



Appropriate Body

BULLETIN
SPRING.1.2026

SPECIAL FEATURE



The benefits of seeking out Best Practice

We are really keen to promote the value and benefits of best practice observations, it is a statutory entitlements for ALL ECTs to be able to access 'expert and experienced teachers'.

For some ECTs there can be uncertainty regarding who is an 'expert' and who is 'experienced' - it is crucial that Induction Tutors and Mentors help to signpost who displays expert teaching practice.

Our aspiration is to build confidence in our ECTs to drop in to see colleagues as this can aid the development of an ECT's reflective practice and helps to enrich an ECT's own teaching. Through collaboration and teamwork.

Some fabulous ECTs have shared their reflections on the benefits of seeking out best practice :

OMC, ECT 1, Max



"For me, the biggest benefit is being able to see what good practice actually looks like with real students, rather than just reading or talking about it. It makes all the theory from training suddenly click, because you can watch how an experienced teacher deals with the exact same challenges you're facing whether that's behaviour, pace, questioning, differentiation, all of it. I can then you can go away and try those ideas out straight away in your own lessons.

One recent example was when I went to watch a colleague teach a theory lesson. As soon as the class walked in, there was a low-stakes retrieval starter on the board, books out straight away and everyone knew the routine. What really stood out to me was how calm and consistent he was, he barely raised his voice but had really clear expectations, moved around the room constantly, and used simple, targeted questions to keep everyone on task. He also had work ready for students who'd missed the previous lesson so they weren't left behind or drifting.

I came away from that lesson with a few concrete things I've tried to build into my own practice:

- Having something purposeful on the board as students enter so the lesson starts strongly and there's no "dead time".
- Being more intentional with my movement around the room, not just wandering, but checking work, giving quick feedback, and using proximity to manage behaviour.
- Planning in simple ways for absent students to catch up so they can re-join the main activity without needing a big explanation from me mid-lesson.

Over time, watching different staff has also helped me realise there isn't just one way to be effective. Some teachers are very high-energy, others are quieter and more measured, but they're all clear, consistent and responsive to the class in front of them. That's been reassuring and has helped me feel more confident developing my own style rather than trying to copy someone else exactly.

Overall, I'd say best practice observations have probably had the biggest day-to-day impact on my teaching. Every time I watch an expert lesson, I come away with one or two specific tweaks I can use straight away, and that's really helped me feel like I'm making steady progress rather than being stuck in my own little bubble."

Wyvern College, ECT 1, Emily



Please watch this to hear about Emily's reflections



Springwell School, ECT 2, Iona

"Observing other classes has supported my development as an ECT by providing the opportunity for me to see effective teaching strategies in class as we can learn all the theories and strategies out of class but until you are in the moment with your students it cannot be recreated. In all my best practice observations I observed consistent use of visual supports, clear routines, and calm, positive communication, which helped pupils remain engaged and regulated. Staff adapted lessons to meet individual needs and allowed appropriate processing time, supporting pupils' understanding and emotional wellbeing.

These observations have informed my own classroom practice as regardless of what your intention for observing a class you always learn something new or see a good idea which you can use in your own class. I introduced a different 'good morning' for my students this year after seeing a very effective one in a class where I had originally planned to go and observe how a variety of communication aids are used. Similarly, it is also good to observe how teachers and their SSA's support their pupils when lessons do not go to planned if this is due to dysregulation or an unexpected change. It shows how adaptable we must be as teachers and reminds you that in your own class you have the flexibility to change the plan mid lesson if required, and that provides the perfect opportunity to reflect on how things could go better next time.

Overall, I have found the best practice observations very helpful and will miss being able to drop into other classes."

Springwell School, ECT 2, Ruby



"Best practice observations have been incredibly valuable in helping me understand how other classes operate, especially when I was a brand-new ECT and feeling quite overwhelmed. During my first year, I found it especially useful to be able to step back, observe other teachers, and engage in professional discussions.

