



Appropriate Body
Induction Handbook
2026 – 2027

**Handbook and Guidance for
ECTs, Induction Tutors, Mentors, Headteachers
and Governors**



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Section 1 - Introduction and Key Information

Welcome to ECT Induction with HISP Teaching School Hub Appropriate Body

All qualified teachers who are employed in a relevant school in England must, by law, have completed an Induction period satisfactorily, subject to specified exceptions.

[Statutory Induction](#) is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the [Initial Teacher Training and Early Career Framework](#) (ITTECF), with monitoring and an assessment of performance against the [Teachers' Standards](#).

The programme should support the early career teacher (ECT) and provide them with the necessary training and statutory entitlements to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the Induction period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The Teachers' Standards will be used to assess an ECT's performance at the end of their Induction period. The decision about whether an ECT's performance against the Teachers' Standards is satisfactory upon completion of Induction should take into account the ECT's context and must be made on the basis of what can reasonably be expected of an ECT by the end of their Induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards **consistently and independently** over a sustained period in their practice. The ITTECF is not and should not be used as an assessment tool.

Key Contacts

Head of HISP Teaching School Hubs	Deputy Head of HISP Teaching School Hub	Appropriate Body Coordinator
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ECT Manager Website: [HISP Teaching School Hub - ECT Paperless Induction and Assessment Management System](#)

Section 2 - A Suitable Post for Induction and the Induction Period

In order for an ECT to serve Induction the Headteacher and Appropriate Body must first agree that the post is suitable for this purpose. The Headteacher of the institution in which an ECT is serving an Induction period, and the Appropriate Body, are jointly responsible for ensuring that the support and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards. In particular a suitable post for Induction is expected to:

- have a headteacher/principal in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- provide the ECT with a programme of training and support based on the ITTECF;
- provide the ECT with the necessary employment tasks and experience of teaching whole classes, as well as with the necessary support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an Induction Tutor who is expected to hold QTS;
- include the appointment of a designated Mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in;
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

Determining the length of the Induction period

The length of the Induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six

school terms, divided into two periods each consisting of three school terms – typically 1 year each). The Appropriate Body makes the final decision about the equivalence to two school years in cases where the ECT serves Induction in more than one setting or in non-standard settings such as those in the FE sector. In some exceptional circumstances the length of an Induction period may be reduced. Further details can be found in Section 6 of this handbook.

Minimum period of continuous employment that can count towards Induction

The minimum period of employment that can be counted towards completion of the Induction period (for both full-time and part-time ECTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and fixed term teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned Induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient mentoring and feedback and prepare for a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Any periods of Induction served under the Welsh Induction regulations in Wales can count towards Induction in England.

Length of the Induction period for an ECT who works part-time

ECTs serving Induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years. Therefore, an ECT working part-time as a 0.5 FTE will need to serve Induction for four school years.

It is for the Appropriate Body to decide in each individual case the length of the Induction period required which is fair and takes full account of the ECT's working pattern.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their Induction reduced. Further details can be found in Section 6 of this handbook.

Registering ECTs for their Induction period

ECTs can be registered with HISP TSH Appropriate Body Service at any time throughout the academic year; but it is important to follow the following steps:

1. Induction Tutor to register their ECT(s) using the [ECT Manager](#) portal, selecting **HISP TSH Appropriate Body**.
2. Induction Tutor to register ECT (s) on the [Register early career teachers - \(RECT\) - GOV.UK](#) website. Assigning a Mentor and selecting an ECTP (Early Career Training Programme). Selecting HISP Teaching School Hub (Thornden School).

Please note that Appropriate Bodies are unable to backdate induction start dates, ECTs need to be registered before commencing this role in order for their time to accrue towards their Induction. There is no option or function to backdate a period of Induction.

Please contact HISP TSH Appropriate Body should you wish to discuss and confirm the length of an ECT's Induction Period if employing a part time ECT.

Registration fees are reviewed annually; this year the annual registration fee, per ECT, is £215 (regardless of Induction term – including reductions and extensions). Please ensure your Finance Team colleagues are prepared to receive and process these invoices. (There are additional Appropriate Body fees for schools requiring Fidelity Checking – choosing to deliver their own School-Led ECTP (detailed in Section 3) and for ECT Reductions (detailed in Section 6).

Appropriate Body Online Events

Each term, HISP TSH AB hosts a Welcome briefing for all newly registered ECTs and their Induction Tutors. This is mandatory for these ECTs and their Induction Tutor. We send out communications for these meetings in advance.

Each term, HISP TSH AB hosts Information briefings for Induction Tutors. We send out communications for these briefings in advance. They provide guidance and recommendations on key activities, events and deadlines each term; in order to communicate, in a timely manner, best practice routines and advice.

In addition, HISP TSH AB have weekly 121 bookable online meetings [Book time with Kate Walker](#) (further details in section 5).

Statutory Entitlement - reduced timetable

The Headteacher must ensure that the ECT has a reduced timetable. **In the first year (terms 1-3) of Induction an ECT must not teach more than 90% of the timetable** of the school's existing teachers on the main pay range and **in the second year (terms 4-6) of Induction must not teach more than 95%**. This time off timetable should be used to specifically enable ECTs to undertake activities in their Induction programme (as recommended below). **This is in addition to the timetabled reduction in respect of planning, preparation, and assessment time (PPA) that all teachers receive in their setting.** ECTs in independent schools, academies and free schools, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Recommended use of ECT Induction time:

- Observing best practice in the ECT's setting
- Meetings with other staff with key responsibilities e.g. SENDCO
- Joint planning, marking and assessment moderation
- ECTE (Early Career Teacher Entitlement) - based training activities e.g. reading, self-study activities

- Meetings with Mentor (**weekly in Year 1, fortnightly in Year 2**) and/ or Induction Tutor (**once per half term**)
- Observing best practice in a setting external to the ECT's

Observing other teachers

ECTs must use some of their ECT Induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified. The Induction Tutor or Mentor should signpost the ECT to who to observe and the ECT should make the arrangements to carry out the observations. ECTs need to complete the '**Best Practice Observation Form**' and upload these onto ECT Manager, within the Documents section, creating a folder called 'Best Practice Observations Folder'. (Please note you are only able to create a folder on ECT Manager once you have a document ready to upload.) Please rename each observation with the date and initials of the colleague observed. The observations should have a focus, which is informed by the ECT's areas for development identified from progress reviews or formal assessments. The ECT should make notes and detail their reflections about what they have learnt from these observations, particularly focussing on the impact for learner's progress and discuss these with their Induction Tutor and/ or Mentor during meetings.

HISP TSH Appropriate Body has provided a template ('Best Practice Observation Form') for ECTs to use to record their observations of other teachers. This can be accessed via the 'Resources' section of ECT Manager as well as on the [HISP TSH website](#) under AB Documentation.

These observations should be uploaded onto ECT Manager for HISP TSH AB to view.

For an ECT in their first year (ECT1) - A minimum of 6 forms in their first year should be uploaded by the end of year 1.

