



Completing Final Assessments: Guidance for Induction Tutors and ECTs

Completion of Final Assessment Flow Chart

The ECT updates and completes their Teachers' Standards Evidence Form and shares it with their Induction Tutor in advance of the final assessment review meeting. The Induction Tutor should review alongside the evidence before approving it.



The ECT and Induction Tutor have the final assessment review meeting during which they discuss the ECT's progress and outcome. The Induction Tutor must confirm with the ECT that their performance indicates whether they **have/have not** passed induction. The judgement should be against the Teachers' Standards. Remember, the statutory guidance states that there should be **nothing unexpected**.



The Induction Tutor completes the final assessment form on ECT Manager.



The ECT adds their comments to the final assessment form on ECT Manager and digitally signs the form.



The Induction Tutor reads the ECT comments and then digitally signs the form.

The Headteacher reads the final assessment and the ECT Comments before digitally signing the form.

HISP TSH Appropriate Body receives, reads, and reviews the final assessment form. **HISP Appropriate Body** must decide whether the ECT:



- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period;
- has failed to satisfactorily complete the induction period.

In making this decision **HISP TSH Appropriate Body** must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT. **HISP TSH Appropriate Body** will then notify the Teaching Regulation Agency of its decision.



HISP TSH Appropriate Body takes a sample of final assessments and requests for extension to induction to an external panel. The panel reviews these and makes recommendations which are then presented to **HISP MAT Trustees**. Following this governance process, the school and ECT are informed of the decision and about the appeal process should it be necessary. This final decision will be received by the school and ECT 20 days from the final assessment deadline.



If the ECT has failed induction or if their extension request is refused by **HISP Appropriate Body TSH**, then they can appeal to the **Teaching Regulation Agency**. They have 20 days to make this appeal. If an ECT has failed induction and does not appeal, the school must dismiss the ECT within ten working days. If the ECT does appeal and the appeal is heard, and they are judged to have failed induction, then the school must dismiss them within ten working days.



The **Teaching Regulation Agency** must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Final Assessment dates

Deadlines for submission of the final assessment for full time ECTs starting on 1 September 2023 are:

Term 6 Final Report Submission window: 25th June to 1st July 2025

The submission dates for final assessment reviews for those ECTs beginning mid-year will be calculated on a pro-rata basis. These dates will be automatically calculated by ECT Manager and may be viewed online in ECT's individual records.

For part-time ECTs in Term 6 of induction, there is the option to apply for reduced induction during this term. Schools should contact **HISP TSH Appropriate Body** for the application form and information about the process.

Completing and Submitting Final Assessments on ECT Manager

All final assessment forms must be completed and submitted using ECT Manager.

<https://hispteachingschoolhub.ectmanager.com>

All ECTs, Induction Tutors and Headteachers should already have received an email with login details for ECT Manager when registered their ECT(s) with HISP Teaching School Appropriate Body for ECT Induction Assessment. If you do not have your login details, please email: e.gerrard@hispmat.org

1. Induction Tutors login to ECT Manager.

The Induction Tutor will be taken to their dashboard, which provides links to any tasks that need completing.


When final assessments are ready for completion, these will appear on the dashboard with the ECT’s name, along with the status of that task, e.g. due or overdue and the due date. You will receive eMail reminders to alert you to this. Induction Tutors should click on **Fill in** next to the ECT’s name to go to the final assessment template. This template can also be accessed via the ‘ECT Overview’ page. Final assessments are indicated with a (F) and an ‘A’.

Progress Reviews and Assessments

No.	Type	Grade	FTE	Dates	Status	Actions
6...(F) A		D	1	Start: 17/04/2021 End: 21/07/2023 Due: 08/06/2023 Updated: 15/06/2023	ECT to Comment	<ul style="list-style-type: none"> • Fill In • Print • Support Plan • Edit • Admin • Audit Log

2. Confirmation of contract details

The Induction Tutor must confirm the ECT's contract details of the term to which the assessment relates. If the contract details are correct, click **Continue**. If the dates are incorrect, then please update them, click **Save** and return to the dashboard to complete the final assessment form.

Log OutHelp & Support

Your ECTsAssessmentsTutorsCoursesResourcesMy AccountHelp & Support

Final Assessment Form - ECT Tester

! ECT Manager has a tight security system. If you are inactive for more than 20 minutes, you will be automatically logged out. This will mean that your work will not be saved. It is recommended that you periodically save your work using the "Save" button at the bottom of the page *at least* every 10 minutes.

It is recommended that you type your items into a text editor such as Notepad first and then copy and paste them into the web form below. This will reduce time spent and therefore the risk of a security logout and you losing your work.

Days served between 17/04/2021 and 21/07/2023

The number of days that the ECT has worked **since their last Progress Review**, not including weekends, bank or school holidays, but including absences. For example working 5 days per week (1FTE) would be 443 days if no contract changes.

Days employed since last Progress Review: (including absences)

Days absent between 17/04/2021 and 21/07/2023

The number of days that the ECT should have been working but was absent. This should not include weekends, bank holidays, or days when the ECT was not contracted to work, for example if they only work 3 days per week.

Has the ECT had any absences since their last Progress Review?

