3.2 Understanding the evidence 1 – Effective teaching	3.1 Welcome to Block 3: Establishing effective classroom practice	3.1 Setting the scene & becoming an 'effective teacher'	Mentor Regional Training Session 1– Connection and Context-Bringing research and expertise to your role as a mentor -Connecting with research -Connecting with experts -Connecting with ECTs ECT Regional Training Session 1 - Building your teacher toolkit – Effective classroom practice -Misconceptions and deliberate practice -Structuring lessons for progress -Every teacher a literacy teacher	
Week 2	Structuring lessons Supporting pupil progress through well-structured lessons	3.3 Understanding the evidence 2– Metacognition & teaching		3.2 Planning learning effectively		
Week 3	Effective teaching Expositions, modelling & effective practice			3.3 Expositions 3.4 Model effectively		
Week 4	Adapting teaching Pupil differences & catering to their needs	3.4 Learning about adaptive teaching	3.2: Assertive monitoring	3.5 Understanding that pupils are different & catering for their needs		
Week 5	Putting it into practice Becoming an effective teacher by using evidence-informed teaching & learning approaches	3.5 Developing your teaching – Models, practice & adaptive teaching		3.6 Getting students to think hard		Professional Progress Review
Week 6	Reflection on learning Review & looking forward	3.6 Improving your teaching – Lesson Observations 3.7 Reflecting on learning		3.7 Review & looking forward		(Formal Assessment 2)

Mentor sessions and materials can be found here on the ECF programme website [ECF: Mentors](#). It looks like this....

Dashboard / My courses / Block 03 - Developing effective classroom practice – teaching and adapting (MENTORS) / ECT-Mentor sessions / ECT-Mentor session materials (Block 3)

ECT-Mentor session materials (Block 3)

Block 3

- 3.1 Setting the scene and becoming an effective teacher.pdf
- 3.2 Plan effective lessons.pdf
- 3.3 Making good use of expositions.pdf
- 3.4 Model effectively.pdf
- 3.5 Understanding that pupils are different and catering for their needs.pdf
- 3.6 Getting pupils to think hard about what you want them to learn.pdf
- 3.7 Review and looking forward.pdf
- Block 3 ECT-Mentor One Page Summaries.pdf
- EYFS Handout 1.pdf
- EYFS Handout 2.pdf
- mentor handout 3.1 [NRO].pdf
- mentor handout 3.2 [NRO].pdf

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Timetable Term 3

Week	Mentor Sessions- during 1 day PPA allocation	Additional Briarwood ECT training- additional to the 1 day PPA (with some links to the annual plan)	ECT reviews and 1-1 meetings
Week 1	Setting the scene and becoming an effective teacher <i>Briarwood specific- linking theory to practice using classroom examples e.g. Rosenshines principles</i>	INSET training - Colourful semantics, Makaton	
Week 2	Planning learning effectively <i>Briarwood specific- Discuss a sequence of lessons, prior learning & next steps. What lessons are you teaching this week, where does which fit within a sequence of lessons?</i>	Pupil progress meetings with HoS	ECT regional training
Week 3	Expositions/modelling and effective practice <i>Briarwood specific- Discuss the use of clear, simple language, visual support and concrete examples when explaining concepts</i>	ECT & HoS to arrange to observe other teachers with a focus on models/explanations and how learning is sequenced	1-1 meeting with induction tutor & mentors (Rachel to arrange meetings with ELT's and mentors over the next few weeks) focus on curriculum/planning
Week 4	Understanding that pupils are different and catering for their needs <i>Briarwood specific- Arrange to observe a class that has pupils with different needs, working at a different levels</i>		
Week 5	Getting students to think hard <i>Briarwood specific- Discuss the 'hidden senses' focusing on proprioceptive and vestibular, what impact can this have on our pupils in terms of their sensory needs and possible distractions?</i>	ECT & HoS to arrange to meet with our somatosensory lead Sophie F-ELT to email and arrange ECT & HoS to arrange peer observation	
Week 6	Review and looking forward <i>Briarwood specific- Look at the annual plan for term 4, discuss any paperwork, deadlines, learning walks</i>		*Mentor regional training 9am-4pm
External/other training ECT & HoS to arrange			

ECT schedule Block 4 Term 4 Overview- The importance of subject and curriculum knowledge