For an ECT in their second year (ECT2) - A minimum of 3 forms in their second year should be uploaded by the end of year 2. Therefore, the total by the end of year 2 should be 9 forms.

Appointment of an Induction Tutor

The Headteacher should identify a person to act as the ECT's Induction Tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the Induction process, and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the Induction Tutor. **The Induction Tutor and the Mentor are two discrete roles with differing responsibilities.**

Appointment of a Mentor

The Headteacher should identify a person to act as the ECT's Mentor, to provide regular mentoring and instructional coaching. The Mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the Induction process, and the Mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and Mentor training where appropriate.

The Mentor and the Induction Tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Mentor Role; mentoring and coaching support to facilitate the ITTECF based training programme (ECTP).

Induction Tutor Role; to formally assess the ECT against the Teachers' Standards.

Section 3 - Monitoring, Support and Assessment during Induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the [Initial Teacher Training and Early Career Framework](#)'s (ITTECF) evidence ("learn that") statements and practice ("learn how to") statements;
- regular one-to-one mentoring sessions (**weekly in Year 1, fortnightly in Year 2**) from a designated Mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated Induction Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written and verbal feedback provided;
- professional reviews of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Early Career Training Programme (ECTP)

The Headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. This training programme is expected to be embedded as a central aspect of Induction; it is not an additional training programme.

There are two approaches schools can choose from to enable the delivery of the ECTP. It is up to the Headteacher to choose the approach that best suits the needs of their ECTs and Mentors. The two approaches are:

- **A funded provider led programme (Provider-Led)**
 - Schools can choose to work with Lead Providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their Mentors. This programme is funded by the Department for Education. ITTECF based training providers include; Ambition Institute, Education Development Trust (EDT), The National Institute of Teaching (NlOT), Teach First, and University College London (UCL). [Set up and manage the early career teacher entitlement - GOV.UK](#)
- **Schools deliver their own training with the option to use DfE accredited materials and resources (School-Led)**

This option carries an annual charge of £525* per school as this programme requires annual Fidelity checking.

- Schools use freely available DfE accredited materials to design and deliver their own ECT and Mentor training programme. It is at the school's discretion to what extent they utilise these materials (in full or in part) to structure and inform their School Led programme. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation. ECTP materials are available from; National Institute of Teaching (NlOT) and University College London (UCL). [Support for early career teachers \(ECTs\) - Support for early career teachers - GOV.UK](#)

***Fees reviewed on an annual basis.**

Observation of the ECT's teaching practice

An ECT's teaching is expected to be **observed at regular intervals** throughout their Induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor, Mentor or another suitable person who holds QTS from inside or outside the institution.

Induction Tutor Formal Observations - As a minimum, the ECT should be **formally observed** teaching (by their Induction Tutor) a minimum of once per term, so **at least 6 times during their 2-year Induction period**. A recommendation of a half termly observation is suggested to maintain oversight of the ECT's progress across the Induction period.

Headteacher Formal Observations - The Headteacher must observe the ECT at least once during each assessment period (a minimum of once in Year 1 and once in Year 2).

The ECT and the observer should meet to review any teaching that has been observed, with arrangements for post-observation review and reflection meetings made in advance. Feedback from the observation should be provided in a prompt manner and be constructive, with a brief written record made on each occasion using the '**ECT Lesson Observation Feedback Form**'. Strengths and development needs must be clearly identified, and linked to the Teacher's Standards.

These observations should be uploaded onto ECT Manager for HISP TSH AB to view. A minimum of 6 forms should be uploaded by the end of the ECT's Induction period. A folder should be created in the documents section of ECT Manager labelled 'Observations of ECT'. Please note you are only able to create a folder on ECT Manager once you have a document ready to upload.

Progress Reviews

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the Induction period, with **Progress Reviews taking place in each term where a formal assessment is not scheduled (typically in terms 1, 2, 4 & 5).**

Progress Reviews are expected to be informed by existing evidence of the ECT's teaching and to be constructed with sufficient detail to ensure that there is nothing unexpected for the ECT when they read and sign the Progress Review. ECTs are not expected to create evidence specifically to inform a Progress Review

but are expected to engage with the process and provide evidence as agreed with the Induction Tutor to demonstrate competency against the Teachers' Standards. **Progress Reviews are not formal assessments.**

Progress Reviews will be completed by the Induction Tutor using the template on ECT Manager. The Induction Tutor will be expected to record whether the ECT is on track to successfully complete Induction in terms of making satisfactory progress against the Teachers' Standards, briefly summarising evidence collected to recognise up to three areas of strength** and stating up to two agreed development targets**; with specific strategies to work towards the targets. It is also expected that targets are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

**Recommendation for the summaries for each strength and development target should be at least 100 words in length; to provide appropriate detail for the ECT, Headteacher and Appropriate Body to articulate progress made and development areas being focussed on.

Where the Induction Tutor is not the Headteacher, it is expected that they also update the Headteacher on the ECT's progress after each Progress Review.

Both the Induction Tutor and ECT will be expected to sign off the Progress Review and the ECT must; add their own comments and reflections, tick to confirm they have received their statutory entitlements and will have access to the review for their own records. HISP TSH AB expects ECTs to provide a 100-word reflective comment for each question, enabling the Appropriate Body to assess how effectively they are engaging with professional development and recognising improvements in their teaching practice.

Once a Progress Review is reviewed by the AB*, it is recommended that copies are downloaded and shared with the Mentor, Headteacher and School HR team, as these reviews are likely to be used to record the professional progress of the ECT.

Where the Induction Tutor believes the ECT is not making satisfactory progress, they should indicate this clearly in the Progress Review development area section, listing any Teacher's Standards (including personal and professional conduct) where there may be a cause for concern and how any evidence supports that concern. For any ECT 'not on track' (Grade D or E) to successfully complete Induction it is expected that a Support Plan is put in place to assist the ECT in getting back on track, using the 'Personal Support Plan' (for ECTs in their first year) or 'Cause for Concern Support Plan' (for ECTs in their second year) template available on ECT Manager and [HISP TSH website](#). This should be attached to the Progress Review and submitted electronically via ECT Manager. Further details can be found in Section 4 of this handbook.

HISP TSH Appropriate Body will monitor Progress Reviews submitted on ECT Manager to identify any ECTs that may be a cause for concern.

Deadlines for submission of termly Progress Reviews are generated on ECT manager, providing Induction Tutors with a 'Due Date' prior to the end date for the current term (typically 2 weeks prior).

*Progress Reviews submitted by the 'Due Date' are reviewed individually, with personalised comments being written. For Progress Reviews submitted after the 'Due Date', we cannot guarantee we can review in the same detail.

