



Appropriate Body Services

Induction Tutor Training

Monday 25 September 2023

Georgina Crooks – Assistant Director & AB Lead

David Higginbottom – Deputy Director

Introduction & Welcome

Georgina Crooks, HISP TSH Assistant Director & AB Lead



House Keeping

- Fire alarm/ fire exits
- Wi-Fi: **Username: HF1 | Password/Pin: 1088**
- Toilets
- Lanyard
- Photos
- Documentation pack



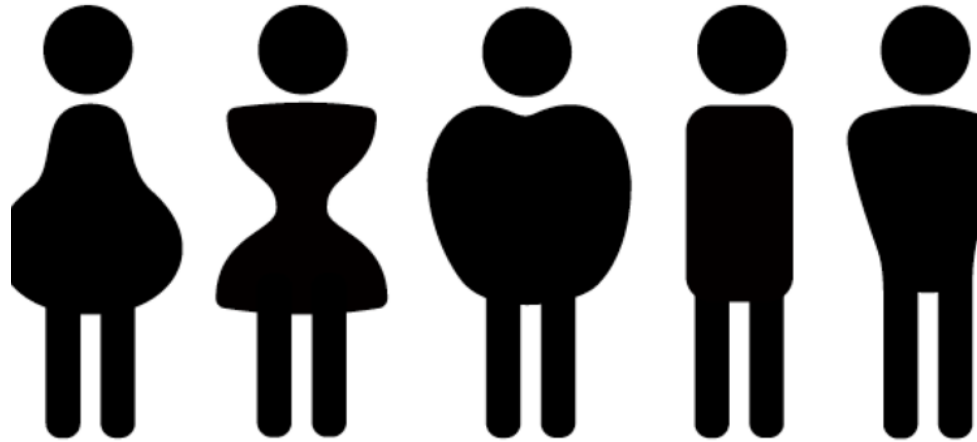
Agenda

1. Roles and responsibilities
2. HISP Teaching School Hub Appropriate Body paperwork and policies
3. Progress Reviews & Formal Assessment writing
4. Development targets
5. Additional Support Plans
6. Quality Assurance Processes
7. Networking & sharing best practice
8. Questions



The Appropriate Body ...

- What does the term, 'The Appropriate Body' mean to you?
- Turn to the person next to you and come up with a definition. Be prepared to share your idea!



What is the role of the Appropriate Body?

The Appropriate Body (AB) has the responsibility to quality assure the assessment programme for an ECT for the duration of their two-year induction programme.

We will:

- check that an ECT receives an ECF-based induction programme, has a designated induction tutor and mentor, and a reduced timetable
- check that the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- check that where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- be the point of contact for an ECT should they want to raise a complaint against their school regarding their ECF based induction programme

The AB makes the final decision about whether an ECT has met the Teacher Standards, based on the Headteacher's recommendation.



Induction Tutor: Roles & Responsibilities



Turn to the person next to you and share your understanding of your role and responsibility as an Induction Tutor.

Together, decide on three key ideas and list them on the mentimeter.



How is the role of Induction Tutor and Mentor different?



The Induction Tutor's role is to ...

- Be responsible for the assessment of the ECT against the Teacher Standards
- Register the ECT with the DfE online service, EDT and an Appropriate Body
- Hold half-termly meetings with their ECTs alongside completing a meeting record form
- Hold once termly formal observations
- Check and discuss that the ECT is keeping evidence on their Teacher Standards' Evidence Form at the half-termly meetings
- Write assessments:
 - Complete progress reviews in terms 1,2,4 and 5 of induction
 - Complete a formal review at the end of term 3 of induction
 - Complete the final review at the end of term 6



- Complete an interim report should your ECT leave your school before completing their two-year induction period
- **Inform the ECT following review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and AB**
- **Put in place any needed support plans at points of progress reviews and formal assessments**
- **Use HISP TSH Appropriate Body paperwork available on our website or via ECT Manager**
- Communicate with the Appropriate Body regarding concerns and issues
- Makes a recommendation to your Headteacher as to whether the ECT pass or fails induction at the end of the two years
- **Have appropriate time allocated within the school timetable to carry out this monitoring and assessment role**



What is the training offer for Induction Tutors?

