



# **HISP TSH Appropriate Body Induction Tutor Training Session (Assessment Programme)**

**6th November 2024**

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# AGENDA

- **KEY FOCUS** today is Report Writing
- **Types of ECT Report**
- **ECT Report quality**
  - Exemplars and best practice for Induction Tutors**
  - Exemplars and best practice for ECTs**
  - Application of Support Plans**
  
- **Reminders**
- **Staying in touch**
- **Partnership Agreements and Invoicing**
- **Feedback for TSH AB Induction Tutor training session**

## Training Session Etiquette

- Please ensure microphones are muted.
- This briefing is being recorded.
- Sample reports shown are confidential and for the purposes of this session only.



# Thank You

For the role you play as formal assessor of ECTs in your school.

Your roles and responsibilities are outlined in our HISP TSH AB Handbook and in the DfE guidance.

# Types of ECT Report

Progress Reviews (PR) (at the end of terms 1, 2, 4, 5), written by the Induction Tutor.  
- shorter summary report detailing at least 3 strengths, 2 areas of progress and 2 new development areas.

Formal/ Final Assessments (FA) (two; one at the end of terms 3 and 6), written by the Induction Tutor.

- longer summary report detailing strengths and development areas against each of the Teachers' Standards. Written at the end of terms 3 (Formal) and 6 (Final).

Interim Assessments written by the Induction Tutor.

- longer summary report detailing strengths and development areas against each of the Teachers' Standards. Generated and written when ECT is moving schools.

# Progress Reviews and Formal Assessment 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.

Note that grading corresponds to whether an ECT is on track or not:

\*They 'are making satisfactory progress' corresponds to an A, B and C grade being attributed.

\*They 'are not making satisfactory progress' corresponds to a D and E grade being attributed. An additional Support Plan must be put in place, ECT and Headteacher must be informed. Support Plan to be uploaded onto ECT Manager for our reference.

# Progress Reviews and Formal Assessment Grading

## 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

## Progress Grading

Please note that this additional information is required to enable us to provide a better level of support to schools.

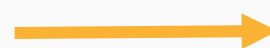
## Support and Entitlements

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 these statutory entitlements are not being provided.

# Typical language to align with grading



Grade A: Strong Progress	Grade B: Good Progress	Grade C: Satisfactory Progress	Grade D/E: Unsatisfactory Progress
<p>Great developments in... Big improvements in... Considerable progress... Notable progress... Significant progress... Substantial improvements... Tangible development in... Progress is commendable... Highly valued... Effective grasp of... Proactive to...</p>	<p>Pleasing progress... Good developments in... Positive advancements... Steady pace at improving... Solid progress... Progress has been favourable... Positive contributions to... Consistent progress in... Secure developments...</p>	<p>Reasonable progress with... Some examples of... Basic demonstration of... Some achievements... Some gains... Some headway... Some positive developments in... Beginning to... Sound progress in... Becoming more consistent in...</p>	<p>Struggling with... Finding it challenging... Finding it difficult... Unengaged with... Poor progress in... Limited improvement... Unacceptable progress... Weak areas are... Inadequate progress in... Inconsistent in... Unresponsive to... Lack of development in...</p>

**Grade D – internal school support, in addition to typical mentoring routines**

**Grade E – considerable areas for development, support required is both internal and external**

# Top Tips for Progress Reviews

Progress Reviews – detailing 3 areas of strength/ growth, comments towards 2 previous targets and 2 new areas of development

## Induction Tutor - Further Information/ Comments

**Provide comments on at least three strength/ success areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

**Provide comments on the progress of at least two previous development areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

**Provide comments on at least two new development areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

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

Not Answered

**If the ECT is not on track to successfully complete induction, has the appropriate Support Plan been put in place?:** Not Answered



# PR examples

## Induction Tutor - Further Information/ Comments

### Provide comments on at least three strength/ success areas linked to the Teachers' Standards (minimum of 100 words per area).

TS1 Set high expectations which inspire, motivate and challenge pupils

██████ has developed his ability to set high expectations of students and has established a safe learning environment for all students. ██████ is excellent at greeting her students, calling them to attention and narrating positive behaviours, which makes other members of the class want to comply and gain praise themselves. Her students are engaged and listen well to her instructions.