Formal Assessments

ECTs should have Formal Assessments carried out by either the Headteacher or the Induction Tutor. Mentors should not carry out Formal Assessments unless they are also acting as the Induction Tutor (see Section 6

for further information about roles and responsibilities). **ECTs should receive a Formal Assessment in the final term of the first year (Term 3) and a Final Assessment in the final term of the second year of Induction (Term 6).**

Evidence for assessments must be drawn from the ECT's work as a teacher during their Induction, largely through lesson observations. Any other evidence will consist of existing documents and working documents. There is no need for the ECT to create any new evidence for their formal assessments, they should draw from their work as a teacher and from their Induction programme. Judgements made during the Induction period should relate directly to the Teachers' Standards and should not be made against the ITTECF.

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

Formal Assessments will be completed by the Induction Tutor using the template on ECT Manager. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

HISP TSH Appropriate Body recommends that the written summaries for each Teacher Standard and the areas of development are a minimum of 100 words in length; to provide appropriate detail for the ECT, Headteacher and Appropriate Body to articulate progress made and development areas being focussed on.

HISP TSH Appropriate Body will annually sample a minimum of 10% of all registered ECTs who are recorded as making satisfactory progress against the Teachers' Standards at the end of the first assessment period. If an ECT is recorded as not making satisfactory progress against the Teachers' Standards at the end of the first assessment period, and therefore is not on track to successfully complete Induction, it is expected that a support plan is put in place to assist the ECT in getting back on track, using the 'Personal Support Plan' template document available on ECT Manager. This should be attached to the Formal Assessment form and submitted electronically via ECT Manager. Further details about unsatisfactory progress can be found in Section 4 of this handbook. If an ECT is in their second assessment period, a 'Cause for Concern Support Plan' template must be completed and submitted electronically on ECT Manager.

Once a Formal/ Final Assessment is reviewed by the AB*, it is recommended that copies are downloaded and shared with the Mentor, Headteacher and School HR team, as these reviews are likely to be used to record the professional progress of the ECT.

The final assessment meeting is at the end of the Induction period (term 6) and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their Induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded clearly on the Final Assessment report. Further details about unsatisfactory progress can be found in Section 4 of this handbook.

Once assessment reports have been completed, the ECT should add their comments and reflections. They should then be signed by the Induction Tutor, Headteacher and the ECT within 10 working days of the final assessment meeting. These will be submitted electronically via ECT Manager. HISP TSH AB expects ECTs to provide a 100-word reflective comment for each question, enabling the Appropriate Body to assess how effectively they are engaging with professional development and recognising improvements in their teaching practice.

Deadlines for submission of Formal Assessments are identified on ECT manager, providing Induction Tutors with a 'Due Date' prior to the end date for the current term (typically 2 weeks prior).

* Formal/ Final Assessments submitted by the 'Due Date' are reviewed individually, with personalised comments being written. For Formal/ Final Assessments submitted after the 'Due Date', we cannot guarantee we can review in the same detail.

Interim Assessments - ECT changing school or setting

When an ECT leaves a post after completing more than one term in an institution but before the next Formal Assessment, the Induction Tutor or Headteacher must complete an Interim Assessment via ECT Manager. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment is captured. This is especially important where concerns about progress may have arisen. The information recorded on the Interim Assessment form will help to ensure that Induction can be continued effectively in any subsequent post with a new employer. This is also required if an ECT leaves during their final term of Induction.

HISP TSH AB expects ECTs to provide a 100-word reflective comment for each question, enabling the Appropriate Body to assess how effectively they are engaging with professional development and recognising improvements in their teaching practice.

Once an Interim Assessment is reviewed by the AB, it is recommended that copies are downloaded and shared with the Mentor, Headteacher and School HR team, as these reviews are likely to be used to record the professional progress of the ECT.

*If an ECT leaves a school, serving no notice period, a Progress Review may have already been written for this period of Induction. We will require an Interim Assessment to be written instead to ensure we align with DfE guidance.

All Reports : Progress Reviews/ Formal Assessments/ Final Assessments/ Interim Assessments

At the end of each review and assessment period Induction Tutors are expected to clearly indicate, based on the ECT's performance against the Teachers' Standards within the assessment period, which **one** of the following recommendations are applicable:

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

Progress Reviews and Assessments will also require a progress grading, these again will need to be based on the ECT's performance against the Teachers' Standards within the assessment period.

- **A : Exceeding Expectations.** This ECT is currently excelling in their practice. They are consistently and independently meeting the Teachers' Standards.
- **B: Above Expectations.** The ECT demonstrates many strengths. They are consistently and securely meeting and, in some cases, exceeding the Teachers' Standards.

- C: Meeting Expectations. The ECT demonstrates some strengths, is making good progress with ongoing development areas, and is meeting the Teachers' Standards.
- D: Below Expectations. The ECT is working towards consistently meeting the Teachers' Standards; with ongoing areas of development, warranting additional support from within school.
- E: Causing Concern. The ECT has several areas for development that require attention in order to meet the Teachers' Standards, therefore warranting significant support from within school.

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

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

They 'are not making satisfactory progress' corresponds to a D and E grade being attributed.

ECT Manager

[HISP TSH AB ECT Manager](#)

HISP TSH Appropriate Body uses an **online portal (ECT Manager)** to manage the completion and submission of all Progress Reviews, Formal/ Final Assessments, and Interim Assessments. HISP TSH will remind schools of the deadlines for submission of Progress Reviews and Formal Assessments during the year. ECT Manager will also send a series of reminders to the relevant users in the lead up to these deadlines. Any issues encountered whilst using ECT Manager can be resolved by contacting **Emma Gerrard, AB Coordinator** (e.gerrard@hispmat.org).

Early career teachers may only serve one Induction period

An ECT has only **one chance** to complete a statutory Induction period. An ECT who has completed Induction and is judged to have failed to meet the Teachers' Standards at the end of their Induction period, is not permitted to repeat Induction. Whilst the ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an Induction period.

Raising concerns

An ECT should normally raise any concerns about their Induction with their Induction Tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact (Emma Gerrard, email e.gerrard@hispmat.org) at the Appropriate Body who will, as soon as possible, investigate the issue(s) raised. For further guidance please access the [HISP MAT Complaints Policy](#).

Section 4 - Unsatisfactory Progress

Putting in place additional monitoring and support

Where the Induction Tutor determines, **during a Progress Review or Assessment**, that an ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly on the Progress Review or Assessment form. In both the report's 'recommendation' section and 'progress grading' section (as outlined in section 3). The Induction Tutor is expected to notify HISP TSH Appropriate Body of this determination and complete electronically the relevant support plan* template document available on ECT Manager and [HISP TSH website](#). This should clearly outline the support plan to be put in place to assist the ECT in getting back on track. This should be shared electronically, via ECT Manager (or email), with HISP TSH Appropriate Body for review. We advise 4-weeks minimum for effective Support Plan implementation.

If an ECT is within their first assessment period (Year 1), a 'Personal Support Plan' (PSP) template* should be used.

If an ECT is within their second assessment period (Year 2), a 'Cause for Concern Support Plan' (C4CSP) template* should be used.