Year 2 absences prior to 17/04/2021:

Days Reduced

How many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the appropriate body

Days reduced:

The information you are completing from this point, on this assessment form should reflect the ECT's induction from 02/09/2021 to 21/07/2023

4. Days served and days absent during this induction period

The Induction Tutor should enter the number of days served during this induction period. Part-time ECTs' days will need to be counted in accordance with their contract. Then enter the number of days absent during the induction period. **Induction Tutors should ensure that days absent due to Teacher strike days and any COVID related absences are included** when calculating days absent. Please see the notice above for further information. If an ECT has had more than 30 days absent in a year then their Year 2 induction period is extended. The school is, therefore, obliged to continue their Year 2 statutory entitlements until their extension is served.

5. Recommendation

The Induction Tutor will now be asked to make a recommendation about whether, based on current performance and rate of progress, the ECT is on track to successfully complete induction or not. The Induction Tutor is also asked to give a progress grade (A to E). If you are unsure about which to select, please contact the Appropriate Body Lead, Georgina Crooks : g.crooks@hispmat.org

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

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

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

6. The Report

The Induction will now be asked to describe how the ECT has demonstrated progress towards

meeting the Teachers' Standards including Part 2 'Personal and Professional Conduct' of the standards. The Induction Tutor should refer to specific evidence as to how the ECT is making progress towards each standard. The Induction Tutor will also be asked to identify areas for development. Here, the Induction Tutor should identify 3-4 targets linked to the Teacher Standards that have been discussed with the ECT in their final assessment meeting prior to the writing of the report. There should be no surprises on the report for the ECT. When the Induction Tutor has finished writing the report, they should click **Save and Continue**.

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

Areas for development

Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.

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Save

Future Employment

- Will be continuing employment at this school
- Will not be continuing employment at this school but is staying in a school in the Local Authority
- Will not be continuing employment at this school and is leaving the Local Authority
- Will not be continuing employment at this school and is leaving the profession

← Back

Save

→ Save & Continue

7. Support

If the ECT is not on track and the school believes the ECT to have failed induction, the following screen will appear after the 'Areas for development' box. The Induction Tutor must choose whether they wish to recommend failure or if they wish to request an extension. They will also have the option to indicate whether or not a support plan is in place. Induction Tutors will need to upload the support plan. Click **Save and Continue**.

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 have made satisfactory progress** against the Teachers' Standards within the induction period.
- Not making satisfactory progress**
The above named teacher's performance indicates that **they have not made satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.
- This ECT has not met the induction standards and we wish to recommend failure**
- This ECT has not met the induction standards and we would like to request an extension**

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?

Support Plan To Upload: No file chosen [View Existing](#)

If Induction Tutors click they to request an extension they will be given a drop down option to indicate whether they wish to apply for a one, two or three term extension. Click **Save and Continue**.

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 have made satisfactory progress** against the Teachers' Standards within the induction period.
- Not making satisfactory progress**
The above named teacher's performance indicates that **they have not made satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.
- This ECT has not met the induction standards and we wish to recommend failure**
- This ECT has not met the induction standards and we would like to request an extension**

Extension Length:

8. Next Term's Details

The Induction Tutor will now be required to confirm whether or not the ECT will be remaining

at the school or not. If the ECT is remaining at the school, then the Induction Tutor needs to confirm the type of contract they are employed for. Should the ECT be moving school, the Induction Tutor must give forwarding details of their new school. Once this section is complete, the Induction Tutor should click **Continue**.

Next Term's Details

To ensure that we keep our records up to date and that your next assessment will be generated at the correct time, we ask that you please confirm what the ECT's contract details will be **next** term. Next term's contract details will be:

How Many Days per week: 5 days a week (Full Time) ▾

Contract Type: Permanent ▾

Will this ECT be remaining at this school for all or part of the next assessment period? Yes No

Date of Resignation: 6 ▾ June ▾ 2022 ▾

Forwarding Details

Name of school/appropriate body the ECT is moving to:

Please enter contact information in case the appropriate body needs to contact the ECT.

Address Line 1:

Address Line 2:

Town:

County:

Postcode:

Country:

Telephone Number: 12345987654

Email Address: ecttester@testing.co.ukkkkkk

At this point you can

either choose to complete the final assessment later or continue to completion:

ECTs	Assessments	Tutors	Schools	TRA	Content	Settings	Helpdesk	Courses
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Have you finished this Assessment?

Please select one of the options below

If you have **not yet completed** all of the Assessment and wish to **make further changes**, then select this option.

I have not yet finished this Assessment and I will come back to complete it later

If you have completed all of your part of the Assessment and now you would like the ECT to comment, then select this option.

I have completed my part of the Assessment and it is ready for the ECT to add their comments


If you have completed the final assessment, please select the 'I have completed ...' checkbox and click **Continue**.


9. ECT's Comments

Once the Induction Tutor has completed the final assessment, the ECT will receive an email notifying them that the final assessment has been completed. The ECT should login into ECT Manager. They will be taken to their overview screen and the finalassessment will be shown at the bottom under **Progress Reviews and Assessments**.

