



HISP TSH Appropriate Body Induction Tutor Training Session

(Assessment Programme)

Thursday 27th February 2025

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AGENDA

- Appropriate Body Record Keeping**
- Best Practice when using Support plans**
- ECTs in a Post 16 setting**

- Reminders**

Training Session Etiquette

- Please ensure microphones are muted.**
- This briefing is being recorded.**

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.

Appropriate Body Record Keeping



It is important for ECTs to keep accurate and up to date documentation for their ECT Induction period.

We ask for Induction Tutors to support this process to happen effectively.

ECTs and Induction Tutors also need to ensure HISP AB templates are used, these were updated in September 2024.

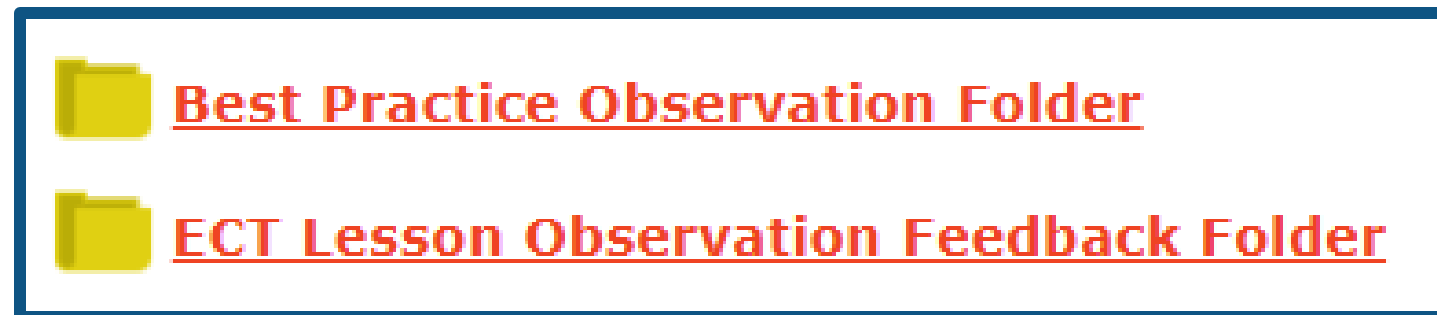
<u>HISP TSH Appropriate Body Documentation</u>	Compulsory	Optional
<u>Lesson Observations</u>		
ECT Lesson Observation Feedback Form	✓	
<u>Best Practice Evidence</u>		
Best Practice Observation Form	✓	
<u>Support Plans</u>		
Personal Support Plan (where appropriate for ECTs in their first year)	✓	
Cause for Concern Support Plan (where appropriate for ECTs in their second year)	✓	
<u>Meeting Documentation</u>		
ECT & Induction Tutor Meeting Notes Form (formal meeting each half term)		✓
ECT & Mentor Meeting Notes Form		✓

Appropriate Body Record Keeping



This is a reminder for ECTs to firstly - upload ALL formal lesson observations onto ECT Manager under the 'Documents' Section (Informal Observation Feedback may also be added and labelled accordingly). Secondly - upload ALL best practice observations of expert and experienced teachers.

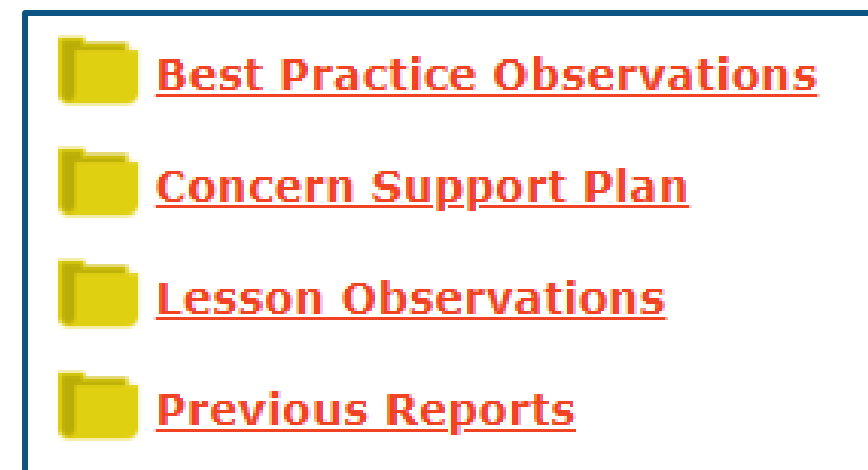
We asked ECTs in the Autumn term to create two folders in the 'Documents' Section of ECT Manager, as shown here:



All documents are all easily accessible:

ECT Manager in the Resources Section [linked here](#)

HISP TSH AB website in the Resources Section [linked here](#)



Name
Aut 1 24
Aut 2 2024
Autumn 1
Autumn 2
Lesson Observation Feedback Spring 1
Spring 1
Spring 2
Summer 1

Support Plans are only required when an ECT is assessed as being 'not on track' (Grade D or E).