If it becomes apparent that an ECT is not making satisfactory progress HISP TSH Appropriate Body should be informed and the Headteacher should ensure that additional monitoring and support measures are put in place **immediately**. It is important that the ECT is made aware that they are not making satisfactory progress and are aware of where they need to improve their practice and that they are given every opportunity to raise their performance. The Headteacher and the Appropriate Body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support plan (as detailed above) is in place to help the ECT improve their performance.

If there is a dispute about improvement areas, objectives or support plans, it is HISP TSH Appropriate Body that holds the final decision regarding the progress that an ECT is making towards meeting the Teachers' Standards.

If the ECT's progress is still unsatisfactory in subsequent Progress Reviews or Assessments Induction Tutors should continue reviewing and revising the ECT's objectives and agree an updated support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and HISP TSH Appropriate Body.

Action if performance is still unsatisfactory

Where there are still concerns about the ECT's progress during terms 4 or 5 of the ECT's Induction period, the Induction Tutor must engage a 'Cause for Concern Support Plan'. They should explain clearly to the ECT the consequences of failure to complete the Induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of Induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

As with all Progress Reviews, the Progress Review form should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the Appropriate Body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and include details of the issues discussed.

HISP TSH AB has a template letter for Headteachers to issue, typically during term 5, to issue to an ECT sharing the potential outcomes and risks of an ECT being 'not on track' (not successfully meeting the Teachers' Standards) **consistently and independently** as they move towards the end of their Induction period.

Action in the event of serious capability

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of an ECT's Induction period, this is a school decision as the ECT's employer and should align with the school's own HR processes. If this is the case, for as long as the ECT remains at the school / institution the Induction process must continue in parallel with the capability process, as **they are independent processes**. The capability process is the responsibility of the school. HISP TSH Appropriate Body should be informed.

Action in the event of an ECT Induction Period Extension

In a few exceptional*** cases, a school and their ECT may formally request an Induction Extension to facilitate and support an ECT successfully meeting the Teachers' Standards. The decision regarding if an extension is to be granted and also the length of extension sits with the Appropriate Body. The school/institution's Headteacher is required to write a letter to the AB to request such an extension (recommending an additional 1, 2 or 3 terms is served). HISP TSH AB has an extension letter template to assist in this process. The maximum extension is for an additional 3 terms (therefore increasing the Induction period to a maximum of nine terms in total).

***Each ECT context will be processed by the HISP TSH AB on an individual basis.

Registration fees will still apply for an ECT commencing an extension.

Making an appeal against a decision by the Appropriate Body

If an ECT fails Induction, or has their Induction extended, the Appropriate Body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so (details below). In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For Induction completed in Wales, the Appeals Body is the Education Workforce Council.

Further guidance about the appeals process is available at: [Induction for Early Career Teachers \(England\) - GOV.UK \(www.gov.uk\)](#)

DfE Induction appeals procedure dated July 2024 [DfE Induction Appeals Proceedure](#) for both Extension and Failure recommendations. The email address to send the Notice of Appeal to is [***misconduct.teacher@education.gov.uk***](mailto:misconduct.teacher@education.gov.uk).

If you wish to write to the TRA rather than email, the address is:

Teaching Regulation Agency
Cheylesmore House
5 Quinton Road
Coventry
CV1 2WT

The Notice of Appeal must be received by the TRA no later than 20 working days after the teacher received the Appropriate Body's decision. For further details please use the above link to see the full Notice of Appeals guidance.

Section 5 – HISP TSH AB Quality Assurance Processes

Quality Assuring ECT Statutory Entitlements

Headteachers sign the annual HISP TSH AB Partnership Agreements to confirm they will/ are providing all statutory entitlements to ECTs in their school, in order to enable them to successfully complete Induction. This includes confirmation that Induction Tutors and Mentors are selected for their 'appropriate skills and experience' as outlined in the [Induction for early career teachers \(England\)](#) guidance in section 5.8. The HISP TSH AB Partnership Agreement is issued via the ECT Manager portal.

ECTs are asked every term, through their Progress Review or Formal Assessment if they are in receipt of all statutory entitlements. HISP TSH AB tracks this and contacts schools when notified that this is not in place consistently. ECT questions listed below.

- Are you receiving your reduced teaching timetable? (10% in Yr1 and 5% in Yr2)?
- Are you receiving regular one to one Mentoring sessions (each week in Yr1 and fortnightly in Yr2) with your Mentor? We understand there may be occasional illness.
- Have you had a formal observation from your Induction Tutor this term (including written feedback)?
- Have you observed Best Practice teaching from experienced teachers this term?
- Please confirm you (the ECT) have discussed this report with your Induction Tutor?

Check-In Visits

In our role as the Appropriate Body, we are responsible for quality assuring the support and assessment of the Induction programme for all ECTs registered with our Appropriate Body service. One way that we carry out this role, as directed by the DfE, is by visiting a sample of schools each year – we call this visit a 'Check-In Visit'. The Check-In Visit is to hear and see how statutory entitlements to Induction are being met and to hear about the best practice that is going on in the schools who work with us.

During each Check-In visit conducted, Induction Tutors are asked to confirm they will/ are providing all statutory entitlements to ECTs in their school, in order to enable them to successfully complete Induction. A random sample of schools is taken each term for us to conduct Check-In visits, it is likely a Check-In visit takes place in each school/ institution every two to three years.

The 'Check-In' visit, by a member of our Quality Assurance Team, will involve:

1. An introductory meeting with the Induction Tutor to introduce the school context
2. A meeting with mentors
3. A meeting with ECTs
4. A learning walk to ECT/s' classrooms
5. A meeting with the Induction Tutor/ Lead to include a reflection on the learning walk
6. A review of documentation records uploaded onto ECT Manager for each ECT

Quality Assurance Officers, are a group of highly trained, experienced teachers/ leaders who support the work of HISP TSH AB, all sign Non Disclosure Agreements (NDA) this outlines HISP TSH AB expectations regarding data protection. This document ensures the sharing of information beyond the purposes of the AB's remit is prohibited, as outlined in the [Induction for early career teachers \(England\)](#) guidance in section 2.79. ECTs can request which of our QAOs have access to their assessments by contacting **Emma Gerrard, AB Coordinator** (e.gerrard@hispmat.org).

HISP TSH AB Guidance Meetings

Each week the HISP TSH AB team host online bookable meetings for schools (Headteachers, Induction Tutors, Mentors or ECTs) to provide advice, guidance and support with questions and queries regarding Induction. [Book time with Kate Walker](#)

HISP TSH AB Welcome briefings

Each term, HISP TSH AB hosts a Welcome briefing for all newly registered ECTs and their Induction Tutors. This is mandatory for these ECTs and their Induction Tutor. We send out communications for these meetings in advance. These briefings provide guidance and recommendations on key activities, events and deadlines each term; ensuring new ECTs are confident in the expectations for Induction and their statutory entitlements.

HISP TSH AB Induction Tutor briefings

Each term, HISP TSH AB hosts briefing for Induction Tutors. We send out communications for these meetings in advance. They provide guidance and recommendations on key activities, events and deadlines each term; in order to communicate, in a timely manner, best practice routines and advice.