Overview - ECT Tester

ECT Overview
Personal Details
Training Information
Tutor & Mentor
Contract Details
ECF Details
Print Details
Previous Schools
Documents
Available Courses

 Your tutor has completed your Assessment and you will now be able to leave your comments [here](#)

 Two-factor authentication is an enhanced security measure. [Click here to learn more and turn on Two-factor authentication - Dismiss this message](#)

Induction Type: Two year ECF induction (starting on or after 1st Sept 2021)

Status: Authorised **Completed FTE:** 0

Teacher Ref No. (DfE): N/A **Contract FTE:** 1

Date QTS was Awarded: Not Eligible **(Not Verified)** **Remaining FTE:** 6

DOB: 09/11/2000 **Reports Completed:** 0

Start Date of Induction: (at this school) 02/09/2021 **Next Report Due:** 01/06/2022

School: [4444444] Training School **Estimated End Date:**
30/08/2023

Tutor: Tutor Tester **Number of Days Absence:** 0

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
3	A	1	01/09/2021 - 20/06/2023 Due: 01/06/2022	ECT to Comment	<ul style="list-style-type: none"> • Comments • Print

The ECT should click on **Comments**. A new screen will open which asks the ECT to confirm the information provided by the Induction Tutor: recommendation; start date; end date; days served; days of absence. If the ECT is happy with this information, they should click **Confirm**. If any of the information is incorrect, they should contact their Induction Tutor. The ECT should click **Preview Form** to see the progress review form that has been completed by their Induction Tutor. We would like to read about the ECT's successes, any challenges they face, and we encourage them to reflect on their practice and the progress they have made and to consider areas where they feel further development/ support/ guidance is required as they move out of their induction years. Once the ECT is happy with their comments, they should click **Save and Continue**.

ECT Comments for Term 3 - ECT Tester




ECT Manager has a tight security system. If you are inactive for more than 20 minutes, you will be automatically logged out. This will mean that your work will not be saved. It is recommended that you periodically save your work using the "Continue" or "Back" button at the bottom of the page at *least* every 10 minutes.

It is recommended that you type your items into a text editor such as Notepad first and then copy and paste them into the web form below. This will reduce time spent and therefore the risk of a security logout and you losing your work.

ECT Review

View Form:

 Preview Form

It is strongly recommended that NQTs record any comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your NQT Mentor and/or head teacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development, support, and/or guidance? If so, what are these areas?

Comments

Have you discussed this report with the induction tutor and/or headteacher?

Discussed report:

Please Select ▼

Have you continued to access a programme of support based on the Early Career Framework and received all of your statutory entitlements?

[Show Statutory Entitlements](#)

Received Support and Entitlements?

Please Select ▼

Confirm Contact Information

As your tutor has indicated that you're leaving school at the end of this assessment period, we are giving you the opportunity to update your contact details. It's important that these are up to date as you may need to log in and download copies of your assessments after you have left school. A correct email and mobile number will make a password reset simple for you if you forget your login details later on. **NOTE: This should usually be a personal email address which you will always have access to, regardless of your current school.**

Email Address:

ecttester@testing.co.ukkkkkk

Mobile:

12345987654

← Back


 Save

→ Save & Continue

10. *Digital Signature - ECT

The following screen will appear and the ECT should tick the box to digitally sign the progress review and then click **Confirm**.

Digital Signature

 ECT Comments saved successfully.

Current Signatures

- Signed By Head
- Signed By Tutor
- Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything. Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **ECT Tester**, role **ECT**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

11. *Digital Signature - Induction Tutor

Once the ECT has added their comments to the final assessment and digitally signed the form, the Induction Tutor will receive an email notifying them that the ECT has added their comments and that they should digitally sign the progress review. The Induction Tutor will need to login to ECT Manager. A list of ECT forms to be signed will appear on the dashboard.

Dashboard



Two-factor authentication is an enhanced security measure. [Click here to learn more and turn on Two-factor authentication](#) - [Dismiss this message](#)

Reports that Require Your Digital Signature

Below is a list of ECT reports that **you** need to digitally sign. Once you have read each report you can tick the box next to the ECT's name and then click the 'Sign All Ticked Reports' button at the bottom of the list. This will automatically sign and submit the reports to your appropriate body for review.

<input type="checkbox"/>	Type	Name	
<input type="checkbox"/>	Assessment	ECT Tester	Read Report

[Digitally Sign All Ticked Reports](#)

ECT Reports that Need Completing

The following reports are due or overdue and need completing or signing.

Name	Type	Status	Due	
ECT Tester	Assessment	Needs Signatures	01/06/2022	Amend Read Sign
Signed By Head: ✘ Signed By Tutor: ✘ Signed By ECT: ✔				

The Induction Tutor should click on **Read** and they will be able to read the ECT's comments. When ready to sign, click **Sign** and the following screen will appear.

Digital Signature

Current Signatures

- ✘ Signed By Head
- ✘ Signed By Tutor
- ✔ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form:

[View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything.

Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Tutor Tester**, role **Tutor**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

✔ Confirm

The Induction Tutor should tick the box to digitally sign the progress review and then click **Confirm**.

11. *Digital Signature – The Headteacher

After the Induction Tutor has signed the final assessment an eMail will be generated by ECT Manager for the Headteacher to sign the form. They should log into ECT Manager and on their dashboard they will see the list of their ECTs and the final assessments they need to read and sign. They should click on **Read** and they will be able to read the assessment and the ECT's comments.

Dashboard



Two-factor authentication is an enhanced security measure. [Click here to learn more and turn on Two-factor authentication](#) - [Dismiss this message](#)

Reports that Require Your Digital Signature

Below is a list of ECT reports that **you** need to digitally sign. Once you have read each report you can tick the box next to the ECT's name and then click the 'Sign All Ticked Reports' button at the bottom of the list. This will automatically sign and submit the reports to your appropriate body for review.