Advice on steps to take when an ECT is struggling

Flag to AB, book in a [121 guidance meeting](#) with us to seek guidance and share practice seen.

Meeting with ECT; for transparency, clarity and expectations
Co-construct targets, with ECT, ensure these are clearly articulated
4 week Support Plan; with interim check in after 2 weeks, review after 4.

Templates

- Year 1 is Personal Support Plan
- Year 2 is Cause for Concern Support Plan

Additional Support could include:

Further coaching from Mentor or other identified colleague, wellbeing support for ECT, joint learning walks, directed best practice, team teaching, co planning

Writing 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.

Advice on steps to take when an ECT is struggling

Conduct regular reviews of a Support Plan
Recommending after two week, then final review after 4 week.

Some schools **RAG** their additional comments during these reviews, to demonstrate progress – this has been effective to track.

Then re-upload SP with revised date.

For instance:

KW SP1 - 24th Feb to 21st March 25

KW SP1 - Updates 14th March 25

KW SP1 - Final Review 21st March 25

KW SP2 - 2nd April to 9th May 25

ECTs in a Post 16 setting



DfE Statutory guidance (section 2; 2.3, page 17 of Induction Statutory Guidance [linked here](#))

- no more than 10% of ECT's teaching is devoted to pupils of 19 years and over
- enable ECT to develop a sound knowledge of the role of a teacher in compulsory school age setting
- ECT to spend a minimum of ten days teaching children of a compulsory school age**
- make every effort to provide a further 15 days experience in a school setting**



ECTs in further education institutions - Reflective Journal

For ECTs in Sixth Forms, Colleges and 16-19 Academies

During your placement in a **compulsory school age setting**, you should keep a reflective journal to record your time on placement. You should keep a log of your experience as well as making notes on observations you do and reflections of any lessons you might teach. You should also ask the school to provide a comment about you on your placement at the end of this journal.

DfE Statutory guidance (section 2; 2.3, page 17 of Induction Statutory Guidance [linked here](#))

- no more than 10% of ECT's teaching is devoted to pupils of 19 years and over
- enable ECT to develop a sound knowledge of the role of a teacher in compulsory school age setting
- **ECT to spend a minimum of ten days teaching children of a compulsory school age**
- **make every effort to provide a further 15 days experience in a school setting**

Activity Log

Date	Activity
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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

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 2024. A reminder was sent in December and January. Reissued to HT and ITs on Wednesday 26th Feb.
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

- 121 Guidance Meetings - for Induction Tutors to meet with a member of the AB team to ask any questions and seek advice. [Click Here](#) to book a meeting.
- Half Termly AB Bulletins issued today.
- Contact details - AB@hisptsh.org our shared inbox.

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

Wendy Precious, Administration Assistant, 02382 357517 (8.30am - 4.30pm)

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

For your reference; I have copied the Statutory Entitlements, best practice observation guidance and termly top tips below.

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

You asked for : Top Tips for termly routines



Termly Induction Tutor Formal observations and formal feedback meeting (we recommend where possible these are completed each half term if capacity allows).

Best Practice Observations – observing experts (we recommend these are conducted 4-6 times each term) and formally written up with reflections.

*ECT timetables – ensure ECT reductions are explicitly labelled for different activities 'PPA', 'ECT Time', 'Mentoring'

Mentor meetings – to facilitate instructional coaching using the ECF based training materials : weekly (Yr 1) fortnightly (Yr 2)

Induction Tutor meetings – every half term to facilitate discussion around ECT progress towards meeting the Teachers' Standards.

*Utilising ECT reduction time; observing best practice, meeting with experts, joint planning/ marking/ assessment designing, pedagogical reading, ECF self study

You asked for : Advice on Best Practice Observations

Best Practice Observations – observing experienced/ expert teachers

- Directing Best Practice Observations for ECTs
- ECTs seeking out Best Practice Observations

Consider

Within Subject/ Year Group/ Cohort

Out of Subject/ Year Group/ Cohort

Seeing experts and experience

Seeing other ECTs and recently qualified colleagues

Within your own school setting

Outside of own school setting

Joint best practice obs/ learning walks – with IT, Mentor, T&L Lead, other ECTs