HISP TSH Appropriate Body (AB) Bulletin

HISP TSH AB send out bulletins each term to all ECTs and Induction Tutors. They provide guidance and recommendations on key activities and events each term; in order to communicate, in a timely manner, best practice routines and advice.

Section 6 - Completing the Induction Period

An ECT completes their Induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms); or
- a reduced period, a decision by HISP TSH Appropriate Body - our typical recommendation being a minimum of **two** terms based either on previous teaching experience; or for part-time teachers covering but not equivalent to two school years (detailed below); or
- an (absence) extension to that period, as a consequence of absences occurring during the period; or
- an (formal) extension following a decision by the Appropriate Body.

The Appropriate Body makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.

Within 20 working days of receiving the Headteacher's recommendation, the 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; or
- has failed to satisfactorily complete the Induction period.

In making this decision the Appropriate Body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT.

The Appropriate Body must, within three working days of making the decision, make written notification of the decision to: the ECT; the Headteacher (in whose institution the ECT was working at the end of their Induction); and the employer. They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's Induction, and via the termly return for other notifications.

If the Appropriate Body decides to extend the period of Induction or the ECT has failed to complete their Induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances. (Further details in Section 4).

Failure to complete the Induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory Induction is not mandatory.

An ECT working in a relevant school who has failed Induction must be dismissed within 10 working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being sought. If the ECT's appeal is heard, and they have been

judged as having failed Induction, the employer should dismiss the ECT within ten working days of being told the outcome of the hearing.

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.

Reduction to an ECTs Induction Period

Guidance for Headteachers, Induction Tutors and ECTs

This guidance document draws upon Section 3: Special circumstances, from the [Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61444/induction-early-career-teachers-england) statutory guidance for Appropriate Bodies, Headteachers, school staff and Governing Bodies. This guidance provides guidance on an induction period being reduced in exceptional circumstances, the minimum reduction is to one term.

The decision to reduce the Induction period sits with HISP TSH Appropriate Body and a quality assurance process will be undertaken, in order to make a decision; to accept a reduction request or not. Typically, HISP TSH Appropriate Body would expect an ECT to have a consistent 'progress grading' of an A grade to be considered for a reduced reduction.

HISP TSH Appropriate Body require two terms notice for a reduction request.

Request to reduce the Induction Period of a part-time ECT

A request to reduce the Induction period of a **part-time ECT** can be made by completing the 'Request to reduce the Induction period of a part-time ECT Form' which is available electronically via the 'Resources' section on ECT Manager and [HISP TSH website](https://www.hisptsh.org/). Once completed this form should be sent to Emma Gerrard, Appropriate Body Coordinator (e.gerrard@hispmat.org) and the required documentation should be uploaded onto ECT Manager, creating a folder labelled 'Reduced Induction Request'. **Any request must be submitted with the agreement of both the ECT and Headteacher.**

Request to reduce the Induction Period of an ECT

A request to reduce the Induction period of a **an ECT** with previous **significant** teaching experience or in **exceptional** circumstances, can be made by completing the 'Request to reduce the Induction period of an ECT Form' which is available electronically via the 'Resources' section on ECT Manager and the [HISP TSH website](https://www.hisptsh.org/). Once completed this form should be sent to Emma Gerrard, Appropriate Body Coordinator (e.gerrard@hispmat.org) and the required documentation should be uploaded onto ECT Manager, creating a folder labelled 'Reduced Induction Request'. **Any request must be submitted with the agreement of both the ECT and Headteacher.**

Reduced Induction Fee

HISP TSH Appropriate Body will charge a one-off fee of £175**** for each ECT, for the administration and quality assurance of the application, conducting a review of documentation uploaded to ECT Manager. Where deemed necessary; a school visit will be conducted, to include a formal lesson observation and feedback meeting with the Induction Tutor and ECT.

******Fees reviewed on an annual basis.**

ECTs Moving to a Performance Management Process having completed Induction

Upon successful completion of an ECT's Induction period, the ECT should transition to their employing school / institution's Performance Management process.

Overview

Performance management (PM) is an important developmental process for all teachers throughout their career. PM is most commonly used to identify, support and structure the professional development and training for a colleague to secure the best performance possible.

The term 'performance management' is the process whereby a school leader/ line manager will review a colleague's performance; celebrating strengths and successes, in addition to identifying and setting targets to achieve during a performance management process (this is typically an academic year). These targets are then reviewed and assessed at the end of the process.

A teacher registered with an Appropriate Body (AB), as an ECT (Early Career Teacher) serving their Induction period **does not** follow a Performance Management process. Instead, ECTs are registered with an AB who will track progress against the Teachers' Standards each term. Documents are written and submitted each term by the Induction Tutor (IT) and ECT, via the ECT Manager portal. There are two document templates used depending on the term the ECT is currently completing; Progress Reviews (Terms 1,2,4,5) and Formal Assessments (Terms 3 and 6).

Once Induction is completed for an ECT, the ECT transitions to the PM process; the structure and routines of that employing school.

Recommendation

HISP TSH AB's recommendation is that time is taken during the final term of the ECT's Induction period to talk through their employing school's PM process.

Typical information and routines to share as part of the PM process could include:

- How often will a teacher meet with their Line Manager/ School Leader to discuss performance, progress and training needs?
- What is the format of PM meetings; what documentation is used?
- What should the teacher do to: prepare before a PM meeting and respond after a PM meeting? The teacher should be encouraged to consider and reflect on their own performance; identifying successes and areas for development to take ownership of their own performance and targets.
- What evidence is used to inform a PM review? (e.g. lesson observations, lesson resources, feedback from others)

Section 7 - Roles and Responsibilities

This section summarises the roles and responsibilities of those involved in the Induction process.

The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start Induction;
- meet with their Induction Tutor to discuss and agree priorities for their Induction programme and keep these under review;
- agree with their Induction Tutor how best to use their reduced timetable allowance and fully engage with their Early Career Training programme (ECTP);
- provide evidence (on request) of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their Induction Tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their Induction Tutor/within the institution;
- keep track of and participate effectively in the scheduled lesson observations, conduct Best Practice observations regularly, Progress Reviews and Formal Assessment meetings;
- agree with their Induction Tutor the start and end dates (start date of Induction is the date an ECT starts teaching **and** is fully registered with an AB) of the Induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all Progress Reviews and Assessment reports.

ECTs should make every effort to develop supportive strategies during their Induction, to maintain their wellbeing; through securing a positive work-life balance. ECTs should communicate with school colleagues (namely Induction Tutor/ Induction Lead/ Mentor) if they require support.