<input type="checkbox"/>	Type	Name	
<input type="checkbox"/>	Assessment	ECT Tester	Read Report

[Digitally Sign All Ticked Reports](#)

ECT Reports that Need Completing

The following reports are due or overdue and need completing or signing.

Name	Type	Status	Due	
ECT Tester	Assessment	Needs Signatures	01/06/2022	Amend Read Sign
Signed By Head: ✘ Signed By Tutor: ✔ Signed By ECT: ✔				
Test Test	Assessment	Overdue	27/05/2022	Fill in Read
Report cannot be signed until comments are completed by the tutor and ECT				

When ready to sign, click **Sign** and the following screen will appear.

Digital Signature

Current Signatures

- ✘ Signed By Head
- ✔ Signed By Tutor
- ✔ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything.

Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Headteacher Tester**, role **Head**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

✔ Confirm

* The Digital Signature

The digital signature is a very important part of the ECT induction progress review and assessment process and is considered the same as signing a paper copy in legal terms. Only the signatory themselves may use their digital signature.

Once the Headteacher has signed the final assessment you will see a screen telling you the final assessment is now with the Appropriate Body for review.

Overview - ECT Tester

ECT Overview

Personal Details

Training Information

Tutor & Mentor

Contract Details

ECF Details

Print Details

Previous Schools

Documents

Available Courses



You have successfully added your digital signature to this Assessment.

Induction Type: Two year ECF induction (starting on or after 1st Sept 2021)

Status: Authorised

Completed FTE: 0

Teacher Ref No. (DfE): N/A

Contract FTE: 1

Date QTS was Awarded: Not Eligible (**Not Verified**)

Remaining FTE: 6

DOB: 09/11/2000

Reports Completed: 1

Start Date of Induction: (at this school) 02/09/2021

Next Report Due: Not available

School: [\[4444444\]. Training School](#)

Estimated End Date:
30/08/2023

Tutor: [Tutor Tester](#) - [change](#)

Number of Days Absence: 0

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
3	A	1	01/09/2021 - 20/06/2023 Due: 01/06/2022	With Appropriate Body	• Print

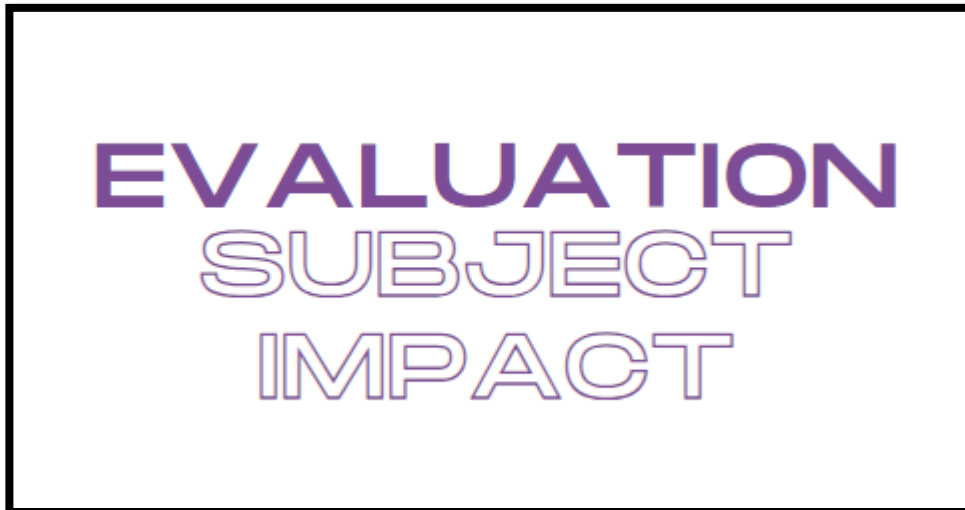
Website Login Information

If the ECT does not know their username or password, you can send them to them or reset it for them below.

Annex 1: Suggested Structure of a Final Assessment

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.

HISP TSH Appropriate Body suggests Induction Tutors follow this statement model:



Annex 2: Example of ECT Final Assessment and Recommendation (PRIMARY)

TS1 Set high expectations which inspire, motivate and challenge pupils

X's current class is a Year 5 class and he has established clear routines and boundaries within the classroom. This is a particular strength of his and he ensures that all pupils are aware of the expectations within the classroom. One way he has done this is ensuring that all pupils agree to the rules outlined in the 'Class Charter' that he has developed collaboratively with the pupils in his class. Additionally, he promotes mutual respect by modelling desired behaviours. He is always courteous and respectful to the pupils within the class and he promotes the same behaviour between pupils through the 'Class Shout-Out' board where pupils can share their positive thoughts about others in the class. Throughout lessons, X uses a calm and consistent tone of voice and uses body language that promotes a positive and open environment (e.g. maintains eye contact to show that he is listening and speaks to pupils on their level). This contributes to a learning environment where pupils are consistently on task. This was evident in a recent learning walk (09 02 22) where pupils' behaviour for learning was identified as a key strength. X also ensures that the classroom environment supports and extends learning. He has an inviting and engaging reading corner, which is relevant to the current unit of learning, and working walls which reflect current learning for core subjects whilst celebrating examples of children's work. X sets goals that stretch and challenge pupils. He communicates success criteria to students so they all know how to succeed and models learning effectively so they have a high quality example to follow. Additionally, he ensures lessons are well resourced with scaffolds to support pupils so they can all access the learning whilst also developing their independence.

