



Appropriate Body

BULLETIN
SUMMER.2026

**Incredible
Induction Tutors**

Sharing their 'Top Tips'

We have a significant number of Induction Tutors who are exceptional in their role; here they have highlighted some of their routines to assist new and inexperienced Induction Tutors establish expectations and systems for checking ECT progress and wellbeing. Please take the time to read and reflect, whether you are an ECT or Induction Tutor.

Nancy, Induction Tutor in Southampton

I stay organised in my role as an Induction Tutor by planning ahead and using systems to manage my time as efficiently as possible across 10 ECTs (and 5 ITTs). I keep copies of all ECT/ITT timetables in my planner and have a master list of which ECT/ITT lessons are on during my free periods; any time I have a spare 10-15 minutes, I can quickly see in my planner which ECTs are teaching and I can squeeze in a drop-in. I also schedule half-termly observations in advance using calendar invites (20-25 minute informal observation in the first half of each term, full 60 minute formal observation in the second half), share this with our cover supervisor so I am not taken for cover, and ensure that ECTs book in a feedback meeting via Microsoft Bookings within 48 hours of the observation. I track all observation dates and classes on a central spreadsheet, so I can see which classes I have visited and try to vary year groups and abilities. I have also set up OneDrive folders for each ECT to store best practice observations, induction tutor meeting logs, lesson observation forms, and mentor meeting logs; this is shared with ECTs and mentors so that everything is stored in one place and everyone can see the most recent versions.

In addition, I organise after-school ECT training sessions that complement and contextualise learning from the ITTECF, as well as respond directly to needs identified through termly observations. For example, after several ECTs expressed uncertainty around effectively deploying support staff, I arranged a session with our SENCo to clarify best practice and expectations around working with TAs, as part of ITTECF the collaboration module. I set dates for these sessions as far in advance as possible, send calendar invites, and follow up with an email reminder, requesting that any apologies are communicated to me in advance. Alongside this, I prioritise regular wellbeing check-ins, asking ECTs about workload, mentor meeting frequency, and overall support; ECTs are also encouraged to arrange additional meetings through my Microsoft Bookings page and can check at any time to see if I am available or not — I prioritise keeping this calendar up to date so no one inadvertently books a meeting only to find out I'd left for a dentist appointment. Each term, I carry out a timetable audit to ensure statutory entitlements, such as reduced teaching time, are being met; in a secondary school, timetables can sometimes change throughout the term depending on staffing. I also monitor cover arrangements to ensure ECTs and mentors are not being overused and to keep an eye on absence so I can check in with individuals. Where appropriate, I share both strengths and any concerns with mentors and senior leaders to ensure ECTs are well-supported and making strong progress.

Emma E, Induction Tutor in Dorset

Being an Induction tutor is one of my favourite aspects of my role because you have a real impact on colleagues' development. It's brilliant to see current and former ECTs flourish in different roles and to know you have played a small part in that.

I meet with new ECTs in July when they come in for our new staff induction day to get them registered with the DfE and ECT Manager, making sure to emphasise they look out for the on-boarding emails which can sometimes be deleted in the bombardment of new information they receive. I also introduce them to a buddy who provides an additional layer of support and is point of call for any questions they might have before they start in September. I maintain regular contact with mentors, starting in September to talk through their role, how mentoring sessions work and as the year progresses, I ask them to share feedback which will contribute to the progress reviews and formal assessments. I have created a proforma for mentors to give me feedback to ensure consistency and quality. This process begins well in advance of the deadline to give me enough time to add my own comments as well.

I currently have 5 ECTs but have had years with up to 10, so planning formal observations and meetings in advance is an absolute must. When I meet with ECTs I always check in with them to see if they are managing their workload effectively. Often, it is best practice observations and online learning which cause additional stress so discussion around strategies to manage this workload are essential. Where there are identified areas for development, I guide ECTs to complete strategic best practice observations or to attend specific spotlight CPD sessions, for example on time management or the use of mini white boards to check for understanding. If common development themes arise, I share them with the teaching and learning group to implement a more whole school approach to support the development of a particular area of pedagogy.