Headteachers

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during Induction, and is expected to:

- check that the ECT has been awarded QTS;
- register their ECT with an Appropriate Body immediately following successful appointment to role;
- clarify whether the teacher needs to serve an Induction period or is exempt;
- agree, in advance of the ECT starting the Induction programme, which Body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking Induction;
- ensure that the requirements for a suitable post for Induction are met;
- ensure the Induction Tutor has the ability and sufficient time to carry out their role effectively;

- ensure that the Mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate Early Career Training programme (ECTP), based on the ITTECF, is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed by the **Induction Tutor** via ECT Manager;
- maintain and retain accurate records of employment that will count towards the Induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the Governing Body aware of the arrangements that have been put in place to support ECTs serving Induction;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher is expected to:

- obtain Interim Assessments from the ECT's previous post, if the ECT has completed a proportion of Induction elsewhere;
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing Induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the Governing Body about the school/ trust's Induction arrangements;
- advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the Induction period or deem that it has been satisfactorily completed;
- consult with the Appropriate Body in cases where a part-time ECT has completed a period up to, but not equivalent to, two school years and has met the necessary requirements to reduce Induction;
- provide Interim Assessment reports for an ECT moving school in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving Induction leaves the institution.

In addition to the above, Headteachers of FE institutions, independent schools, academies, free schools and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory Induction in these settings. Including an ECT's completion of a compulsory aged placement, as detailed in [Induction for early career teachers \(England\)](#) completing the Post 16 Reflective Journal (detailed in Section 8).

Induction Tutors

The Induction Tutor (or Headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary);

- conduct review meetings each term, with each ECT, to discuss and inform each termly assessment report (Progress Review or Assessment);
- undertake two Formal Assessment meetings during the total Induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out Progress Reviews in terms where a Formal Assessment does not occur (typically Terms 1,2,4 and 5);
- inform the ECT following Progress Review meetings of the overall outcome of their progress against the Teachers' Standards and share Progress Review records with the ECT, Headteacher and Appropriate Body;
- inform the ECT during the assessment meeting of the judgements to be recorded on the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their Induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Mentors

The Mentor (or the Induction Tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback (typically outside of the ECTs statutory reduction time);
- work collaboratively with the ECT and other colleagues involved in the ECT's Induction within the same school to help ensure the ECT receives a high-quality Early Career Training programme (ECTP);
- provide, or broker, effective support, including phase of subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate Bodies

The Appropriate Body has the main quality assurance role within the Induction process. Through quality assurance, the Appropriate Body should assure itself that:

- Headteachers (and Governing Bodies where appropriate) are aware of and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an Early Career Training programme (ECTP), designated Induction Tutor and Mentor, and a reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an Appropriate Body can only be performed by the Body specified in regulations and must not be delegated. The Appropriate Body may work with partners who can support or facilitate the delivery of

the roles and responsibilities. The Appropriate Body itself must retain full responsibility for regulatory duties and powers including overseeing Induction and decisions on passing Induction.

The Appropriate Body should, on a regular basis, consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

HISP TSH AB will take appropriate steps to escalate any concerns, regarding the support being provided to an ECT by a school/ institution, in the first instance to the Induction Tutor and Headteacher.

The Appropriate Body is expected to take steps to ensure that:

- Headteachers have put in place an ITTECF-based Induction training programme for the ECT and that their programme of support is clearly based on the ECF;
- Headteachers (and Governing Bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for Induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- Induction Tutors have the ability and sufficient time to carry out their role effectively;
- Mentors have the ability and sufficient time to carry out their role effectively;
- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's Governing Body is upheld;
- the Headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the Appropriate Body with whom to raise concerns;
- FE institutions are supported in finding schools for ECTs to spend ten days teaching children of a compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the Headteacher is consulted where a reduced Induction period might be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce Induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required, and the relevant parties are notified; and

- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an Induction period; together with details of the type of Induction an ECT is accessing.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with an ECTs' Induction programme;
- provide information to the Headteacher on the types of Induction training programme available; and
- respond to requests for assistance and advice with training for Induction Tutors.

The Governing Body (of School/ Trust)

The Governing Body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for Induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the Appropriate Body on the quality of the institution's Induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of ECTs who have failed Induction are included on the list of persons who have failed to satisfactorily complete an Induction period.

Non-statutory

- recording the progress of ECTs through their Induction process and providing details of teachers who have passed or failed Induction to employers through the Employer Access Online service.

Section 8 – HISP TSH Appropriate Body Documentation

This section of the handbook describes the paperwork requirements for the Induction period.

This requirement is an important element of the statutory quality assurance responsibility of the Appropriate Body. All documentation can be found electronically on ECT Manager and [HISP Teaching School Hub – Appropriate Body](#), within the AB Documentation section.

Compulsory Documentation

ECT Lesson Observation Feedback Form

An ECT's teaching is expected to be observed at least once every term (HISP TSH AB recommendation every half term) throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor or another suitable person who holds QTS from inside or outside the institution.

The ECT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a written record made on each occasion; using the **ECT Lesson Observation Feedback Form**. These should be linked to the Teacher's Standards and should indicate where any development needs have been identified. All ECT Lesson Observation Feedback Forms should be signed by both the ECT and Induction Tutor.

It is the responsibility of the ECT to ensure that all lesson observations are uploaded to the 'Documents' section of ECT Manager, the folder must be created in ECT Manager labelled 'Observations of ECT' and completed forms must be uploaded within five days of the observation taking place.

Formal lesson observations should be full lesson observations. The focus of the lesson observation should be agreed in advance, and linked to the areas for development, referenced to the Teachers' Standards, that have been identified by the ECT and their Induction Tutor.

In every case the Headteacher, or member of the senior leadership team, must observe the ECT teaching before the completion of their Formal Assessment (typically term 3) and their Final Assessment (typically term 6).

The HISP TSH **ECT Lesson Observation Feedback Form** must be completed by the person observing the lesson and used to provide feedback to the ECT afterwards. The ECT Lesson Observation Feedback Form has space to record the agreed focus, comments, strengths, and areas for development identified in the lesson observed. All of the Teachers' Standards are listed on the second page of the form. Please highlight those Standards to indicate strengths and areas for development, and ensure these Standards are referenced on the front page of the form. The ECT and Induction Tutor should both keep a copy of the completed form for all formal lesson observations.

Uploading lesson observations to ECT Manager

Follow these steps to upload any documentation.

1. Navigate to the ECT's Overview page and locate the tab 'Documents' from the left-hand side menu.
2. Click on the Documents folder and then click to add a new file. You will need to create a folder and name it before adding the document. Each document is uploaded individually.
3. Once created, you can add other files to that folder, and you can also create other folders to store documents such as meeting minutes or action plans.

Best Practice Observation Form

ECTs are directed as part of their ECT Statutory Entitlements to observe best practice in their setting and on occasion outside their setting. The focus of such observations should be discussed and agreed with the Induction Tutor or Mentor, and link to an area of development.

It is the responsibility of the ECT to ensure that all 'Best Practice Observations' are uploaded to the 'Documents' section of ECT Manager, the folder must be created in ECT Manager labelled 'Best Practice Observations' and completed forms must be uploaded within five days of the observation taking place.