TS2 Promote good progress and outcomes by pupils

X ensures that his expectations of pupils remain consistently high. This was particularly evident during a Maths book look completed by the Assistant Headteacher on 21 03 22 where all pupils (including those with additional needs) could demonstrate their understanding in a variety of ways (e.g. pictorial representations, using concrete resources, diagrams, etc.), thus demonstrating high expectations in terms of their outcomes. Additionally, there is a consistently strong level of presentation in all books, further highlighting the high expectations that X has established in his class. X also ensures that his classroom environment is highly engaging and supports/extends learning. As mentioned above, there is an inviting reading corner and up-to-date working walls which engage pupils with their learning, celebrate their achievements and provide additional scaffolds to their learning. X ensures that lessons are carefully planned and sequenced. This ensures that pupils are introduced to new knowledge in a sequential manner and prior learning is built upon in each lesson. X regularly uses starter activities in lessons to revisit prior learning to ensure that key concepts are regularly revisited and their learning is 'sticky'. He ensures that activities within lessons are varied so that pupils remain engaged in their learning and so that different learning styles are catered for. X also regularly plans for opportunities to use peer and self-assessment in classroom with clear criteria for pupils/students to evaluate their own work and progress. This ensures that pupils are given autonomy over their learning and encouraged to challenge themselves. X also uses information from pupil progress meetings effectively. As mentioned above, he uses this information, coupled with his own knowledge of the pupils in his class to ensure plans target key concepts. X completes his own analysis of data, impact & progress of vulnerable groups to devise catch-up strategies that positively impact on pupils'.

TS3 Demonstrate good subject and curriculum knowledge

Having taught in KS1 in the previous academic year, X made the transition to KS2 this academic year. He has transitioned seamlessly and demonstrated a clear understanding of all areas of the Year 5 national curriculum. This is evidenced in both his weekly plans and medium-term plans which are closely aligned to the national curriculum and implementation documents created by subject leads within the school. X's plans include a variety of learning activities to ensure that pupils remain engaged with their learning. His plans also include dedicated time for feedback so that any misconceptions that have arisen are addressed in a timely manner. X also provides effective live feedback to address misconceptions 'in the moment' where possible. This was particularly evident in his observation on 23 03 22 where he provided verbal feedback to address misconceptions within the lesson and ensure these were shared more widely with the class, where appropriate. X ensures that his teaching strategies are tailored to the pupils in his class. He updates his own knowledge through reading (which is shared with staff when appropriate) and by accessing CPD opportunities both in and out of school. X also demonstrates a strong understanding of the teaching of early reading. He has worked closely with the Reading Leader to develop a phonics programme which is now used across the academy trust. This programme includes a full teaching sequence and training videos for staff. X always considers the resources he uses in class to ensure that they are available to support the learning taking place and embed key aspects of learning, e.g. concrete learning in Maths. When developing his subject knowledge, X is always open to asking others for support if needed.

TS4 Plan and teach well-structured lessons

As mentioned previously, X consistently plans effective sequences of lessons across the curriculum. He makes good use of available resources to support his planning, such as assessment criteria, learning intention documents and intent/implementation documents. This ensures that his lessons deepen and stretch pupils' understanding of taught concepts. It also ensures that his lessons follow a logical sequence that gradually introduce new learning. X also carefully considers how individual lessons are planned and sequenced. Observations (including that on 09 02 22) demonstrate excellent pace to ensure children are engaged and to promote good behaviour management. This also ensures that learning opportunities within lessons are maximised. X also consistently implements whole school teaching and learning strategies. For example, he promotes opportunities for children to talk and give feedback. This was also demonstrated during the observation on 23 03 22 where pupils provided peer feedback and self-assessed their own learning. Additionally, there are regular opportunities for pupils to develop their language through use of strategies such as 'choral reading'. X also makes good use of open-ended tasks where appropriate, particularly in Maths, where these challenges ensure all pupils can access the learning whilst also providing further opportunities for pupils to challenge themselves. Alongside looking for opportunities to stretch pupils' learning, X also carefully considers how to support pupils in lessons by providing appropriate scaffolds and support resources. Another strength of X's is the way he models learning to pupils in his class. The expectations for their learning are made clear and he provides high-quality examples to ensure the output within lessons is consistently high. X is also a highly reflective teacher, regularly considering how to improve his teaching provision. This is evident in his class plans which are regularly annotated with changes demonstrating evidence of his review process. X makes good use of CPD sessions and regularly seeks out additional teaching strategies to use. X also provides opportunities for children to build upon learning opportunities out of classroom. He carefully plans home learning tasks to ensure they reinforce the learning

completed in school. He ensures he provides appropriate feedback on these to motivate pupils and also ensure they know how to further their learning. Moreover, X ensures trips outside classroom are arranged to further build upon children's knowledge. For example, X has organised a trip to Bletchley Park in Summer Term to reinforce some of the learning completed in their History unit.