Welcome Briefings for Induction Tutors, Mentors and ECTs			
Date	Day	Location	Time
12.09.23	Tuesday	Virtual Training	08:00 - 08:45
09.01.24	Tuesday	Virtual Training	08:00 - 08:45
23.04.24	Tuesday	Virtual Training	08:00 - 08:45
Induction Tutor Face-to-Face Training Sessions			
Date	Day	Location	Time
25.09.23	Monday	Tanners Brook	12:30 - 15:30
23.01.24	Tuesday	Tanners Brook	12:30 - 15:30
13.05.24	Monday	Tanners Brook	12:30 - 15:30
Induction Tutor drop in Q&A Sessions			
Bi-weekly on Tuesdays at 8am starting from 19.09.23			
Join Zoom Meeting			
https://us06web.zoom.us/j/82981948823?pwd=cmxMWmkxRm03M29ERG9UUHBaUy9ZUT09			
Meeting ID: 829 8194 8823			
Passcode: 848019			



Our Appropriate Body Paperwork

- Induction Tutor Meeting Record Forms
- Mentor Meeting Record Forms
- Lesson Observation Form
- Support Plans
- Teachers Standard Evidence Forms
- Non-standard Induction Routes
 - Reduced Inductions
 - Significant previous teaching experience
 - Part-time ECTs
 - Alternative placements for 6th Form ECTs





Progress Reviews & Formal Assessments

	Progress Review	Formal Assessment
What	Brief review of ECTs progress against the Teachers' Standards.	Full review of ECTs progress against each of the Teachers' Standards.
When	End of: 1st, 2nd, 4th and 5th term of induction – <i>see handbook for deadlines</i>	End of: 3rd and 6th (final) term of induction – <i>see handbook for deadlines</i>
Who	Induction Tutor ECT adds reflective comments	Induction Tutor ECT adds reflective comments Signed by Headteacher

Where/ how - all completed electronically via [ECT Manager](#)



Progress Reviews



Support and Entitlements

Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

[Show Statutory Entitlements](#)

Received Support and Entitlements?

Please Select *



If 'No' you will need to explain why this statutory entitlement has not been met.

Recommendation

At formal assessment points and to successfully complete induction, the ECT's performance against the Teachers' 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?

The ECT is on track

Based on current performance and rate of progress, the ECT **is on track** to successfully complete induction by the end of their induction

The ECT is not on track

Based on current performance and rate of progress, the ECT **is not on track** to successfully complete induction by the end of their induction



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



Progress Grading

- A: The ECT has considerable strengths and is working well within the requirements**
- B: The ECT has many strengths with a few areas for development that are being addressed easily**
- C: The ECT has strengths. some areas for development have been met and some are still being worked on**
- D: Development needed in basic practice, warranting additional support from within the school**
- E: Considerable areas for development required in basic practice, giving rise for serious concern. Additional support needed for school and ECT**

- If an ECT is given a progress grading of 'D' or 'E', an Additional Support Plan must be put in place and the ECT and the Headteacher must be informed.
- HISP Teaching School Appropriate Body must be informed.
- *"It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress ..."*



Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track. Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is a cause for concern, how any evidence supports that concern and the agreed development targets.

Reasons

Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT.

Briefly describe any agreed development targets

- Informed by existing evidence of the ECT's teaching.
- Comments/ evidence linked to the Teachers' Standards.
- Agreed developmental targets, for next term of induction, must be stated and these should be linked to the Teachers' Standards.



ECT Comments

What has gone well over the last term?

Not Answered

What challenges have you faced over the last term and how have you overcome them?

Not Answered

What are your targets for next term and how will you address them?

Not Answered

- Comments and targets should be linked to the Teachers' Standards
- Specific examples, from the ECTs practice, helps support comments made



Formal Assessments



Recommendation

Based on the teacher's performance against the Teachers' Standards within the assessment period, which **one** of the following statements is applicable?

Making satisfactory progress

The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period.

Not making satisfactory progress

The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.

Progress Grading

- A: The ECT has considerable strengths and is working well within the requirements**
- B: The ECT has many strengths with a few areas for development that are being addressed easily**
- C: The ECT has strengths. some areas for development have been met and some are still being worked on**
- D: Development needed in basic practice, warranting additional support from within the school**
- E: Considerable areas for development required in basic practice, giving rise for serious concern. Additional support needed for school and ECT**



Further Information

Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

Save

TS2 Promote good progress and outcomes by pupils



Areas for development

Save

If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)

Support Plan In Place?