TS2 Promote good progress and outcomes by pupils

██████ regularly includes the use of formative assessment in her planning and teaching, particularly through the use of mini whiteboards to regularly check understanding of all pupils. She also consistently includes interleaving and interweaving strategies throughout her lessons through vocab tests, peer assessment etc, to link to prior learning. ██████ completes improvement phases after asses

TS3 Demo

██████ has e  
planning. S  
have. S

### Provide comments on at least two new development areas linked to the Teachers' Standards (minimum of 100 words per area).

One new area of development of ██████ is to further develop her positive contribution to the wider life and ethos of the school (TS8). ██████ has had some guided experience within this teaching standard, supporting her mentor in the development of a half termly school bulletin board, in which half termly activities are shared with students in advance to support attendance. Likewise, after direction ██████ created a 'Mental Health awareness' display board, within the recreational room, to motivate and inspire staff and students. Fellow staff have commented on how inspiring ██████'s 'weekly thought' is and it has been fantastic to see ██████'s confidence grow in sharing these on Monday briefings. To further meet this standard ██████ needs to develop her autonomy in contributing to the wider life and ethos of the school. Next term, ██████ will be independently developing a 'Pupil Voice' system.

Another area of development for ██████ is to have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and contribute to the design and provision of an engaging curriculum within the relevant subject area(s) (TS3 and TS4). ██████ and the English team meet half termly to create curriculum maps. Positively, they have already linked this to the school bulletin board and it has been brilliant to see ██████ and the team develop a fun and engaging week for students. Typically, this has been fun and engaging fine motor activities. However, to further develop this teaching standard ██████ now needs to deepen this skill and develop her cross-curricular planning and provision skills. ██████ could consider how to adapt a typically un-engaging topic, such as 'email writing' and make this fun and engaging for students through cross-curricular activities. A possible link to another taught subject of employability could also support our students PfA (Preparation for Adulthood.)

## Induction Tutor - Further Information/ Comments

### Provide comments on at least three strength/ success areas linked to the Teachers' Standards (minimum of 100 words per area).

██████ has a lot of strengths TS1 She Praises students for producing good work which helps model expectations of the students, and she challenges those who are not completing task using the behaviour policy around inadequate work to assist students to have high expectations of themselves in a way which is consistent with school policy which allows students to get into routines and frees up the students' cognitive load for studying. Through out her lessons ██████ uses developmental questioning which draws the students into deeper thinking on the topic.

TS2 Progress is promoted through the use of developmental questions to explore issues being discussed and she guides understanding by chunking of tasks. At the start of the lessons, she reinforces the standards expected.

TS3 ██████ has displayed a sound Knowledge of law surrounding consent and sex/ relationships. This is part of her new role of PSHE lead. She has supported other staff who needed help to understand some aspects of the law before they could teach it.

TS4 ██████ has clear definitions for the words/ concepts and uses literacy through getting students to read as a whole class. ██████ has "do it now" starter based of past study to help with knowledge recall and Q and A of answers and developmental questioning of results to push understanding. During activities she uses a Grid to focus students' minds on the key evidence during videos.

TS5 ██████ ensures al can engage with the class by use of keywords and examination of their meanings and providing different colour sheets for the students who have this on their pupil passport

TS7 ██████ calmly deals with students and dealt with emotive topics well, being conscious of the sensitivity of some topics for certain students, though can make clear when students had overstepped the mark.

### Provide comments on the progress of at least two previous development areas linked to the Teachers' Standards (minimum of 100 words per area).

Previous target 1: TS2 she should Link back to key question at the end of the lesson so that students are always aware of how much progress they are making: - In the observations done it is now clear to the students what the key question is and the success formula for the end of the class. Lessons now have a plenary which focuses on the specific key question so that ██████ can check understanding and students get a positive feeling out of achieving the lesson objectives. This also allows ██████ to check for mastery. This has been supported by whole school CPD on strong starts and closes to lessons which all staff have been focusing on.