Block 4 : The importance of subject & curriculum knowledge		Self-directed Study Materials (SDSM)		Mentor Sessions		Other
Week 7	Subject & curriculum knowledge How secure subject & curriculum knowledge underpins effective planning & teaching	4.1 Video introduction to the Block 4.2 Understanding the evidence – The importance of secure subject & curriculum knowledge		Webinar 4.1: Welcome to Block 4: The Importance of subject and curriculum knowledge		
Week 8	Sequencing a coherent curriculum Identifying critical components of a subject & ensuring that pupils have time to learn & master these			4.2 Delivering a carefully sequenced & coherent curriculum		
Week 9	An introduction to literacy Every teacher a teacher of literacy	4.3 Learning about literacy		Webinar 4.2: improving literacy through written tasks		
Week 10	Misconceptions & a deeper look at literacy Identifying potential misconceptions & exposing them in the classroom			4.4 Uncovering pupil misconceptions		
Week 11	Putting it into practice Developing your subject knowledge & delivering a coherent, well-sequenced curriculum	4.4 Developing your teaching – Securing your subject knowledge, sequencing		4.5 Building your bank of examples & resources		
Week 12	Reflection on learning Review & looking forward	effectively, explicit teaching 4.5 Improving your teaching – lesson observations 4.6 Reflecting on learning		4.6 Review & looking forward		Professional Progress Review

Mentor sessions and materials can be found here on the ECF programme website [ECF: Mentors](#) it looks like this....

Dashboard / My courses / Block 04 - The importance of subject and curriculum knowledge (MENTORS) / ECT-Mentor Sessions / ECT-Mentor Session Materials

BLOCK 04 - THE IMPORTANCE OF SUBJECT AND CURRICULUM KNOWLEDGE (MENTORS) ☰ ☱

- ▶ Participants
- ▶ Overview
- ▼ ECT-Mentor Sessions
 - 📄 TOPIC PICTURE
 - 📁 **ECT-Mentor Session Materials**
- ▶ Reading & Reflection
- ▶ Webinars
- ▶ Peer-to-Peer Sessions
- ▶ Survey

ECT-Mentor Session Materials

- ▼ 📁
- 📄 4.1 Setting the scene and reflecting on subject and curriculum knowledge.pdf
- 📄 4.2 Delivering a carefully sequenced and coherent curriculum.pdf
- 📄 4.3 Securing foundational knowledge before moving on.pdf
- 📄 4.4 Uncovering pupil misconceptions.pdf
- 📄 4.5 Building your bank of examples and resources.pdf
- 📄 4.6 Review and looking forward.pdf
- 📄 Block 4 ECT-Mentor one page summaries.pdf
- 📄 mentor handout 4.2 [NRO].pdf
- 📄 mentor handout 4.3 [NRO].pdf
- 📄 mentor handout 4.4 [NRO].pdf
- 📄 mentor handout 4.5 [NRO].pdf

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Week	Mentor Sessions- during 1 day PPA allocation	Additional Briarwood ECT training- additional to the 1 day PPA (with some links to the annual plan)	ECT reviews and 1-1 meetings
Week 1	Setting the scene and reflecting on your subject and curriculum knowledge <i>Briarwood specific- discuss curriculum areas you are the least confident in and discuss, what subjects would you be interested in coordinating? Establish some links with these curriculum coordinators</i>		
Week 2	Delivering a carefully sequenced and coherent curriculum <i>Briarwood specific- review curriculum handbooks, prior learning and next steps</i>	ECT & HoS to arrange time with AH Curriculum lead	Progress review meetings- Induction tutor and ECT (Rachel to arrange meetings)
Week 3	Securing foundation concepts before moving on <i>Briarwood specific- recap/revisit and review, teach, apply method</i>		
Week 4	Uncovering pupil misconceptions <i>Briarwood specific- Review the prompt/achievement level continuum, how important is it for our pupils to generalise their skills? Think about different contexts, when pupils transition from class/site and after holidays</i>	Rachel & ECT team- sharing common misconceptions (RM to gather some typical Briarwood examples) perhaps linking to a teachers meeting	
Week 5	Building your bank of examples and resources <i>Briarwood specific- Can you work together as a teaching team to create resources e.g. class PowerPoints to share and minimise workload</i>	Parents week- reviewing progress linking to learning maps and general updates/discussions	
Week 6	Review and looking forward <i>Briarwood specific- Look at the annual plan for term 5, discuss any paperwork, deadlines, learning walks</i>		
External/other training ECT & HoS to arrange SWALLS/English/Maths Hub training events TBC			

YEAR 1, TERM 3 (BLOCKS 5 & 6)