One of my initial targets as an ECT was to familiarise myself with Read Write Inc. and implement it with my class of eight boys with SEND. I therefore linked my best practice observations to this.

Having the opportunity to spend time in another class with similar needs and challenges allowed me to see how lessons were structured and how time and staff were utilised most effectively. As a result of this specific observation, I created phonics packs for each child - this allowed the whole staff team to be able to pick up the pack and work with specific children, as all of the resources and planning were in the pack - this took a lot of pressure off of me, as well as upskilling and empowering the support staff. I also ended up creating packs for Maths too - and lessons followed the same structure, which made all lessons consistent and predictable for the children. Interestingly,

I often find that the most valuable takeaways from best practice observations are not always the reason I set out to visit. For example, in my most recent observation, I focused on curriculum implementation, which was really helpful and gave me a lot of ideas around the ways in which I plan for my class. However, I also left with inspiration around communication, classroom layout and different ways to run snack time to allow communication to be more meaningful and effective!"



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[Register new ECTs here](#)
for a January start ASAP



WHAT IS YOUR ROLE WITHIN INDUCTION?

ECT = discuss progress and agree priorities with Induction Tutor referencing the Teachers' Standards.

Mentor = to provide regular structured mentor/ coaching sessions aligning with ECTP content.

Induction Tutor = to coordinate and guide an ECT's development, formally assessing their progress.

Headteacher = track and participate in ECT Induction journey; through observations and termly reviews.

Governors = to ensure compliance with statutory guidance , ensuring school has capacity to support ECT.

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](#)

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)
- Formal Observations each term (minimum) with written and verbal feedback applied to the Teachers' Standards, completed by the Induction Tutor. We recommend each half term.
- Opportunities to observe experienced/ expert teachers
We recommend 2 – 3 each half term.

This is to ensure every ECT receives the same quality 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.

All of the above entitlements should contribute to enabling an ECT's secure teaching practice, as well as constructively identifying and signposting where teaching practice can be improved.

Often Induction Tutors will conduct joint learning walks with ECTs in order to highlight good practice in their setting.

[Click here for our
* AB Handbook *](#)



Appropriate Body Induction Handbook 2025 – 2026

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

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.

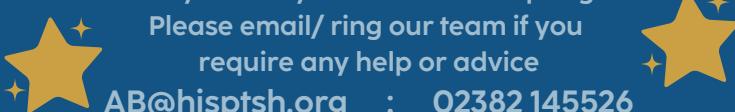
In addition this assists the Induction Tutor is their role as assessor for the ECT.

Further guidance can be found in our AB Handbook.

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

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.](#)



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Induction Tutor Briefing Sessions

Dates for the next two sessions are :

Wednesday 28th January 2026 & Tuesday 10th March 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.



Department
for Education

Have your say on Initial Teacher Training (ITT) reform in England

Alma Economics has been commissioned by the Department for Education to carry out an independent evaluation of the recent reforms to Initial Teacher Training (ITT) in England. Over the next three years, they'll be assessing whether the reforms have been implemented as intended, whether they've achieved their goals for ITT provision, and identifying any other impacts.

As part of this work, they want to hear from those directly involved in ITT, including providers, delivery partners, placement schools, and Early Career Teachers who were trained in 2024/2025. They would like to invite you to complete a short survey. It will help them understand how people engaged with and responded to the reforms. The survey should take no more than 15 minutes to complete.

There is also an opportunity to express interest in Participating in a follow-up interview via Microsoft Teams afterwards if you are able (and a case study if you are an ITT provider).

Your feedback will play an important role in shaping the future of teacher training in England.

Take part here

If you have any questions about the survey or your potential involvement in this research, please contact Ana at anapaula.bonner@almaeconomics.com.

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 28th January at 15.30](#) via Zoom, using [this link](#).

Appropriate Body Contact Details

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