Previous target 2: TS7 ██████ needs to continue to develop her tonal range so that she will be clearer and change tone as move up the consequences: - ██████ has worked with her mentor and the induction tutor on changing her tone and this was clearly seen in the observation of her year 9 class where it was very clear to the students where they stood on the school behaviour policy. This meant that when ██████ instructed one to move seats they complied quickly because it was clear to them that they had reached the warning stage. Additionally ██████ made clear how disappointed she was that the student had got that far in the behaviour system and the student rather than continuing to escalate his behaviour looked to work to make up for his past behaviour.

# Top Tips for Formal/ Final Assessments

Formal and Final (and Interim) Assessments – detailing how ECT is meeting each of Teachers' Standard (100 words minimum) against each standard, comments towards 2 previous targets and 2 new areas of development

Induction Tutor - Further information/ Comments

**TS1 Set high expectations which inspire, motivate and challenge pupils (100 words minimum)**

Not Answered

**TS2 Promote good progress and outcomes by pupils (100 words minimum)**

Not Answered

**TS3 Demonstrate good subject and curriculum knowledge (100 words minimum)**

**TS8 Fulfil wider professional responsibilities (100 words minimum)**

Not Answered

**Part 2 Personal and professional conduct (100 words minimum)**

Not Answered

**Provide comments on the progress of at least two previous development areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

**Provide comments on at least two new development areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

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

Not Answered

**If the ECT is not on track to successfully complete induction, has the appropriate Support Plan been put in place?:** Not Answered

# FA examples

## TS4 Plan and teach well structured lessons (100 words minimum)

■■■■■ contributes during collaborative planning sessions, and to the year group curriculum design. ■■■■■ always ensures that the federation's curriculum model and 4 Key Stones are fully implemented into the planning in order for all children to achieve and be successful. ■■■■■ has taken sought advice from different colleagues across the federation, and has taken ownership over a range of subject areas throughout the year. ■■■■■ worked alongside the DHT to plan English learning journeys and then independently continued to plan the teaching of English. ■■■■■ is able to maintain good pace in teaching which enables her to ensure that learning time is maximised through the effective use of lesson time. ■■■■■ ensures that planning and teaching is adapted according to the needs of the children in her class, this has resulted in the children making good progress. Maths learning journeys plan for opportunities to interleave - concrete, pictorial and abstract to constantly reinforce transfer to long term memory. ■■■■■'s classroom radiates a love of learning; children are always engaged,

and the learning planned for them is exciting which leaves them inquisitive and wanting to know more. Working walls are kept up to date, display high quality tiered vocabulary and WAGOLLS; opportunities for high quality talk are carefully mapped out and high quality modelling is well-sequenced and ambitious. ■■■■■ has planned other out-of-class activities to consolidate and extend knowledge. For example, as part of her year group team, ■■■■■ has set homework in line with federation expectations.

## TS5 Adapt teaching to respond to the strengths and needs of all pupils (100 words minimum)

■■■■■ has ensured that teaching is adapted to respond to the strengths and needs of all children. She has ensured that all children can achieve, no matter what their starting point is. ■■■■■ has carefully differentiated for SEND children through the task design within all curriculum areas.

■■■■■ has worked hard throughout the year to develop a good understanding of when and how to differentiate properly in order to maximise learning and progress. ■■■■■ has also made adaptations to materials so that all children can access them. ■■■■■'s knowledge of the children, and awareness to their individual needs has enabled children to thrive and flourish. ■■■■■ is clear with her expectations, but also supports the children to enable them to achieve. ■■■■■ always has a clear understanding of the strategies in order to engage all children. ■■■■■ has worked with support staff and deploys them effectively. She now needs to further address individual misconceptions.

## Part 2 Personal and professional conduct (100 words minimum)

■■■■■'s personal and professional conduct is exemplary. She has a high regard for our school values, policies and practices, always acting within the statutory frameworks which set out her professional duties and responsibilities. ■■■■■ has demonstrated her commitment to her role by going above and beyond e.g. coming into school in her own time to plan and prepare her classroom; also by taking on the leadership of a subject this academic year. When conducting Appraisals or Supervisions, she is always receptive to guidance and honest about her progress and where she needs to improve. ■■■■■ is secure with the practices and policies that surround the Safeguarding of our children, demonstrating this daily. She has also completed both face to face and online Safeguarding modules ensuring that she is informed on relevant updates and changes in legislation.