TS5 Adapt teaching to respond to the strengths and needs of all pupils

X knows the children in his class very well and is able to adapt the teaching and learning that takes place to respond to both individual and group needs. His planning reflects this and learning is targeted towards their needs. X is aware of the impact of prior learning on the progress children have made and regularly includes opportunities to reinforce prior learning in starter activities across a range of subject areas. There is a wide range of attainment levels within X's class and there are a proportion of pupils with additional needs. He works closely with the SENCo to ensure the plans for these pupils are bespoke to their needs so that they can access the learning. His lessons will also include a range of scaffolds and support resources to develop pupils' independence, decrease their reliance on adults and ensure that all pupils can access the learning. For example, X produces 'widget' sentence stems in English to support pupils who would otherwise struggle to access the learning. He also carefully considers how to stretch pupils' learning through use of extension activities and targeted questioning. X also identifies focus children within each lesson who are supported or stretched through the use of guided groups. Alongside this, X considers the pupils who may need additional support through catch-up interventions or 'keep-up' strategies. This is particularly evident in his early morning learning Maths provision where pupils who may have struggled in the previous day's learning will receive targeted overlearning-learning resources to reinforce their understanding of these concepts. During X's time at the school, he has worked with a range of pupils with varying needs. He regularly considers the barriers to their learning and ensures their plans are bespoke to their needs. This is particularly evident in his 'Individualised Behaviour Plans' for pupils in his class. X ensures he works closely with the SENCo and the Assistant Headteacher for behaviour to ensure these plans are regularly updated.

TS6 Make accurate and productive use of assessment

X demonstrates an excellent knowledge of all the pupils in his class. He ensures termly assessments of their current attainment are accurate and identifies next steps that will drive forward their progress. He uses AfL opportunities within a lesson to target questions towards pupils to ensure that key concepts are reinforced for specific pupils. He has taken part in Pupil Progress meetings, where he can share his assessments with subject leaders and SLT. His assessments are always backed up with clear evidence and moderation completed by subject leaders demonstrates that these are accurate. He has identified focus pupils for each subject and planned additional opportunities for catch-up interventions and 'keep-up' learning opportunities to accelerate the progress of these pupils. X has carried out both formative and summative assessments and makes good use of O-Track to monitor their progress. He ensures his excellent knowledge of each pupil also feeds into plans. His plans reference what is being done to support the focus pupils in each lesson and this support has been evident in learning walks carried out across the year where he is regularly seen supporting these pupils. X also ensures that accurate marking, in line with the school's feedback policy, has a positive impact on pupils. He uses 'next steps' time in lessons to provide whole class feedback on key misconceptions and ensures that pupils know what they need to do to develop their learning further. This is also evident in books where pupils use blue pen to show the learning they have done in response to teacher feedback. This term, X has carried out a pupil learning review

(parents evening) during which he shared accurate assessment information with parents and discussed how these pupils could be further supported outside of the school. As part of his wider role, X has also undertaken Writing moderations across the school to ensure assessment information is accurate in all year groups.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

X's current class is a Year 5 class. One of X's particular areas of strength is establishing routines and setting clear boundaries in the classroom. One way X does this is ensuring the behaviour policy is acted upon consistently in lessons. For example, X ensures positive learning behaviours are recognised and reinforced through the use of 'learning dots'. Additionally, he ensures that any inappropriate behaviours are quickly rectified by ensuring that he follows the schools levelled system of warnings. This ensures the pupils remain on task and engaged with their learning. This was particularly evident during the lesson observation undertaken by the Assistant Headteacher and the Deputy Headteacher on 09 02 22, where behaviour for learning was identified as one of his key strengths in the feedback provided afterwards. X also ensures that pupils with additional needs are well supported. He ensures that differentiation is consistent with the school's SEND Policy and he uses Behaviour Plans, APDR and SEN Support Plans to set appropriate SMART targets. This ensures these pupils have bespoke strategies to self-regulate and, therefore, access learning. Additionally, X ensures that pupils have a strong understanding of his expectations within the classroom. He has developed a 'class charter' with his class which they have all signed up to and regularly refers to this to reinforce positive behaviours and ensure that the expectations remain clear. X also carefully plans lessons, ensuring that the tasks are matched appropriately to his class, ensuring maximum engagement within lessons, thereby reducing opportunities for disruption. His mixed-ability seating plan (in-line with the whole-school approach) ensures that peers can support one another. Alongside this, his timings within lessons are strong, ensuring that pupils know the allotted time for each activity, again ensuring that pupils remain engaged with their learning. Finally, X takes time to establish strong relationships with pupils within his class. He allocates time to getting to know their interests and nurturing these. He also encourages the same from pupils within the class through his 'class shout-out board' which provides pupils with a platform to share their positive thoughts about others within the class, fostering a culture of kindness and mutual respect.

TS8 Fulfil wider professional responsibilities

X ensures that he not only considers how to constantly improve his own practice but actively seeks out opportunities to support other teachers too. He has seized multiple opportunities to lead whole-staff CPD, particularly in Writing. This has helped ensure there is a consistent approach to the teaching of Writing across school. As part of his wider responsibilities, he has also organised whole-school house competitions and writing competitions. Alongside the CPD sessions that X has led, he actively supports teachers in their classroom practice. He has used team-teaching to model specific teaching strategies to other teachers and has also supported new teachers with their planning. In his class, X works closely with the teaching assistant ensuring that they have a

strong understanding of the lesson plans prior to them being taught. This also allows a discussion regarding how best to support pupils within each lesson, ensuring effective teaching assistant deployment. X also oversees the interventions being ran within his year group, ensuring these are targeted effectively to the needs of the pupils and are ran consistently to ensure maximum impact.