No



ECT Comments

What has gone well over the last term?

Not Answered

What challenges have you faced over the last term and how have you overcome them?

Not Answered

What are your targets for next term and how will you address them?

Not Answered

- Comments and targets should be linked to the Teachers' Standards
- Specific examples, from the ECTs practice, helps support comments made



What would you expect your ECT to be doing to be awarded each grade?

Progress Grading

- A: The ECT has considerable strengths and is working well within the requirements**
- B: The ECT has many strengths with a few areas for development that are being addressed easily**
- C: The ECT has strengths. some areas for development have been met and some are still being worked on**
- D: Development needed in basic practice, warranting additional support from within the school**
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Structuring reports:



Amira has been proactive in updating, and modelling how to use, working walls to help children with their learning. Children successfully use the writing wall, which is helping them make progress against their learning goals.

The statement model will help ensure the final report covers the Teaching Standards as well as the evaluative elements needed to help ratify the judgement made.

EVALUATION
SUBJECT
IMPACT

[Progress Review Guidance Video](#)



Shades of language for reporting

Grade A: Good Progress	Grade B: Satisfactory Progress	Grade C: Limited Progress	Grade D/E: Unsatisfactory Progress
<p>Great developments in Big improvements in Considerable progress Notable progress Much progress Significant progress Substantial improvements Tangible development in Progress has been at a brisk pace Progress is commendable Highly valued Effective grasp of</p>	<p>Pleasing progress Acceptable developments in Positive advancements Steady pace at improving Solid progress Progress has been favourable Positive contributions to Sufficient progress Secure developments</p>	<p>Not come very far with Lack of development in Reasonable progress with Sparse examples of Little advance Little improvement Minimal progress Basic demonstration of In short supply Not so much progress Some achievements Some gains Some headway Some positive developments Beginning to</p>	<p>Struggling with Finding it challenging Finding it difficult Unengaged with Poor progress in Mediocre advancements Unacceptable progress Weak areas are Inadequate progress in Inconsistent Unresponsive to</p>



Examples of short ECT comments

"This report reflects my discussions with my Induction Tutor."

"I agree with this report."

"I have received statutory entitlements and am happy with the comments made."

"I have made good progress with my teaching, and I currently do not have any areas to improve upon."



When would we reject a report?

Induction Tutor comments are:

- Too short
- Not evaluative
- Limited supporting evidence provided
- Not linked to the Teaching Standards

ECT comments are:

- Too short
- Not reflective
- No areas of development identified



When would we raise a concern?

ECT comments that:

- They have not had their statutory entitlements met
- They have concerns over their mentoring and support
- They provided negative comments about their health and wellbeing
- They have taken on a lot of responsibility
- Their safeguarding practices are questionable

Induction Tutor comments that:

- Their ECT is needing a lot of support but there is no support plan in place
- Their ECT has questionable professional behaviour
- Do not match their ECT's comments – there is a mismatch



Development Targets

- Set 2-3 targets maximum – filter and prioritise targets
- Identify specific strategies with your ECT to enable them to achieve each target – ‘modelling’ how to achieve a target if appropriate – think 'X needs to improve adaptive teaching **by doing X**'
- Targets should be linked to the Teachers' Standards
- Targets should always be followed up
- Remember to praise your ECT for achieving targets successfully
- Challenging target – break it down into smaller sub-targets



Discussion point: how could the following developmental areas/ targets be improved?

- *Improve behaviour management*
- *Target – TS5 are all children able to access the learning in the lesson?*
- *To increase consistency with routines and behaviour management, applying the behaviour management policies so that ECT X can have a strong start to their ECT2 (TS 1, 7). To do this they should continue to follow the whole school behaviour policy with greater consistency - supported by HOD and by ensuring they set clear routines for where to record positive praise and negative sanctions (e.g., on a mini whiteboard on desk).*



Additional Support Plan

- Can anyone share an experience which has been challenging for them?
- Can anyone share an experience of why they put an ECT as 'not on track' and on a support plan?



Additional Support Plan (for at risk ECTs)

Name of ECT:

Start date of plan:

End date of plan:

NB: each support plan should contain specific, short-term targets which are monitored/updated regularly with more frequent observations/ feedback until the ECT is back on track. We advise a 4-week plan as a minimum.