Clare K, Induction Tutor in Portsmouth

I have found that managing multiple ECTs requires a mix of organised planning and a programme of ongoing support. To stay on top of requirements, I schedule three formal meetings per term with each ECT. These are structured using a coaching format. By using deliberate, open-ended questions, I encourage the ECTs to reflect upon the targets set, challenges they have faced, proactively identify potential challenges and consider overall workload. I believe this problem-solving approach is vital in building the professional resilience they will need as they progress through their ECT period and beyond.

Formal observations are arranged so that the ECT is observed both by me as the Induction Tutor and by their subject mentor - this helps to ensure that the observations cover both pedagogy and subject knowledge. We also work to ensure that observations take place over both key stages. ECTs are asked to provide their reflections prior to feedback being given and we have adapted the HISP observation form for this purpose. For best practice observations we strategically identify which expert teachers the ECT should observe based on their specific targets. If an ECT is struggling with behavior management, we send them to a "best practice" classroom specifically for that skill. Once a term, we also try to meet as a group for tea and cake. It is informal, but the peer-to-peer sharing is invaluable. Additionally, for those finding a stage of the ECT period particularly challenging we have implemented a "Buddy System" using Recently Qualified Teachers from different departments to the one that the ECT is in. This provides a "safe space" for ECTs to vent or ask "silly" questions, and has positively impacted morale for everyone involved. Where I have needed additional advice or support the bookable HISP '121 Guidance meetings' have been really useful.





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BULLETIN



James S., Induction Tutor in Portsmouth

Being an Induction Tutor gives me a valuable opportunity to play a central role in the early career development of our ECTs. Effective organisation and clear communication are essential to carrying out the role well.

Each half-term, I observe both of my ECTs and meet with them individually, with dates planned well in advance and shared with their mentors, the year team, and SLT. These meetings provide an opportunity to review their progress, ensure they are receiving their full entitlements, and check in on their wellbeing. At our most recent meeting, I invited their mentors so that we could work collaboratively - discussing the areas of strength and points for development that they had noted within the remit of their role.

Both ECTs are eager to complete Best Practice Observations in other MAT schools. At our next meeting, we will review their current targets and priorities so that I can arrange visits that will be genuinely beneficial and offer strong models of practice.

The regular Induction Tutor training sessions with Kate Walker are invaluable in keeping me up to date with procedures, progress review expectations, and upcoming deadlines. By scheduling meetings with my ECTs shortly after each session, I can ensure that key information is passed on promptly and accurately.

Both of my ECTs are progressing well, and I have thoroughly enjoyed supporting them throughout their journey this year.

Vicky L., Induction Tutor on the Isle of Wight

In terms of organising my time as induction tutor, I use the school calendar to support me to plan my half termly observations and subsequent feedback and review meetings. When scheduling the observations, I look at selecting a week where I know I will be observing normal lessons (i.e. no trips or assessments) and check first with the ECT and mentor to see where they will be up to on their curriculum plan. I then email the dates at least two weeks in advance to ECTs and mentors to arrange the observation and agree the focus. We then agree a date to conduct the feedback conversation and I add any comments and reflections to my formal write-up, which I then share with the ECT and mentor before they sign it and upload it to ECT Manager.

Where possible on the school calendar, I try to use INSET/ Development Days to schedule my review meetings because this allows me to meet all of my ECTs on one day without any cover implications. During these review meetings, we discuss current strengths and areas for development, both in relation to recent observations as well as the work they've been doing with their mentors. I use data from the ECTP training portal to inform those conversations and see what steps they've been working on and also ask mentors to share brief comments (either written or verbal) about the main areas where they feel their ECTs have made significant progress and one area for development. I then draw on this information from ECTs, mentors and my observations to write the termly report on ECT Manager.

I try to check in with mentors and ECTs as often as possible outside of the formal feedback and review meetings, just to see how things are going and if there are any areas of concern or where they feel additional support might be needed. I'll ask about wellbeing and liaise with mentors, heads of department, HR and/ or relevant members of SLT if there is anything we can do to put additional support in place. I like to share 'shout outs' to celebrate best practice, especially when I know the ECTs have worked really hard on a particular area of their teaching. Mentors are also great at recognising these achievement and play a huge role in boosting the professional development and morale of ECTs.