Personal and professional conduct

X always conducts himself with utmost professionalism. He is well-presented and demonstrates pride in his work, something that filters down to the children in his class. This, coupled with his high expectations of pupils, ensures that standards of learning in his class remain consistently high. He models a friendly and courteous approach to both members of staff and students which contributes to a positive and nurturing environment in the classroom. This is something that has been evidenced in many learning walks and, most recently, during a lesson observation on 23 03 22 where positive relationships with pupils were apparent. This professional conduct is maintained at all times, including during CPD events that X attends or leads or during pupil learning reviews (parents evening). X ensures that he models high quality language to pupils and always uses 'standard English' to ensure the same expectation is in place for pupils. X has completed extensive safeguarding training and always ensures he follows policy when reporting any concerns. He ensures that he displays proper and professional regard for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality. He also upholds the school e-safety policy, promoting the safe use of digital devices within his class. X contributes to the planning and preparation of whole school events (such as house competitions) and participates in school activities such as volunteering to attend PTA events.

Areas for development

To continue developing his understanding of how to support SEN/D learners effectively in foundation subjects, ensuring the curriculum is tailored to them.

To successfully plan and lead on a whole-school literacy project next year.

Annex 2: Example of ECT Final Assessment and Recommendation (SECONDARY)

TS1 Set high expectations which inspire, motivate and challenge pupils

X has had very high expectations of all of his students throughout the two years and this is evident from the very start of his lessons with routine entrances, according to the school standards, which ensure that his classes have a settled start. This is often reinforced with a clear starter activity which is ready and waiting for the students, as evidenced in the observations on 21.09.22 and the 02.03.23, this ensures that students are immediately aware of his expectations and a clear indication that learning begins right at the very start of X's lessons. As evidenced in his observation X ensures that his room always has a positive climate for learning and his students are made to feel welcome but are always challenged to learn. X interacts with the students when they are completing their tasks. His movement around the classroom allows him to help pupils who are struggling but also to reinforce his expectations of the students whilst they are completing their work. X also ensures that he uses this time to focus certain students on the challenge tasks if it appears that they are content to only complete the main tasks. Finally, X uses effective strategies when taking answers to verbal questions in lessons. He demonstrates his expectations by expecting students to develop their answers and he makes them aware that he is not content with receiving one word or basic answers and this expectation challenges students to have high expectations of their own responses.

TS2 Promote good progress and outcomes by pupils

X has shown a good understanding of how to promote pupils' progress in lessons and knowledge retrieval prior to learning new content has become a regular aspect of his teaching. This was evident in the lesson observation on 21.09.22 where students completed a retrieval grid on the work of Fleming and Florey & Chain prior to moving onto learning about the mass production of penicillin. Helping students to recall this prior learned content allowed them to make greater links when learning, for example, about the role of the US Government in the mass production of penicillin. X has also shown that he understands the importance of modelling good answers to enable students to make as much progress as possible and this was evident in a lesson when Year 7 students were writing about the consequences of the Spanish Armada as X displayed a good answer and led a classroom discussion on the merits of this response prior to students completing their own answers. As referenced in the feedback section of the observation on 02.03.23 a review of a selection of student books at the end of this lesson showed that the majority of students had been able to write an effective, well structured response to this task, hence demonstrating that they had been able to make progress. As previously referenced X uses good questioning strategies to encourage progress in his lessons and constantly requests that students expand, develop and justify their answers as evidenced from the observation on 9.05.23. X is aware that encouraging students to develop their verbal responses will increase the chances of them producing developed pieces of writing.

TS3 Demonstrate good subject and curriculum knowledge

X's questioning strategies have been well referenced so far and it is evident that having a strong base of subject knowledge is the underlying factor behind the success of his techniques. This wa

s evident in the observation on 21.09.22 when his strong subject knowledge of the mass production of penicillin allowed him to be clear and confident in his mannerisms and to take control of his classroom with his questioning style, which in turn, allowed him to draw

effective responses from his students. The promotion of literacy remains a strength of X's practice and he clearly understands the importance placed upon literacy, which is at the core of our curriculum intent. This is evidenced in all of X's lessons with his constant demands for full, complete verbal responses and full, complete sentences. This is also evidence when preparing students to write responses with tactics such as discussing model answers or providing students with activities, such as evidence matching tasks, prior to students writing their own responses. Strategies like these enable students to be aware of what is expected of them whilst writing. X has also shown an understanding of the importance of discussing certain keywords with students prior to transitioning to the next task as evidenced by his discussions on 'consequences' in lesson on 02.03.23. As X progresses in his career I encourage him to pay particular attention to subject specific training routinely offered by exam boards or for example, from the Historical Association as this ensures that as teachers we remain up to date with key issues relating to our subject.