## TS6 Make accurate and productive use of assessment (100 words minimum)

■■■■■ makes good use of the school's assessment processes to ensure her summative assessment of the children is accurate. Through Pupil Progress meetings she is clearly able to identify the children who would be target children going forward. This also includes those children who are 'cuspy' and at risk of falling behind or from greater depth to expected. This then leads on to targeted support in lessons for these children that is clearly evidenced by feedback, marking and task design in books. Formative assessment through the use of AFL is seen in lessons and flexible groupings are used to ensure that the subsequence lesson reflects where the child is. Feedback is evident in books and responded to. This can be within the lesson on as part of 'Keep up, Catch up'. Oral feedback is given throughout the lessons, this can be to address and error or misconception or to extend the learning.

## TS7 Manage behaviour effectively to ensure a good and safe learning environment (100 words minimum)

■■■■■ has clear expectation within the classroom and uses positive reinforcement effectively. For example, having table trophies for neat presentation, quick transitions and listening well. This also reinforces collective responsibility and support the class to work as a team. She uses the school's behaviour policy to support her classroom management and seeks support with any behavioural issues if needed. ■■■■■ has taken on board feedback and guidance on managing more challenging behaviours in class and has re-established her authority within the classroom with these children. The classroom environment is rooted in mutual respect and children are clearly motivated to do their best in class.

## TS8 Fulfil wider professional responsibilities (100 words minimum)

■■■■■ has continued to make contributions to the wider life and ethos of the school, this has included and not limited to, running and after school netball club, supporting at school events such as the Christmas and Summer fairs and taking part in whole school events such as Game Changers and Round the Boundary. ■■■■■ is very reflective and often identifies her own additional targets to work on, she is proactive at seeking out support from the adults who specialise in different subjects. ■■■■■ is able to deploy support staff effectively and use them to further support the learning in class. She is clear with her guidance and work exceptionally well as part of a team.

## TS6 Make accurate and productive use of assessment

■■■■■ demonstrates that she understands the need for both formative and summative assessment. ■■■■■ has needed to create mock exam papers from scratch For Year 9 and 10 in 2023. This is due to the curriculum change that happened at the end of the previous academic year. She ensured the exams were well matched to the new syllabus and tested not only the pupils' current LOP but also contained an element of stretch and challenge for the HA when it came to more complex language and Essay writing skills. ■■■■■ uses the GCSE mark schemes to mark accurately, using this data to inform predicted GCSE grades.

During a recent lesson observation (24.4.24) ■■■■■ was observed meeting this teaching standard effectively where pupils received marked assessments with precise written feedback. She also gave them an exam success criteria sheet for a 12-mark question in Business Studies prompting pupils to self-reflect on their response and their teacher's written feedback. This was a very productive lesson and a good use of assessment, enabling pupils to improve their performance when they next answer a 12-mark question.

I have observed ■■■■■ using weekly Latin vocabulary tests, recording progress each week to ensure pupils are acquiring the necessary vocabulary for the course syllabus. When asked how she measures progress over time ■■■■■ is able to show that she records persistent errors and re-tests where necessary to ensure gaps are identified and progress achieved.

# Writing two new developmental targets



Target 1 - Improve behaviour management

Target 2 - TS5 are all children able to access the learning in the lesson?

- ✓ Target 3 - To increase consistency with routines and behaviour management, applying the behaviour management policies so that XXXXXX can ensure learners have an effective start to each lesson. To do this they should continue to follow the whole school behaviour policy – ensuring that at the beginning of every lesson XXXXXX has an accessible starter/ do now task, when ready XXXXXX asks and waits for silence, uses non-verbal cues to praise and challenge disruptions and challenges any calling out.