TS	Area of standards causing concern	Agreed target/actions to be taken	Supported by	Timeline	Review date of target & agreed actions	Actual outcome
	** Please use exact text from areas of the Teacher's Standards					

Discussed and agreed with ECT		
ECT Name:	Signed:	Date:
Induction Tutor:	Signed:	Date:
Headteacher/ Principal:	Signed:	Date:

(Press tab key in cell above **T** to create new row)

Additional Support Action Plan (for at risk ECTs)

for ECT: (input name)

NB: each support plan should contain specific, short-term targets which are monitored/updated regularly with more frequent obs/ feedback until the ECT is back on track. We advise 4-week plans

TS	Area of standards causing concern	Agreed target/actions to be taken	Supported by	Timeline	Next review date	Actual outcome
7d)	<p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <p>** Please use exact text from areas of the Teachers' Standards</p>	<ul style="list-style-type: none"> Amy to observe Key Stage 2 Leader & Deputy Head with focus on classroom management / behaviour strategies Amy to attend Behaviour Management CPD <p>** This text is an example only</p>	<p>Induction Tutor / KS2 Leader / Deputy Head</p> <p>Facilitated externally</p>	<p>To start Tues & Thurs w/c 19/9</p> <p>To start Thurs 11/10</p>	<p>Observation & 1:1 feedback meeting scheduled for 30/9</p> <p>Observation & 1:1 feedback meeting scheduled for 20/10</p>	<p>30/9 - Lesson observation shows clear implementation of class rules & routines, better use of TA and inclusion of sanctions and rewards</p> <p>20/10 – Lesson observation shows a significant improvement in pupil behaviour – sanctions are used fairly, and classroom layout is set to minimise disruption</p>



What specific actions/ support might you put in place to support a struggling ECT?

Discuss with a colleague and contribute your ideas to a shared Jamboard.





Quality Assurance

- A 16 strong quality assurance team who will:
 - Read and quality assure all reports
 - Visit schools for a monitoring visit
 - Statutory entitlements are being met
 - ECT learning walk
 - ECT forum
 - Mentor voice
 - Induction Tutor voice

The Appropriate Body has a remit to quality assure the induction of an ECT, so schools can expect to have a quality assurance visit every 2-3 years.



Networking: sharing best practice

1. What will the first couple of weeks look like for your new ECTs in September?
2. What CPD/Professional Development opportunities do your ECTs receive outside of their ECF programme? How do you manage this?
3. How do you know that your ECT is engaging with their ECF programme?
4. How do you know that your ECT is meeting the Teachers' Standards?
5. How does/will your school manage with many ECTs?



Questions ...






Evaluation ...

Induction Tutor Training Evaluation Form





Appropriate Body Accounting Officer	Early Career Teacher Lead (Named Contact)	Appropriate Body Administrator
<p data-bbox="665 468 843 496">Amanda Parry</p> 	<p data-bbox="1128 468 1340 496">Georgina Crooks</p> 	<p data-bbox="1646 468 1837 496">Emma Gerrard</p> 
<p data-bbox="588 1029 919 1058">Telephone: 02380 246588</p>	<p data-bbox="996 1029 1370 1058">Email: g.crooks@hispmat.org</p> <p data-bbox="996 1065 1332 1093">Telephone: 02380 011154</p>	<p data-bbox="1498 1029 1880 1058">Email: e.gerrard@hispmat.org</p> <p data-bbox="1498 1065 1834 1093">Telephone: 02380 771659</p>



What about your own CPD?

Duration: 12 months (plus 3 months for summative assessment process)

Hours of study: 55

Cost: FREE to those who meet the scholarship eligibility criteria. The cost for school or self-funded participants outside of the criteria is £901



National Professional Qualification for Leading Teacher Development (NPQLTD)

SPECIALIST	Leading improvement	Underpinning principles	Developing others	Furthering your specialism	Embedding in practice
Leading Teacher Development	1 Leading improvement	2 Principles of effective teaching	3 Designing effective professional development	4 Teaching and adapting	5 Evaluation and continuous improvement

[HISP Teaching School Hub - Applying for an NPQ with HISP Teaching School Hub and EDT: 2023-2024 Registrations](#)

Applications close: 6 October 2023