Block 5: Assessment, feedback & questioning		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions Term 3 summer term Blocks 5 and 6	Other
Week 1	What is 'good assessment & feedback'? Understanding the evidence of what makes assessment & feedback effective	5.1 Video introduction to the Block	Webinar 5.1: Welcome to Block 5	5.1 Setting the scene & understanding what we mean by good assessment & feedback	N.B no mentor training session this term ECT Local Group Session 2 – Assessment, questioning and relationships -Efficient and effective assessment -High-quality classroom talk -Relationships with pupils	
Week 2	Assessment Purpose of assessment & avoiding common assessment pitfalls	5.2 Understanding the evidence – What is 'good assessment & feedback'?	Webinar 5.2: Effective assessment	5.2 Avoiding common assessment pitfalls		
Week 3	Assessing prior knowledge & extending pupils Techniques to find out what pupils know & to move them on when they are ready	5.3 Accessing prior knowledge 5.4 Extending pupils – assessment and questioning		5.4 Extending pupils		
Week 4	Questioning & classroom talk Using questioning & facilitating high-quality classroom talk	5.5 Learning about questioning & high quality		5.5 High quality classroom talk and questioning		
Week 5	Putting it into practice Effective assessment, feedback & questioning techniques	Improving your teaching – lesson observations				Professional Progress Review
Week 6	Reflection on learning Review & looking forward	5.6 Reflecting on learning		5.6 Review & looking forward		

Mentor sessions and materials can be found here on the ECF programme website [ECF: Mentors](#), it looks like this....

[Dashboard](#) / [My courses](#) / [Block 05 - Assessment, feedback and questioning \(MENTORS\)](#) / [ECT-Mentor Sessions](#) / [ECT-Mentor Session Materials](#)

BLOCK 05 - ASSESSMENT, FEEDBACK AND QUESTIONING (MENTORS) 🔍

- ▶ Participants
- ▶ Overview
- ▼ ECT-Mentor Sessions
 - 🖼️ TOPIC PICTURE
 - 📁 **ECT-Mentor Session Materials**
- ▶ Reading & Reflection
- ▶ Webinars
- ▶ Peer-to-Peer Sessions
- ▶ Survey

ECT-Mentor Session Materials

- 📁
- 📄 Handout 5.1.pdf
- 📄 Handout 5.2.pdf
- 📄 Handout 5.4.pdf
- 📄 Session 5.1_one page summary.pdf
- 📄 Session 5.1_Setting the scene and understanding what we mean by good assessment and feedback.pdf
- 📄 Session 5.2_Avoiding common assessment pitfalls.pdf
- 📄 Session 5.2_one page summary.pdf
- 📄 Session 5.3_Assessing prior knowledge.pdf
- 📄 Session 5.3_one page summary.pdf
- 📄 Session 5.4_Extending pupils.pdf
- 📄 Session 5.4_one page summary.pdf
- 📄 Session 5.5_High-quality classroom talk and questioning .pdf
- 📄 Session 5.5_one page summary.pdf
- 📄 Session 5.6_one page summary.pdf
- 📄 Session 5.6_Review and looking forward.pdf

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Timetable Term 5

Week	Mentor Sessions- during 1 day PPA allocation	Additional Briarwood ECT training- additional to the 1 day PPA (with some links to the annual plan)	ECT reviews and 1-1 meetings
Week 1	Setting the scene and understanding what we mean by good assessment and feedback <i>Briarwood specific- Discuss how ECT's gather feedback from their team, the use of mini plenaries, pupil voice</i>	Pupil progress meetings with HoS	
Week 2	Avoiding common assessment pitfalls <i>Briarwood specific- Review the prompt levels e.g. when staff ask the pupils a question and the pupil responds correctly that would be independent not a verbal prompt Check O&U- Are targets taken from the correct stages ensuring they have 80% of the stage, next steps can be taken from higher stages</i>	ECT & HoS to arrange peer observation where the ECT can review assessment systems and assessment for learning approaches	
Week 3	Extending pupils <i>Briarwood specific- Ensure pupils have initial, next step and extension targets</i>		1-1 meeting with induction tutor & mentors (Rachel to arrange meetings with ELT's and mentors over the next few weeks) focus on assessment and feedback
Week 4	High quality classroom talk and questioning <i>Briarwood specific- ECT and mentor to observe one another with a focus on the use of questioning, look at how you can develop your questioning to differentiate and provide challenge</i>	Transition meetings-	
Week 5			
Week 6	Review and looking forward <i>Briarwood specific- Look at the annual plan for term 6, discuss any paperwork, deadlines, learning walks</i>		
External/other training ECT & HoS to arrange SWALLS/English/Maths Hub training events TBC			