TS4 Plan and teach well-structured lessons

X has shown that he understands the need for lessons to be planned to ensure that new content is learned and then applied. This was evident in the lesson when students were taught about the results of the failed Spanish invasion of England prior to writing about the consequences. The lesson was clearly planned to transition from one activity to the next leading to application of knowledge. This was evident again in the lesson when teaching about the mass production of penicillin as various parts of the lesson were planned to flow seamlessly and link together. For example, an initial activity allowed students to use a diagram to understand the story of mass production, before moving to analysis tasks, such as identifying factors, matching evidence to the factors and choosing factors which were most important. Furthermore, having varied activities like these also increases student interest in the topic they are learning. As previously referenced X also builds retrieval skills into his lessons, particularly at Key Stage Four, as he understands the importance of history students having to recall knowledge but he is also aware that this will allow them to make greater links with the new content they are learning. X has also played a role in curriculum design within the department and contributes in department meetings. He has also successfully co-planned a medium term unit on conflict between Britain and France in the 18th and 19th century. This unit was resourced and shared with the department on the Drive. He also edited a Year 8 unit on the English Civil War last year and will be co-planning a migration unit for Year 9 for teaching in the summer of 2023.

TS5 Adapt teaching to respond to the strengths and needs of all pupils

This has been a strength of X's throughout the two years. In the lesson on 15.09.22 X had clearly planned for the strengths and needs of all pupils within his lesson. Students were learning about the English Civil War and when time came for students to complete their independent written work they were provided with a range of options of varying difficulty and this allowed them to take some responsibility for their own learning when it came to choosing their tasks. X also uses his knowledge of the students that he teaches to provide one2one support for students who need extra help and this often gives students the encouragement they need to complete their tasks. Planning and providing challenge tasks for higher ability students remains a strength and was clearly evidenced in the lesson where students were challenged not just to explain the role of differing factors but,also, to make links between the roles of these factors. This was also evident in the lesson where some students were enough to rank and justify their reasoning when writing about the consequences of the Armada. X has also used the technique of 'I do, we do, you do' especially in his GCSE classes where he has produced resources relating to the four mark comparison

question on the medicine paper.

TS6 Make accurate and productive use of assessment

Appropriate marking of Year 10 GCSE mock examinations in July '22 proves that X had developed a good understanding of the GCSE mark schemes and this is vital as it ensures that he is aware of what he has to teach the students. This was reflected in his lesson plans where he had a framework for a GCSE style 12 mark question on penicillin. Upon completion of the Year 10 marking X was able to use this data to complete the department tracker, according to school policy, and he was able to input +, = or - to identify the progress stage of his students. This was then utilised in September of 2022 when X was able to study his data entry to select relevant Year 11 students to attend intervention and to select a group of students who would be selected to join a smaller class with another teacher to help them make progress in the subject. X has also shown an understanding of the importance of providing personalised feedback to students and this was evidenced in completion of the feedback sheet for the mock Paper three completed by Year 10 as well as a recent narrative account written by Year 9. Personalised feedback written by X allowed the student to respond appropriately to correct or develop work, using green pen, as per school policy. In the summer term X completed progress reports for all students that he taught, this included reporting on a progress stage and an 'Attitude To Learning' and entering all data onto Sims. Finally, X has used peer assessment to help students take some responsibility for their own learning as well as helping them to understand what is required or how to structure their responses.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

X has built positive relationships with the students in his classes and his tutor group. These positive relations allow the vast majority of lessons to proceed uninterrupted without disruption to student learning. An example of the effectiveness of these positive relationships was seen in an observation when a year 10 student took a chance by not sitting in his designated seat, but this was quickly spotted and the student moved immediately once requested, with the minimum of fuss. Behaviour management for learning is consistently mentioned as a strength in lesson observations. X constantly greets his students at the door and this ensures a calm entrance which so often is vital in ensuring a calm, effective start to the learning. Where there have been some issues that have needed dealing with, X has routinely stuck to school policy to ensure consistency. For example, recently a prompt phone call home for a Year 11 student has helped to ensure that there is no potential for the situation escalating. X also understands the value of positive behaviour management and can often be heard praising individuals in lessons or writing student names on the whiteboard to indicate H1s. As per school policy all ATL points were input for students at the end of the summer term to reward them for their progress in lessons.

TS8 Fulfil wider professional responsibilities

X has built a positive relationship with his Year 9 Form group who he had last year in Year 8 and has fulfilled his responsibilities well as a Form Tutor. X has completed all form time activity ranging from well-being activities to various literacy activities. In the Summer Term he fulfilled his wider role in school by completing written reports for the members of his Form group for their end of year report, this included making a comment on their development throughout the year. He also completed subject reports for all year groups that he taught and this involved reporting on a progress stage at the end of the year. X also communicated with parents whenever necessary and completed a Virtual Parents Evening

for Year 8 at the beginning of July. Throughout the last academic year X was participating in the school Professional Learning Programme and in the summer term he successfully completed, wrote up and published his findings on his chosen area of focus.

Personal and professional conduct

X understands the importance of safeguarding and he participated in all of our safeguarding training both on the INSET day in September and by completing the relevant reading on Policyviewer. In addition to this X is aware of all school policies and has used CPOMs to log any safeguarding concerns. X has also completed all other relevant training, such as fire safety, on Smartlog. X has always modelled the highest standards of behaviour to his students and he has developed into an excellent practitioner. Areas for development To continue developing his understanding of A Level Politics curriculum in readiness for teaching Y12 next year To contribute to the whole school assessment and marking work