# Top Tips for ECTs comments

- 4 Statutory Entitlements questions to respond to
- ECT questions - responses to be 100 words minimum for each

ECT - Further Information/ Comments

**Are you receiving your reduced teaching timetable? (10% in Yr1 and 5% in Yr2)?:** Not Answered

**Are you receiving regular one to one Mentoring sessions (each week in Yr1 and fortnightly in Yr2) with your Mentor? We understand there may be occasional illness.:** Not Answered

**Have you had a formal observation from your Induction Tutor this term (including written feedback)?:** Not Answered

**Have you observed Best Practice teaching from experienced teachers this term?:** Not Answered

**What have been your strengths and successes over the last term? (100 words minimum)**  
Not Answered

**What challenges have you faced over the last term and how have you overcome them? (100 words minimum)**  
Not Answered

**Reflecting on the targets set by your Induction Tutor how will you address these to develop your practice? (100 words minimum)**  
Not Answered

**Are you receiving your reduced teaching timetable? (10% in Yr1 and 5% in Yr2)?:** Yes

**Are you receiving regular one to one Mentoring sessions (each week in Yr1 and fortnightly in Yr2) with your Mentor? We understand there may be occasional illness.:** Yes

**Have you had a formal observation from your Induction Tutor this term (including written feedback)?:** Yes

**Have you observed Best Practice teaching from experienced teachers this term?:** Yes

**What have been your strengths and successes over the last term? (100 words minimum)**

Over the last term, I have adapted my teaching style and settled with my new class. I have formed positive relationships with them and have created a positive learning environments where I have set high expectations of the children. I have worked closely with the SENCO to discuss possible strategies to use for a particular child within the class. I have used a wide range of different strategies to support behavior and have taken a great deal of time to implement these into our daily practice. One of these strategies has proved to have some success within class. I have began including split inputs into my teaching to ensure that the GD children always feel challenged and pushed. This also means that a small group of children receive the dedicated adult time they need in order to succeed.

**What challenges have you faced over the last term and how have you overcome them? (100 words minimum)**

Over the last term, I have struggled with particular negative behavior within class. This challenging behavior meant that my teaching was disrupted, as well as the children's learning within the class. As a matter of urgency, I sought advice and guidance from the HoS and the SENCO with how to manage this behavior. After many conversations, I have implemented these strategies into my classroom. These include: Time out cards, Now and next board, personal work station and Zones of regulation cards. In order for us to work as a collaborative team, I have organized with the child's parent so they can be informed about what support their child is receiving and what they need at home to support this. As well as managing behavior, I have struggled with managing the support for the SEND and EHCP children within my class. In particular, making sure they receive the support in class and time for interventions they need. This has been overcome by creating a rigid timetable for both myself and my LSA to ensure the children receive what they need to.

**Reflecting on the targets set by your Induction Tutor how will you address these to develop your practice? (100 words minimum)**

I will continue to use split inputs in my teaching to ensure that my GD children are always being challenged and supported. This also means that children won't become disengaged during lessons as they will all feel challenged, in turn, hopefully having a positive impact on behavior. In relation to my behavior management target, I will continue to use a variety of different techniques to ensure that behavior is managed effectively. In addition to this, I will continue to work closely with the SENCO and HoS to monitor how these are working.

# ECT examples

**Are you receiving your reduced teaching timetable? (10% in Yr1 and 5% in Yr2)?:** Yes

**Are you receiving regular one to one Mentoring sessions (each week in Yr1 and fortnightly in Yr2) with your Mentor? We understand there may be occasional illness.:** Yes

**Have you had a formal observation from your Induction Tutor this term (including written feedback)?:** Yes

**Have you observed Best Practice teaching from experienced teachers this term?:** Yes

**What have been your strengths and successes over the last term? (100 words minimum)**

My strengths this year have been in building relationships with my new class and starting to understand their needs. I have a high number of additional needs in my class this year and I have been working hard to understand their needs and I am working to make each day in school successful for them in whatever way that looks. I have also been entrusted with a second subject and leading the Green Team. I am seeing this as a success as I am able to have more influence over our school curriculum and working with different children from all year groups.

**What challenges have you faced over the last term and how have you overcome them? (100 words minimum)**

Working with parents have been a challenge this last term but I believe I have overcome this through trying to build positive communicative relationships. I have been open with parents with children's behavior and have tried to ensure positive messages are going home as well.

I have also found it a challenge this term with unwanted behavior in my class and this has challenged my behavior management. I have utilized the experts I work with and have used observations to my advantage to help me with this.