Block 6 : A people profession		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Other
Week 7	Building effective relationships Working with others in the teaching profession	6.1 Video introduction to the Block 6.2 Understanding the evidence – A people profession	Webinar 6.1: Welcome to Block 6	6.1 Setting the scene & effective professional relationships	
Week 8	Pupils & their families Building positive relationships with your pupils & their parents and/or carers		Webinar 6.2: Working with parents and carers	6.2 Building trusting relationships with parents 6.3 Building trusting relationships with pupils	
Week 9	Your colleagues Working with other adults in your school, with a particular focus on your SENCO	6.3 Developing effective professional relationships 6.4 Working with the SENCO		6.4 Effective relationships with specialist colleagues	
Week 10	Teaching Assistants Building relationships & working effectively with teaching assistants	6.5 Working effectively with teaching assistants		6.5 Building effective relationships with teaching assistants	
Week 11	Looking after yourself Managing your workload & looking after your personal wellbeing			6.6 Managing workload & wellbeing	
Week 12	Reflection on learning Review & looking forward	6.6 Improving your teaching – lesson observations 6.7 Reflecting on learning		6.7 Review & looking forward	Professional Progress Review

Mentor sessions and materials can be found here on the ECF programme website [ECF: Mentors](#) it looks like this....

[Dashboard](#) / [My courses](#) / [Block 06 - A people profession \(MENTORS\)](#) / [ECT-Mentor Sessions](#) / [ECT-Mentor Session Materials](#)

BLOCK 06 - A PEOPLE PROFESSION (MENTORS) 🏠 📄

- ▶ Participants
- ▶ Overview
- ▼ ECT-Mentor Sessions
 - 📄 TOPIC PICTURE
 - 📁 **ECT-Mentor Session Materials**
- ▶ Reading & Reflection
- ▶ Webinars
- ▶ Survey

ECT-Mentor Session Materials

- ▼ 📁
- 📄 6.1 Setting the scene and effective professional relationships.pdf
- 📄 6.2 Building trusting relationships with parents.pdf
- 📄 6.3 Building trusting relationships with pupils.pdf
- 📄 6.4 Effective relationships with specialist colleagues.pdf
- 📄 6.5 Building effective working relationships with teaching assistants.pdf
- 📄 6.6 Managing workload and wellbeing.pdf
- 📄 6.7 Review and looking forward.pdf
- 📄 Block 6 one page summaries.pdf
- 📄 mentor handout 6.1 [NRO].pdf
- 📄 mentor handout 6.2 [NRO].pdf
- 📄 mentor handout 6.3 [NRO].pdf
- 📄 mentor handout 6.4 [NRO].pdf
- 📄 mentor handout 6.5 [NRO].pdf

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Week	Mentor Sessions- during 1 day PPA allocation	Additional Briarwood ECT training- additional to the 1 day PPA (with some links to the annual plan)	ECT reviews and 1-1 meetings
Week 1	Setting the scene and effective professional relationships <i>Briarwood specific- Discuss the professionals who link with Briarwood, what links have you already established?</i>	ECT & HoS to arrange time with physio/SALT this term	Final assessment meeting, induction tutor, mentor and ECT ready for the electronic submission of year 1 assessments (Rachel to start writing the reports!)
Week 2	Building trusting relationships with parents and pupils <i>Briarwood specific- Look at the end of year reports and examples</i>	End of year reports- teachers meeting	
Week 3	Building effective relationships with specialist colleagues <i>Briarwood specific- Discuss multi agency teams and MAC referral system</i>	ECT & HoS to arrange time with the Head of Provision and Inclusion	
Week 4	Building effective relationships with teaching assistants <i>Briarwood specific- Discuss any difficulties when managing a large team of TA's and supply staff, how can we support and communicate more effectively with our teams?</i>		
Week 5	Managing workload and wellbeing <i>Briarwood specific-Plan ahead- look up what topics and subjects you are teaching in September</i>	ECT & HoS to meet with the AH for wellbeing	Deadline for year 1 ECT assessments to Trading with Schools
Week 6	Review and looking forward <i>Briarwood specific- Reflect on your first year as an ECT, provide feedback to induction tutor on any areas that could of gone better in terms of the programme we are providing</i>		
Week 7			
External/other training ECT & HoS to arrange			