I also draw on the support from HISP if there are any questions or concerns I need to raise, especially for advice around support plans or report writing and grading on ECT Manager. Emma and Kate have been really helpful in answering questions and offering their expertise and guidance around handling trickier cases, as well as being very positive and supportive of the work we do in school. I'm also very fortunate to work closely with my line manager who is the Trust lead for Teacher Development and I regularly draw on his advice through both the planning and delivery of the ECT Programme in school. Finally, I also work closely with the Vice Principal to allocate mentors and ensure statutory entitlements are in place and we meet regularly to discuss the progress of ECTs and put in place support as necessary.

Jo H., Induction Tutor in Southampton

Managing four ECTs requires a level of organisation, and ensuring their ongoing progress remains a key priority at Springwell. To do this:

*I meet with each ECT individually at the start of every term to agree up to three targeted and bespoke areas for development. Together, we create a 'Development Plan' that identifies the relevant Teaching Standard focus, outlines what success will look like, and specifies the actions required to achieve each target. The plan also details the support available from colleagues, required attendance at PDMs or other CPD opportunities, and the best practice observations they should undertake. This structured approach ensures that each ECT has clarity about their professional learning priorities and the support network around them. Toward the end of each term, we meet again to review progress against the plan, and this reflection directly feeds into their formal Progress Review. All colleagues involved in the Development Plan are fully aware of the agreed targets and their role in supporting the ECT to achieve them.

*I set informal and formal observations around 6 weeks in advance with the mentors undertaking the informal observations and I undertake the formal observations. Feedback is always timely (within 48 hours), and face to face. I send their observation feedback to the ECTs and their supporting parties (mentor, Co- Heads and anyone else coaching the ECT) afterwards to celebrate their progress. I keep a close eye on their progress and areas for development within these observations and liaise with their mentors.

*Regular and planned check ins on set days and times include wellbeing chats. All ECTs know they can talk to me at any point and they can be honest around difficulties or stumbling points. We work through these together. I listen to their voices and requests around further CPD, we undertook this training together. At the end of each half term I always leave them a small gift such as a small Easter egg or a candle for example, to celebrate their term.

*I remind them about their best practice observations, and ensure they are uploading them to ECT Manager.

*Each ECT has a shared Teaching Standards live Google document between them, myself, their AHTs, mentors and anyone else providing them with support to contribute any evidence to. This enables the ECTs to understand their progress against their Teaching Standards. We refer to these when we meet at the beginning and end of each term. We all find it helpful in knowing where progress and strength lie and what needs more focus/ support. The ECTs have a good understanding of the Teaching Standards and know that these underpin their practice.

*I arrange learning walks/ drop ins to see different areas of their teaching each half term and record this on their Teaching Standards evidence document.

*As we are a Special Needs school, in addition to the weekly PDMs, myself and another colleague organise bespoke ECT and new teacher training around more niche areas for the ECTs to attend, for example Annual Reviews, behaviour management and Makaton to name a few.

*All supporting colleagues send regular emails and kind words of praise to the ECTs to acknowledge progress, for example parents evening successes or pupil progress meeting contributions.

*All ECTs receive their statutory entitlement off timetable. Their mentors also receive their out of class funded entitlement and meet with the ECT 1/2s during their out of class release. Here they discuss EDT training materials, current mentoring/ coaching needs or may be directed by myself to cover something specific, e.g. Behaviour management/ pupils' groupings/ managing a team effectively. ECTs also use this time to undertake their best practice observations or their mentors may do on the shoulder parrot style coaching in classes with them during this time.

*All ECTs are supported with their 'firsts', for example first parents evening or first Annual Review and parent/ carer discussions are coached where necessary.



Reminder - ECT Statutory Entitlements

Every ECT is entitled to receive the full two-year Induction, the statutory entitlements include :

- Support from a dedicated Mentor (weekly in Year 1, fortnightly in Year 2)
Access to ECTP (Early Career Training Programme) self-study materials and instructional coaching
- Reduction in teaching timetable
10% reduction in Year 1, 5% reduction in Year 2 (It can be helpful to label this clearly on an ECT's timetable)
- Formal Observations each term (minimum) with written and verbal feedback applied to the Teachers' Standards, completed by the Induction Tutor. We recommend one each half term.
- Opportunities to observe experienced/ expert teachers
We recommend 2 – 3 each half term.

