



# **HISP TSH Appropriate Body Induction Tutor Training Session**

## **(Assessment Programme)**

**Tuesday 13th May 2025**

**Kate Walker**

**HISP TSH Appropriate Body Services Lead**

# AGENDA

- ECT Registrations for Sept
- Preparing for Summer reports
- Best practice if/ when ECTs move school
- Invoicing for AB Registrations
- DfE Updates – Early Career Teacher Entitlement
- Staying on touch
- Thank you

## Session Etiquette

- Please ensure microphones are muted.
- This briefing is being recorded.

# Thank You

For the role you play as formal assessor of ECTs in your school.

Your roles and responsibilities are outlined in our HISP TSH AB Handbook and in the DfE guidance.

# September Registrations

## SIGN UP PROCESS

### Register your ECT with the Appropriate Body for their induction assessment programme

Whether an ECT is just starting their two-year induction programme or transferring from another school, they must be registered with an Appropriate Body by their school for their statutory assessment induction programme.

The role of the Appropriate Body is to:

- Register ECTs with the Teaching Regulation Agency
- Monitor the support Early Career Teachers receive
- Monitor assessment points

HISP Teaching School Hub is an Appropriate Body.  
Register your ECT with us via [this link](#) or scan the QR code:



[HISP Teaching School Hub - Registration](#)

# Summer Reports

For the majority, these will be Formal (Year 1) or Final (Year 2) Assessments.  
Thank you for the detail, use of evidence and reflective nature of Spring term.

## Top Tips

- Reflect/ apply to each Teachers' Standards
- Use the format that details the ECT's pedagogy in practice.

- **Evaluation** – evaluation of ECT's practice
- **Subject (statement)** - evidence seen 'have observed', 'seen in books'
- **Impact** – impact and outcomes for learners

- Seek feedback from Mentors; on engagement with ECF based training content, instructional coaching, modelling, ECT reflections
- Seek feedback from Subject Leaders, Year Leaders, support staff etc

# Top Tips for Formal/ Final Assessments

Formal and Final (and Interim) Assessments – detailing how ECT is meeting each of Teachers' Standard (100 words minimum) against each standard, comments towards 2 previous targets and 2 new areas of development

## Induction Tutor - Further information/ Comments

**TS1 Set high expectations which inspire, motivate and challenge pupils (100 words minimum)**

Not Answered

**TS2 Promote good progress and outcomes by pupils (100 words minimum)**

Not Answered

**TS3 Demonstrate good subject and curriculum knowledge (100 words minimum)**

**TS8 Fulfil wider professional responsibilities (100 words minimum)**

Not Answered

**Part 2 Personal and professional conduct (100 words minimum)**

Not Answered

**Provide comments on the progress of at least two previous development areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

**Provide comments on at least two new development areas linked to the Teachers' Standards (minimum of 100 words per area).**

Not Answered

**If the ECT is not on track to successfully complete induction, has the ECT been informed?:**

Not Answered

**If the ECT is not on track to successfully complete induction, has the appropriate Support Plan been put in place?:** Not Answered



# Typical language to align with grading



Grade A: Strong Progress	Grade B: Good Progress	Grade C: Satisfactory Progress	Grade D/E: Unsatisfactory Progress
<p>Great developments in...</p> <p>Big improvements in...</p> <p>Considerable progress...</p> <p>Notable progress...</p> <p>Significant progress...</p> <p>Substantial improvements...</p> <p>Tangible development in...</p> <p>Progress is commendable...</p> <p>Highly valued...</p> <p>Effective grasp of...</p> <p>Proactive to...</p>	<p>Pleasing progress...</p> <p>Good developments in...</p> <p>Positive advancements...</p> <p>Steady pace at improving...</p> <p>Solid progress...</p> <p>Progress has been favourable...</p> <p>Positive contributions to...</p> <p>Consistent progress in...</p> <p>Secure developments...</p>	<p>Reasonable progress with...</p> <p>Some examples of...</p> <p>Basic demonstration of...</p> <p>Some achievements...</p> <p>Some gains...</p> <p>Some headway...</p> <p>Some positive developments in...</p> <p>Beginning to...</p> <p>Sound progress in...</p> <p>Becoming more consistent in...</p>	<p>Struggling with...</p> <p>Finding it challenging...</p> <p>Finding it difficult...</p> <p>Unengaged with...</p> <p>Poor progress in...</p> <p>Limited improvement...</p> <p>Unacceptable progress...</p> <p>Weak areas are...</p> <p>Inadequate progress in...</p> <p>Inconsistent in...</p> <p>Unresponsive to...</p> <p>Lack of development in...</p>

**Grade D – internal school support, in addition to typical mentoring routines**

**Grade E – considerable areas for development, support required is both internal and external**

# Induction Tutor Comments

XXXX consistently demonstrates high expectations of students and has developed **positive and nurturing relationships** with her pupils. This has led to effective learning behaviours being demonstrated by pupils in her classes. Her use of **rules and routines** are particularly effective; she uses **department and school policy** to **reward and sanction** students appropriately and has become very effective at giving students personalised mini targets in the form of warnings to help improve behaviour. Her personable and warm nature alongside firm boundary setting creates a **positive and safe climate for learning**. She has established **successful routines** within the classroom and has experimented with various strategies to improve behaviour - for example meeting students outside the studio and delivering a verbal 'Do-Now' task to give students an immediate focus on entry. XXXX's **high expectations of behaviour** have led to pupils being **motivated** to participate and learn in her lessons.

