



HISP TSH Appropriate Body Induction Tutor Training Session

(Assessment Programme)

Tuesday 14th January 2025

Kate Walker

HISP TSH Appropriate Body Services Lead

AGENDA

- **Refresh - ECT Statutory Entitlements**
- **Top Tips for termly routines**
- **Best Practice Observations**
- **What steps to take if an ECT is struggling**
- **Evidence to applied to inform Progress Review and Formal Assessment writing**
- **Feedback from Quality Assurance Officers on School Check In Visits**

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.

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 explicit, labelling 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

You asked for : 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, 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.

You asked for : Advice on evidencing in Progress Reviews and Formal Assessment writing



With regard to 'evidencing' for an Induction Tutor, the statutory guidance of a formal observation each term and Induction Tutor meetings will provide some evidence to reference in a Progress Review or Formal Assessment.

We do encourage an Induction Tutor to drop in to lessons, within learning walks, to aid gaining a wider perspective of an ECT's teaching.

Likewise, any feedback received (verbal, written, observed) from the ECT, Mentor, Subject Lead, Year Lead etc (other associated colleagues) can all be referred to in reports, to achieve a holistic view of the ECT's proficiency in meeting the Teachers' Standards.

Two slides at end of this presentation have some sample comments to assist.

You asked for : Feedback on School 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

Feedback from Check In Visits



ECTs are positive about the support provided by Mentors and other colleagues within their teams. Alice (Wimborne)

The Mentor joins ECTs for observation of best practice, providing commentary and highlighting key points. Alice (Wimborne)

The Induction Tutor knows her ECTs really well and was able to share strengths and development areas for all. It is clear that whilst providing a nurturing and supportive programme and thriving learning environment in which to progress, the ECTs are happy teaching at Banister Primary School, knowing there is always someone to talk to for support & guidance. Sarah (Banister)

ECTs spoke very highly of the school and the support network available. There is a clear structure in place to support all aspects of teaching and learning. Sarah (Banister)

It was a pleasure to meet Megan and Sally; their enthusiasm and engagement in ECT support and the ECF was very evident. They have a team of highly motivated ECTs, and the sample of Mentors were also very keen and devoted to their role. Kate (Berewood)

Classroom environments; ECTs created a productive and focussed learning environment for learners to thrive and feel positive/confident. Kate (Berewood)

Learning walks/Observations notes are very well written and targets are broken down into easy steps for ECT's to follow in order to achieve their target – the paperwork seen was exemplary. Lizzi (Bitterne Park Primary)

Feedback from Check In Visits



Denise and Jen offer an extensive and valuable programme of coach for ECTs, which clearly impacts the progress of teachers and children .
Lizzi (Bitterne Park Primary)

The passion and drive of the mentors is highly evident. They have a great understanding of their ECTs and clearly want to make an impact on their progress. BET face-to-face sessions are highly rated by the ECTs. The element of choice in terms of dates and location is helpful and they provide an excellent networking opportunity, especially for those in 'smaller' subjects. James (Bohunt School Worthing).

The HT was excellent and showed me everything and explained in great detail the work being done with the ECT, and the work that already been done. Everything was ready and all boxes ticked. The support given to the ECT is exemplary. Catherine (Chawton)

The induction tutor, Luke, has been praised by both ECTs and mentors for his exceptional support and organisation. He goes above and beyond his role and his understanding of the roles and needs of ECTs and mentors is consistently highlighted. The school has established a well-organised and structured system for supporting ECTs, which includes shared folders for training materials, simplified evidence collection forms, and a log system for tracking professional development. These systems are designed to reduce workload and support professional growth. ECTs and mentors benefit from regular observations and feedback, which support reflective practice and professional development. The collaborative nature of these observations is particularly effective. Paul (The Costello School.)

Both ECTs commented on how supportive SLT and other professionals are across the school . Sarah (Court Lane Junior)

Feedback from Check In Visits



Termly joint observations with the mentor and induction tutor allow quality assurance of feedback and improvement and enriches the knowledge of the ECT. Adele (Foxhills Junior)

The induction tutor and mentor are both new to role and both have a fabulous open attitude to learn and be their best. The conversations today were progressive and demonstrated a growth mindset which is great modelling for their aspirations for the ECF provision they are building. Adele (Hollybrook Junior)

Mentor and induction tutor support was exemplary- clearly a wonderful supportive relationship has been built Penny (Locks Heath Junior)

The induction tutor is highly passionate and present in her role. She has an exceptional understanding of her role and the role of mentors. She, along with other members of SLT, provide a phenomenally supportive environment for the ECTs to grow and develop Dan (Ludlow Infant)

The learning walk demonstrated consistency across the ECT classrooms – classroom management, routines and modelling were consistent strengths. It was also great to see positives being given to the ECTs in terms of the 'shout-outs' completed . James (Ormiston Shelfield)

The organisation of the observations and progress reviews is very effective. ECTs are positive about the experience, the feedback that they receive and the collaborative approach to the progress reviews/ end of year reports. The learning walk demonstrated high levels of consistency. All pupils were on task with ECTs using modelling to ensure that learning is scaffolded well for the pupils. James (Ormiston SWB)

The Induction Tutor is a key strength to the ECF programme at Springfield. Her passion and dedication to the role is infectious. The organisation and management of the programme is a credit to the school and this is also recognised by the team working and nurturing the ECTs on their journey. Termly 'Cake Parties' are a real highlight! Sarah (Springfield)

Feedback from Check In Visits



The induction tutor is highly passionate and present in her role. She has an exceptional understanding of her role and the role of mentors. She has protocols and procedures in place to ensure the ECTs are getting the best experience possible. ECTs are happy and the school is extremely organised in prioritising their allocated time. Meetings are held appropriately to ensure the ECTs are supported and can make progress with their teaching. Dan (Woodlands Community College)

The induction tutor has a thorough understanding of the ECT's strengths and areas for development, supported by regular classroom observations, learning walks, and ongoing discussions with the mentors. Penny (Hook with Warsash)

Classroom environments: ECTs created a productive and focussed learning environment for learners to thrive and feel positive and confident. Relationships between ECTs and pupils clearly very strong. Nicola (Gatten and Lake)

There was a unified approach to learning environments in all classrooms and these felt bright and enjoyable places to learn. Children were given appropriately pitched learning and all could articulate their learning to me. Books were well presented and learning built upon previous knowledge. Working walls were well used and evidenced a range of learning that is built upon, especially in writing and reading. Lizzi (Valentine)

ECT agreed that the culture of the school was extremely supportive and that she could voice any worries or concerns she had. She was immensely positive about the induction tutor and her mentor. She shares that communication is clear and well thought out and the targets and mentorship she receives is of a very high quality. Dan (Sholing Infant)

ECTs are thriving and feel well supported by Mentors - praised at Harestock Primary, Denmead Infant School, Kingsworthy, Knights Enham, New Forest School, Peel Common Infant, Stoke Park Junior, Wellstead Primary, Ringwood, Norwood,

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.**
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 issuing last week!
- 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

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 Demon

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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.

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 children's strengths and weaknesses and uses a range of strategies in order to engage them. ■■■■■ has worked with support staff and deploys them effectively. She now needs to further develop her understanding of 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.