HISP TSH AB recommend that best practice observations are carried out regularly. We feel it is reasonable for an ECT to conduct these fortnightly. These can be shorter drop ins or full lesson observations; they are to capture practice that an ECT may be 'working on' as a development area. Induction Tutors should signpost colleagues, who display best practice, in order for an ECT to witness this first hand and reflect on how they may integrate this practice/ routines into their own day to day teaching. Best Practice observations can be within/ outside of subject or phase, with identified learners, within the ECT's own setting or outside their setting. Joint best practice observations, with an Induction Tutor, may assist an ECT in identifying best practice.

Uploading Best Practice observations to ECT Manager

Follow these steps to upload any documentation.

1. Navigate to the ECT's Overview page and locate the tab 'Documents' from the left-hand side menu.
2. Click on the Documents folder and then click to add a new file. You will need to create a folder and name it before adding the document. Each document is uploaded individually.
3. Once created, you can add other files to that folder, and you can also create other folders to store documents such as meeting minutes or action plans.

Progress Reviews (as detailed in Section 3 of this handbook)

[HISP TSH ECT Manager](#)

HISP TSH AB uses [ECT Manager](#) to manage the completion and submission of all Progress Review Forms (PRF). The Progress Review is the statutory document, completed by the Induction Tutor, which is used to record progress at the end of Terms 1, 2, 4 & 5. The content of the Progress Review will be discussed by the ECT and Induction Tutor during their regular meetings and targets for the next term agreed.

It is the responsibility of the Induction Tutor and ECT to complete the Progress Review. When completing the Progress Review the Induction Tutor, or Headteacher, must base their decision and grading on evidence from lesson observations and any other evidence provided by the ECT.

The Induction Tutor, or Headteacher, must comment on:

- Strengths*
- Areas Requiring Further Development*
- Evidence Used to Inform the Judgements
- Targets for the Coming Term*

****Referenced to the Teachers' Standards***

The Induction Tutor must indicate on the form:

- Their **Recommendation** - whether the ECT is on track to successfully complete Induction, with brief reasons why; OR if the ECT is not on track, confirm they have been informed and that a support plan has been put in place;
- that the ECT has continued to access a programme of support based on the ITTECF and have received all of their statutory entitlements;
- whether the ECT is remaining at the school for the next assessment period.

Following the completion of the Progress Review by the Induction Tutor, the ECT will receive an email alert asking them to log in to ECT Manager. The ECT should read the report written by their Induction Tutor and then add their comments and reflections. The ECT then adds their digital signature to the form. The Induction Tutor will then receive an email alert asking them to add their digital signature to the form. If the Progress Review has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form.

In the case that the form indicates that the ECT is not on track, the Appropriate Body will be alerted immediately and will then make contact with the Induction Tutor to discuss the provision of an appropriate support plan for the ECT.

Formal/ Final Assessments (as detailed in Section 3 of this handbook)

[HISP TSH ECT Manager](#)

HISP TSH AB uses [ECT Manager](#) to manage the completion and submission of all Formal Assessments. The Formal Assessment is the statutory document, completed by the Induction Tutor, which is used to record progress at the end of Year 1 and, at the end of Year 2, a Final Assessment is written to make the final recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.

It is the responsibility of the Induction Tutor, ECT and Headteacher, to complete both the Formal and Final Assessments. When completing these the Induction Tutor, or Headteacher, must base their decision and grading on evidence from lesson observations and any other evidence provided by the ECT.

The Induction Tutor, or Headteacher, must comment on:

- Strengths*
- Areas Requiring Further Development*
- Evidence Used to Inform the Judgements
- Targets for the Coming Term*

****Referenced to the Teachers' Standards***

The Induction Tutor must indicate on the form:

- Their **Recommendation** - whether the ECT is on track to successfully complete Induction, with brief reasons why; OR if the ECT is not on track, confirm they have been informed and that a support plan has been put in place;
- that the ECT has continued to access a programme of support based on the ITTECF and has received all of their statutory entitlements;
- whether the ECT is remaining at the school for the next assessment period.

Following the completion of a Formal or Final Assessment by the Induction Tutor the ECT will receive an email alert asking them to log on to ECT Manager. The ECT should read the report written by their Induction Tutor and then add their comments and reflections. This is the ECT's opportunity to record their reflections about their Induction experience and we would like to read about their successes, any challenges they are facing, as well as the identification of any areas in which they might benefit from further development opportunities.

- The ECT then adds their digital signature to the assessment.
- The Induction Tutor and Headteacher will then receive email alerts asking them to add their digital signatures to the assessment.

As soon as the ECT, Induction Tutor and Headteacher have added their digital signatures to the Formal or Final Assessment, the Appropriate Body will receive an alert to confirm that the assessment is ready to review. This will then be reviewed and, presuming everything is in order, HISP TSH Appropriate Body will sign-off the form as reviewed. The ECT, Induction Tutor and Headteacher will receive an email that will confirm the assessment has been reviewed. The Appropriate Body will then notify the TRA of the ECT's progress. If the form has not been completed satisfactorily, the form will be rejected and the school will be asked to make amendments and re-submit the form.

Formal and Final Assessments are held online but the ECT, Induction Tutor and Headteacher can download PDF copies at any time. There is an expectation that records are retained by the ECT and the Appropriate Body for a minimum of six years.

HISP TSH AB recommend that downloads are made of all Progress Reviews and Formal/ Final Assessments and shared with the employing school's HR team.

HISP TSH AB will review all Progress Reviews and Formal/ Final Assessments individually within 20 working days of its submission, in cases where Progress Reviews and Formal/ Final Assessments are submitted late (after the 'due date') it will be reviewed as soon as possible however may exceed the 20 days.

Personal Support Plan Template (for Year 1 ECTs) and Cause for Concern Support Plan Template (for Year 2 ECTs) (as detailed in Section 4 of this handbook)

Where the Induction Tutor and/ or Headteacher determines, during a Progress Review or Formal Assessment, that the ECT is not making satisfactory progress against the Teachers' Standards, they are expected to notify HISP TSH Appropriate Body immediately of this and complete electronically the 'Personal Support Plan' template document if the ECT is in their first year or the 'Cause for Concern Support Plan' for

ECTs in their second year. This should clearly outline the support to be put in place to assist the ECT in getting back on track. This should be shared electronically, via ECT Manager (or directly by email), with HISP TSH Appropriate Body for review. We advise 4-week support plans, **this must be signed by all parties** to show that it is a document agreed by all parties.

It is the responsibility of the Induction Tutor to ensure that any ‘Support Plans’ are uploaded to the ‘Documents’ section of ECT Manager, the folder must be created in ECT Manager labelled ‘Personal Support Plans’, if in Year 1 and ‘Cause for Concern Support Plans’ if in Year 2. Completed and fully signed forms must be uploaded within five days of the Support Plan being put in place.