Due to my new subject and responsibilities in school I have also found workload and time management a challenge but I have been able to manage this with utilizing my time out of class and delegating tasks to my teaching assistant.

**Reflecting on the targets set by your Induction Tutor how will you address these to develop your practice? (100 words minimum)**

I will continue working with my SENCO and Year Lead and ECT mentor to gather new strategies and ideas to help the children in my class with additional support needs. I am also using my classroom assistants to my advantage and ensuring they are involved in sensory circuits for particular students and a strong relationship is built with them. I will also continue an open communication with parents of these children to ensure their day runs as smoothly and positively as possible.

For growing my understanding of the curriculum I will continue to have conversations about monitoring with the curriculum lead and ensure I continue to communicate with my colleagues to gain updates and best practice for all subjects.

**Are you receiving your reduced teaching timetable? (10% in Yr1 and 5% in Yr2)?:** Yes

**Are you receiving regular one to one Mentoring sessions (each week in Yr1 and fortnightly in Yr2) with your Mentor? We understand there may be occasional illness.:** Yes

**Have you had a formal observation from your Induction Tutor this term (including written feedback)?:** Yes

**Have you observed Best Practice teaching from experienced teachers this term?:** Yes

**What have been your strengths and successes over the last term? (100 words minimum)**

This term I have pushed myself and excelled in my TLR duties with many carers saying that I have gone 'above and beyond'. I have been able to build professional relationships with outside agencies and carers, whilst liaising with teachers and students to determine and implement the best support for my LAC students. I have completed all documentation on time and to a good standard.

In the classroom, I have established new routines in line with the schools new behavioural expectations. I have fostered working relationships with my new students and have a good understanding of their abilities and needs. I have been able to apply this knowledge to ensure a positive working environment and to promote successful outcomes for all of my students.

Due to last year of teaching, I have a strong understanding of the curriculum for all of the subjects I teach and have been able to allocate time for CPD regarding the subjects/topics I haven't taught before.

I have had a lot of success with my Debate club which I run after school and I have signed up for DofE. This means I am able to be part of the children's wider development alongside their learning.

**What challenges have you faced over the last term and how have you overcome them? (100 words minimum)**

I have struggled with the high demand level of some classes and have felt myself split when trying to support everyone. This has resulted in my completing a lot of resources to try and support this in the classroom and has occasionally resulted in my pitching the learning too high. To improve on this I would like to build personal agency and autonomy in my classroom and scaffold to the children how I would like them to work independently.

I also have been struggling with pace this term. Particularly with regards to my KS4 class. I have felt rushed through the topics and this has resulted in the children getting confused and so I have had to reteach two lessons with a different approach. This has improved slightly since the beginning of the year but I would still like to keep it as a target until I have established the pace most suitable for the students.

**Reflecting on the targets set by your Induction Tutor how will you address these to develop your practice? (100 words minimum)**

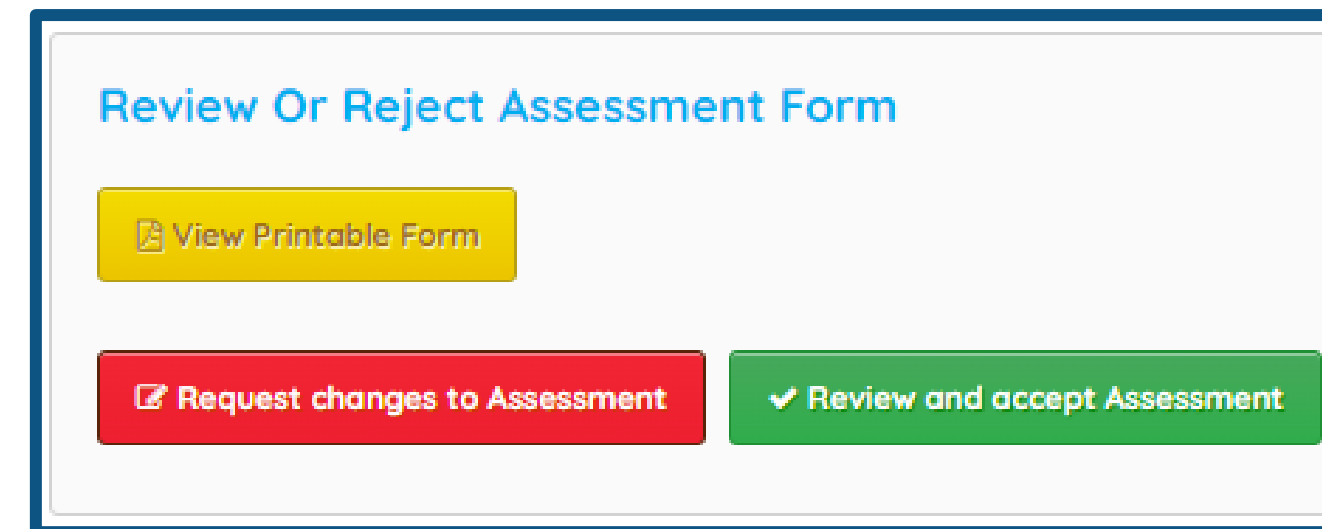
TS5 - As directed by the SENCO I have given advice to the other teacher of Transition Group