This is to ensure every ECT receives support and provision to successfully pass induction. It is important for an Induction Tutor to regularly check in with ECTs to confirm they are consistently receiving all entitlements.

IMPORTANT UPDATE

The Department for Education published the conditions of grant for the Early Career Training Programme for Mentors (ECTPM) and the Early Career Teacher Entitlement (ECTE) Year 2 time-off timetable and mentor support in July 2025
[Click here for further information](#)

IMPORTANT UPDATE

All Progress Reviews and Assessments will now be due 2 weeks before the end of each assessment period
Therefore reports for this Summer term will be due for submission on Friday 3rd July 2026



AB Guidance Meetings

For Induction Tutors to meet with a member of the AB team to seek advice and guidance.
[Click here to book a meeting.](#)

Appropriate Body Documentation

It is important for ECTs to keep accurate and up to date documentation for their ECT Induction period. We ask for Induction Tutors to support this process to happen effectively.

This is a reminder for ECTs to - upload ALL formal lesson observations onto ECT Manager and ALL best practice observations of expert and experienced teachers into the 'Documents' section. ECTs should create two folders in the 'Documents' Section of ECT Manager.

All documents listed above are easily accessible:
ECT Manager in the Resources Section [linked here](#)
HISP TSH AB website in the Resources Section [linked here](#)

A message to all ECTs...

We wish you every success for the Spring term!

Please email/ ring our team if you require any help or advice

AB@hisptsh.org : 02382 145526

Induction Tutor Briefing Sessions

Dates for the next session is :

Wednesday 13th May 2026

Starting at 15.30 to 16.30. These are hosted via Zoom, using this link, the content of these sessions include timely reminders and top tips for ALL Induction Tutor and ECT activities across the academic year.

Click here for our
* AB Handbook *



Appropriate Body Induction Handbook 2025 – 2026

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



Parenting and Teaching

with The MTPT Project
Online

Two online workshops for colleagues preparing to balance teacher training with their parenting roles.



Supporting Trainees

who are Parents

with The MTPT Project
Online

MOSAIC Realistic Expectations Thursday 9th July, 4–5pm
Managing Change Tuesday 21st July, 4–5pm

MOSAIC Wednesday 8th July, 4–5pm for ITTE leads, PCMs and TSH colleagues
Thursday 10th September, 4–5pm for in-school mentors and PCMs

Headteacher Reminder

- Headteachers are expected to complete a formal observation, at least once during each assessment period (each year).
- The purpose of this is to quality assure the Induction process and provide feedback to the ECT about their teaching practice.
- In addition, this assists the Induction Tutor in their role as assessor for the ECT. Further guidance can be found in our AB Handbook.

FREQUENTLY ASKED QUESTIONS



Have I registered my ECT fully with HISP Appropriate Body and DfE?

Follow the guidance on the HISP Teaching School Hub website, link here.



Where can I find AB documentation and the AB Induction Handbook?

All current documentation and the AB Induction Handbook 2025 - 2026 can be found in the two links below. HISP TSH AB Website; under Appropriate Body Resources tab HISP Teaching School Hub - Appropriate Body. ECT Manager; under Content and Resources tab Dashboard (ectmanager.com).

STAYING IN TOUCH with us

Appropriate Body Bookable '121 Guidance Meetings'.

For Induction Tutors to meet with a member of the AB team to ask any questions and seek advice. Click here to book a meeting.

Appropriate Body half termly Induction Tutor Session

We will host our next Induction Tutor session on Wednesday 13th May at 15.30 via Zoom, using this link.

Appropriate Body Contact Details

Team shared email address - AB@hisptsh.org
Emma Gerrard, AB Coordinator - 02382 145526
Chantelle Ridout, TSH Coordinator - 02382 357517
Kate Walker, AB Lead - 02380 011154