Post 16 Reflective Journal

Where ECTs are teaching in post compulsory aged learners (post 16) they are required to complete a minimum of 10 days teaching and observations in a compulsory aged setting (typically in a Secondary setting). During this time the ECT should maintain the reflective journal, this should be shared electronically, via ECT Manager (or directly by email), with HISP TSH Appropriate Body for review.

HISP TSH AB recommendation is that by the end of this 10-day placement they teach up to ten lessons, in addition to conducting learning walks, drop ins, team teaching and best practice observations in that setting. ECTs should seek feedback from the placement school to add to their reflective journal. As detailed in [Induction for early career teachers \(England\)](#) completing the Post 16 Reflective Journal (detailed in Section 8).

Where capacity allows it would be valuable for the ECTs Induction Tutor to visit the ECT on placement.

Optional Documentation

ECT & Induction Tutor Meeting Notes Form

This optional meeting notes form can be used to record the meetings that take place between an ECT and the Induction Tutor. The **ECT and Induction Tutor must meet formally a minimum of once each term** – these meetings are an essential part of the Induction programme - to provide and coordinate guidance and support for an ECT’s professional development. We recommend that the dates of these meetings for the whole year are agreed at the beginning of each year of the Induction period.

This optional meeting notes form has been designed to align with the DfE guidance regarding the role and responsibilities of Induction Tutor (assessor).

ECT & Mentor Meeting Notes Form

This optional meeting notes form can be used to record the meetings that take place between the ECT and their Mentor. The **ECT and Mentor must meet weekly in Year 1 of Induction and fortnightly in Year 2 of Induction**. Some ECTs and Mentors may choose to record their discussions on their ITTECF based training portal, instead of this form.

ECT Policy

HISP TSH Appropriate Body has put together a template [ECT Policy](#), on the HISP TSH website which can be adapted and branded to your specific school/ institution.

Section 9 – Appendix A : Guidance for Induction Tutors

Supporting Neurodiverse ECTs

Supporting employees who have additional needs is the responsibility of the employer, and Induction Tutors should always consult their own school or trust HR department and follow their advice when considering what additional support or reasonable adjustments need to be put in place for any colleagues.

ABs are not responsible for deciding reasonable adjustments, and the following are suggestions for Induction Tutors. This is a highly complex and nuanced area, and each individual case should be considered on its own merits.

This information is intended to support Induction Tutors in putting additional support in place if:

- an ECT has disclosed a neurodiverse diagnosis
- there is a suspected or emerging neurodiverse profile
- an Occupational Health recommendation has been made
- reasonable adjustments may be required under the Equality Act

It should also be remembered that many of the suggested strategies will support all ECTs, not just those who have a formal diagnosis.

It is designed to help schools:

- maintain fidelity to the Teachers' Standards
- meet their statutory induction duties
- ensure fair and non-discriminatory support
- separate adjustment from expectation
- evidence appropriate provision in the event of QA or appeal

Core Principles for Planning Support

Principle	What this means in practice
Standards remain unchanged	Adjustments support access to meeting the Standards — they do not alter them
Induction is developmental	Support plans should scaffold performance over time
Coaching not remediation	Mentor work should emphasise co-construction
Adjust environment first	Consider workload / organisation barriers before competence
Review frequently	Plans should normally be reviewed every 4–6 weeks. The review period should reflect the needs of the ECT.

What should not be adjusted

- Significantly reduce timetable beyond statutory induction allowance, on a long-term basis (without discussion with the AB)
- Remove ECTE (Early Career Teacher Entitlement)
- Alter assessment against the Teachers' Standards
- Delay formal assessment points
- Prevent honest reporting of progress

Diagnostic Profiles – Common Implications for ECT Practice

	Possible impact in teaching context	Examples of support
ADHD (Attention Deficit Hyperactivity Disorder)	• Organisation of planning and assessment • Time perception and pacing • Task initiation / completion • Prioritisation • Working memory load • Meeting deadlines	• Chunked planning deadlines • Visual planning frameworks • Protected planning time • Written follow-up to mentor meetings • Modelling of sequencing strategies • Reduced concurrent administrative tasks • Digital task management tools
Autism Spectrum Condition (ASC)	• Managing unpredictability in lessons • Interpreting pupil behaviour • Social communication with colleagues • Cognitive overload in busy environments • Transitions between tasks	• Predictable mentoring routines • Structured lesson planning templates • Pre-briefing before observations • Explicit modelling of behaviour scripts • Quiet workspace for PPA • Clarity around informal expectations
Dyslexia / Specific Learning Difficulty (SpLD)	• Written feedback speed • Processing written policies • Recording assessment information • Spelling accuracy • Administrative workload	• Use of assistive technology • Verbal planning discussions • Marking codes / feedback banks • Additional processing time for documentation • Audio or visual policy summaries
Dyspraxia (Developmental Coordination Disorder)	• Organisation of materials • Board work / handwriting • Pace of classroom transitions • Managing physical resources	• Pre-prepared lesson resources • Digital rather than handwritten recording • Structured classroom layouts • Rehearsal of routines
Anxiety Conditions (including co-morbid with ND)	• Observation stress • Cognitive load under pressure • Decision-making speed • Confidence in behaviour management • A neurotypical ECT with Generalised Anxiety Disorder may feel anxious across most situations, even if the demands are reasonable and aren't linked to a specific environmental trigger.	• Pre-observation planning • Rehearsal of behaviour scripts • Structured feedback conversations • Coaching-based mentor approach • Predictable review meetings • Consider task design and workplace adjustments which HR should recommend.

While this has been laid out as a table, many neurodivergent colleagues will have overlapping conditions, and examples of support may help colleagues in a variety of situations, not just the ones listed here. The suggested support strategies are intended as a starting point, rather than an exhaustive or prescriptive list.

Further Reading

Induction Tutors may want to consult other sources of information.

National Autistic Society

<https://www.autism.org.uk/advice-and-guidance/employment/what-are-reasonable-adjustments-and-when-can-they>

https://nas.chorus.thirdlight.com/file/24/1k7T4Vw1k0-5ZF.1kjac1klfw_d/Common%20examples%20of%20reasonable%20adjustments.pdf

National Autism Implementation team

https://www.leicspart.nhs.uk/wp-content/uploads/2022/11/BeyondAccommodations_Education.pdf

Association of Graduate Careers Advisory Service (now Graduate Futures Institute)

https://vault.iconn.app/storage/v1/object/public/public-assets/fd82da65-aab7-4a5c-85b8-b2febeb2003d/uploads/1770636265580-khu5iqm-Reasonable_Adjustments_-_Neurodiversity.pdf

Unions

[NASUWT | Autism and ADHD review must prompt better support for neurodivergent and disabled teachers](#)
[Bargaining for reasonable adjustments for neurodivergent educators | National Education Union](#)

Diverse ED Training - Increasing Neurodiversity Awareness

<https://www.thebelongingeffect.co.uk/our-increasing-neurodiversity-awareness-training/>

Diverse Ed Neurodiversity Toolkit

<https://www.thebelongingeffect.co.uk/neurodiversity-toolkit/>

<https://neuroteachers.com/>