# 'Request changes' to Reports

## Where necessary HISP colleagues reviewing reports may 'request changes' to reports

This could be for the following reasons:

- Comments from Induction Tutor are insufficiently detailed
- Evidence to justify comments are limited
- ECTs comments are lacking in detail and reflection
- There is a mismatch in comments from Induction Tutor and ECT

A screenshot of a web interface titled 'Review Or Reject Assessment Form'. It contains three buttons: a yellow button with a document icon and the text 'View Printable Form', a red button with a checkmark icon and the text 'Request changes to Assessment', and a green button with a checkmark icon and the text 'Review and accept Assessment'.

## We will raise a concern directly with you (as Induction Tutor) if:

- ECTs have not received statutory entitlements
- There are concerns raised over support being received
- Responsibilities, workload and wellbeing seem to be unreasonable

# Support Plans



Where necessary the appropriate Support Plan\* should be put in place:

- In a timely manner
- With SMART targets
- With ECT discussion and collaboration
- This must be signed by ECT, IT and HT
- PSP – Year 1
- C4CSP – Year 2

**Personal Support Plan (For an ECT in their first year)**

Name of ECT:	
Name of School:	
Start date of plan:	
End date of plan:	

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

Notes of discussion with ECT	Aspect of Teachers' Standards identified for development; referencing standard (eg TS2)

**Cause for Concern Support Plan (For an ECT in their second year)**

Name of ECT:	
Name of School:	
Start date of plan:	
End date of plan:	

NB: each support plan should contain specific, short-term targets (we advise a maximum of **three targets** at any one time) which are monitored and updated regularly, including more frequent observations and feedback until the ECT is back on track. We advise a 4-week plan as a minimum.

Notes of discussion with ECT	Aspect of Teachers' Standards identified for development; referencing standard (eg TS2)	Agreed actions to be taken by ECT; including support to be received	Agreed Timeline

DfE Statutory Guidance details:

Putting in place additional monitoring and support  
Clause 4.1.

ECTs undertaking induction are exempt from appraisal. 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.



# Reminders

- Statutory ECT Entitlements
- Check In Visits
- Notify us if ECT is due to join your school, leaving your school – any time!
- Key documentation locations
- Issuing Partnership Agreements and Registration Fee invoicing this year

Feedback form to complete

# Statutory Entitlements reminder

Every ECT is entitled to the following:

A two-year Induction Phase

Support from a dedicated Mentor (weekly in Year 1, fortnightly in Year 2)

Access to ECF based self-study materials

Reduction in teaching timetable (10% reduction in Year 1, 5% reduction in Year 2)

Formal Observations each term (minimum) with written feedback applied to the Teachers' Standards, completed by the Induction Tutor

Opportunities to observe experienced/ expert teachers

Progress Reviews (at the end of terms 1, 2, 4, 5), written by the Induction Tutor

Formal/ Final Assessments (two; one at the end of terms 3 and 6), written by the Induction Tutor

# Check In Visits



- HISP TSH are required to visit a sample of schools in their region to quality assure and monitor the provision and support for ECTs.
- We select a random sample each term to visit, we will also visit schools if concerns are raised.
- We will also visit schools at your request where additional support and advice is required.