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

- have clear **rules and routines** for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, **in accordance with the school's behaviour policy**
- have **high expectations of behaviour**, and establish a framework for discipline with a range of strategies, using praise, **sanctions and rewards** consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain **good relationships with pupils**, exercise appropriate authority, and act decisively when necessary.



# ECTs moving Schools

**Please notify us (AB) at your earliest convenience.**

We need to formally amend the end date for the ECT at your school. This will trigger an Interim\* assessment to be written.

This will then enable us to release the ECT from your school and notify the TRA.

Without this process being completed, an ECT cannot be registered in a new school (also be claimed for TRA records).

\*Same format as a Formal/ Final assessment so all criteria applies from slides above.

**Please note** – ensure all documentation is uploaded and up to date before ECT leaves

HISP TSH Appropriate Body Documentation	Compulsory	Optional
<u>Lesson Observations</u>		
ECT Lesson Observation Feedback Form	✓	
<u>Best Practice Evidence</u>		
Best Practice Observation Form	✓	
<u>Support Plans</u>		
Personal Support Plan (where appropriate for ECTs in their first year)	✓	
Cause for Concern Support Plan (where appropriate for ECTs in their second year)	✓	
<u>Meeting Documentation</u>		
ECT & Induction Tutor Meeting Notes Form (formal meeting each half term)		✓
ECT & Mentor Meeting Notes Form		✓

# Invoicing for ECT Registrations

We have begun invoicing schools for ECT Registrations for this academic year.

Fees are £185 per ECT per year, please see the HISP TSH AB Handbook for further details.

Please stay in touch with your School Finance team/ colleague – to ensure that this has been received and will be actioned swiftly.

**Autumn Registrations – invoiced on 26th February**

**Spring Registrations – invoices due out during May**

**Summer Registrations – invoices out to schools by end of June**

# DfE Updates\*

Legacy Terms (for ECF programmes commenced AY 24-5 and earlier)	New Terms (for ECTE programmes commenced AY 25-6 and beyond)
ECF – Early Career Framework, used to describe the programme	<b>ECTE</b> – Early Career Teacher Entitlement, replaces ‘ECF’ as the programme title
ECF – Statutory framework	<b>ITTECF</b> – updated statutory framework encompassing both the ITT and ECTE years
ECPDP – Early Career Professional Development Programme - Education Development Trust’s branded name for the ECF programme	<b>ECTP</b> – Early Career Training Programme – Education Development Trust’s branded name for the ECTE programme, from September ‘25





# Staying in touch

- 121 Guidance Meetings - for Induction Tutors to meet with a member of the AB team to ask any questions and seek advice. [Click Here](#) to book a meeting.
- Half Termly AB Bulletins issued each half term. Celebrations form in Summer 1.
- Contact details - [AB@hisptsh.org](mailto:AB@hisptsh.org) our shared inbox.

Emma Gerrard, AB Coordinator - 02382 145526 (9am – 3pm)

Wendy Precious, TSH Coordinator - 02382 357517 (8.30am - 4.30pm)

Kate Walker, AB Services Lead - 02380 011154

Please ring and email for support, we will support and advise as quickly as we can.

# THANK YOU

For your reference; I have copied the Statutory Entitlements, termly top tips and best practice observation guidance below.

These slides will be added to the website.

To expect:

New AB Handbook and updated AB documentation to be shared later in June – ready for September.



# Statutory Entitlements reminder

Every ECT is entitled to the following:

A two-year Induction Phase

Support from a dedicated Mentor (weekly in Year 1, fortnightly in Year 2)

Access to ECF based self-study materials

Reduction in teaching timetable (10% reduction in Year 1, 5% reduction in Year 2)

Formal Observations each term (minimum) with written feedback applied to the Teachers' Standards, completed by the Induction Tutor

Opportunities to observe experienced/ expert teachers

Progress Reviews (at the end of terms 1, 2, 4, 5), written by the Induction Tutor

Formal/ Final Assessments (two; one at the end of terms 3 and 6), written by the Induction Tutor

# You asked for : Top Tips for termly routines



Termly Induction Tutor Formal observations and formal feedback meeting (we recommend where possible these are completed each half term if capacity allows).

Best Practice Observations – observing experts (we recommend these are conducted 4-6 times each term) and formally written up with reflections.

\*ECT timetables – ensure ECT reductions are explicitly labelled for different activities 'PPA', 'ECT Time', 'Mentoring'

Mentor meetings – to facilitate instructional coaching using the ECF based training materials : weekly (Yr 1) fortnightly (Yr 2)

Induction Tutor meetings – every half term to facilitate discussion around ECT progress towards meeting the Teachers' Standards.

\*Utilising ECT reduction time; observing best practice, meeting with experts, joint planning/ marking/ assessment designing, pedagogical reading, ECF self study

# You asked for : Advice on Best Practice Observations

Best Practice Observations – observing experienced/ expert teachers

- Directing Best Practice Observations for ECTs
- ECTs seeking out Best Practice Observations

## Consider

Within Subject/ Year Group/ Cohort

Out of Subject/ Year Group/ Cohort

Seeing experts and experience

Seeing other ECTs and recently qualified colleagues

Within your own school setting

Outside of own school setting

Joint best practice obs/ learning walks – with IT, Mentor, T&L Lead, other ECTs