The visit includes:

**Learning Walk to observe ECTs**

**Meeting with ECT/s\***

**Meeting with Mentor/s**

**Meeting with Induction Tutor/s**

**Overview of documentation**

# Check In Visits



## Check In Visit Report:

- Meeting notes
- Up to 3 Bright Spots
- Up to 3 Recommendations
- Feedback to HISP TSH Appropriate Body

HISP Teaching School Appropriate Body Check-In Visit Summary Form			
<b>Date:</b>			
<b>School:</b>			
<b>Induction Tutor(s) and/ or Induction Lead:</b>			
<b>ECT(s):</b>	<b>Name</b>	<b>Current Term</b>	<b>Most recent grade</b>
<b>Mentor(s):</b>			
<b>Quality Assurance Officer:</b>			
<b>Purpose of Check-In Visit:</b>			<b>Tick</b>
The school has been selected as part of HISP TSH Appropriate Body's random sample for the academic year.			
The school has been selected due to intelligence from concerns raised by an ECT(s) about their Induction programme.			
The school has been selected due to intelligence gathered from reviewing an ECTs termly report.			
The school requested a visit for additional advice, guidance and support for concerns with an ECTs progress towards meeting the Teachers' Standards.			



# AB Documentation access

Copies of HISP TSH AB documentation can be accessed in two locations:

- ECT Manager – under 'Resource Folders'
- HISP TSH Website, select AB

- There is more being added each week

## Appropriate Body Resources

 [AB Induction Handbook](#)

 [AB Documentation Overview](#)


 [ECT Lesson Observation Feedback Form](#)

 [Best Practice Lesson Observation Form](#)

 [ECT & Induction Tutor Meeting Notes Template \(Optional\)](#)

 [ECT & Mentor Meeting Notes Template \(Optional\)](#)

 [Personal Support Plan Template \(Yr 1\)](#)

 [Cause for Concern Support Plan Template \(Yr 2\)](#)

## Resource List

Name

.1. AB Induction Handbook

.2. AB Documentation Overview

.3. ECT Lesson Observation Feedback form

.4. Best Practice Lesson Observation Form

.5. Personal Support Plan Template (Year 1)

.6. Cause for Concern Support Plan Template (Year 2)

.7. ECT and Induction Tutor Meeting Notes Template (Optional)

.8. ECT and Mentor Meeting Notes Template (Optional)

# Partnership Agreements and Invoicing



1. Partnership Agreements being issued this week issued to your Head Teacher – please check in with head that this is being actioned, to be signed and returned by 15th November.

2. We will begin invoicing schools for ECT Registrations as follows

**Autumn Registrations – invoices out to schools by end of Jan**

**Spring Registrations – invoices out to schools by end of April**

**Summer Registrations – invoices out to schools by end of June**

Fees are £185 per ECT per year, please see the HISP TSH AB Handbook for further details.

Please stay in touch with your School Finance team/ colleague – that this has been received and will be actioned at appropriate time.



# Staying in touch

- AB Drop Ins – Tuesdays at 8.00 - 8.30am and 3.30 - 4.00pm  
Dates published on both ECT Manager and HISP TSH AB website

- Half Termly AB Bulletins issuing next week!
- ECT Postcards should have arrived!

- Contact details - [AB@hisptsh.org](mailto:AB@hisptsh.org) our shared inbox.

Emma Gerrard, AB Coordinator - 02382 145526 (9am – 3pm)

For Registrations, Reductions, Progress Reviews and Assessments, Contract changes  
Wendy Precious, Administration Assistant, 02382 357517 (8.30am - 4.30pm)

For Check In Visits

Kate Walker, AB Services Lead - 02380 011154

Please ring and email for support, we will support and advise as quickly as we can.

# THANK YOU

Session Feedback Form;  
5 questions to complete

<https://forms.office.com/Pages/ResponsePage.aspx?id=mObYRhhbF0STAO7gRQ4-4h4qnQOPy4FBmtEO-TDbtXhUQjJVVUFJSUs2T1dHNDVWSjhSRldLUEdUTS4u>