



ECT Newsletter

May 2023

Welcome the May 2023 ECT newsletter!

This newsletter will be covering Appropriate Body changes, feedback from recent progress reviews and the key updates from the ECT Induction Guidance that has been amended for April 2023.

If you have any questions, please contact ECT.Administration@derby.gov.uk

With many thanks,

Shaheen Parekh (*Responsible Officer for ECTs/NQTs at Derby City Council*)

Feedback from progress reviews

Thank you to all colleagues for getting the progress reviews completed for the Easter deadline.

In most cases we saw:

- Evidence of internal moderation
- Better evidence against the Teachers' Standards
- Reports written by Induction Tutor and not mentor
- ECTS are contributing to the evidence base
- Less use of acronyms, abbreviations, and informal language.

Thank you for the work put into completing these statutory responses.

Finding an Appropriate Body moving forward

As reluctant as we are to finish working with our schools as an AB, we would like to help you find an alternative AB for those ECTs starting with you from September. Organisations can use an appropriate body in any area, subject to agreement between the school and appropriate body.

At the back of this newsletter, we have included a list of the TSHs in the East Midlands and Humber region, contact details, provider they are partnered with (in case you wanted to do the full induction programme with them), prices and their website pages. We've shaded the local ones in Derbyshire, Leicestershire, Nottinghamshire and Sheffield.

Date for diary

Window for next round of assessments to open: 21st June 2023

Please submit reports on ECT Manager by 13th July 2023.

Contacts:

AB Responsible Officers:

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ECT Manager queries

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April 2023 ECT Induction update

- LAs will no longer be offering AB services from 1st September 2024. All new ECTs from 1st September 2023 will need to register with a TSH for AB services.
- Schools, ABs and ECTs are required to keep copies of progress reviews and assessments for six years
- Teachers from outside the UK who are awarded QTS, having made an application to do so from 01.02.23 are required to complete induction if they have less than two years full time experience
- HT/Principals are expected to contact previous ABs to obtain necessary reports if an ECT has not completed induction. Where agreed, with the HT/Principal, the AB can contact the previous AB
- ECT/Mentor sessions are to be timetabled during teaching hours (contracted time). There is some additional information around exceptional circumstances (see para 2.44)
- Where an interim assessment cannot be completed before an ECT leaves their post, the induction tutor, headteacher or principal is still expected to complete a report and provide a copy to the ECT/AB (see para 2.63)

For access to revised April 2023 ECT Induction document, please follow:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf

Funding for year 2 ECTs

The early career framework (ECF) based induction programme requires 2 years of participation by early career teachers (ECTs). Year 1 and year 2 refer respectively to the first year and second year of induction for an early career teacher (ECT).

ECF year 2 time off timetable funding is paid in the summer of year 2 of the early career teacher's (ECT's) induction. This funding covers the cost of giving each ECT in year 2 of induction:

- 5% off timetable for induction activities including ECF-based training and mentor sessions
- a dedicated mentor for each ECT, based on 20 hours of mentoring in year 2 of induction

This funding is linked to the ECT and paid to the school who has registered the ECT as undergoing their ECF training at that school.

Additional information can be found: [Early career framework \(ECF\)-based induction year 2 time off timetable conditions of grant - GOV.UK \(www.gov.uk\)](#)

Do you have a new ECT that you need to register with an AB?

We know if it is confusing about where you need to register your ECTs, but you also need to be aware that all ABs are given deadlines for claiming new ECTs. If we do not claim them by the date given by the TRA we cannot backdate induction. This means that your ECT will miss this cohort and have to start induction process with the AB in the next cohort.

These are the dates that all ABs have been given for claiming new ECTs and submitting the outcomes for any transitional ECTs.

Deadline dates for the academic year 2022/23 - Summer Term

- 24 May 2023 – claims for ECTs starting April 2023 (**this is our last intake of new ECTs**)

Transitional ECTs

To complete a one-year induction, transitional ECTs must finish by 1 September 2023. Schools should refer to the [statutory guidance on NQT inductions starting before 1 September 2021](#).

From 1 September 2023, all ECTs will need to complete a 2-year induction period.

If a transitional ECT has not completed their induction by 1 September 2023, they do not need to start induction again. Instead, they must complete what remains of a 2-year induction. The ECT should be given access to ECF-based training, mentor support and other statutory entitlements in this case.

Teaching School Hubs – Appropriate Body Services – in the East Midlands and Humber region www.gov.uk/government/publications/statutory-teacher-induction-appropriate-bodies/find-an-appropriate-body				
Name	Lead Provider	Contact	Website	2022/23 Cost for full induction programme
Barnsley and Doncaster Teaching School Hub, Yorkshire	UCL	Kelly.Cartwright@teaching-school-hubs.org.uk	www.exchangeteachinghub.org.uk/early-career-framework/appropriate-body/	£200 per ECT per year
DRET Teaching School Hub, North Lincolnshire	Ambition Institute	appropriatebodyservices@dret.co.uk	www.dretteachingschoolhub.co.uk/Appropriate-Body-Services/	£340 per ECT for 2 years
Flying High Teaching School Hub, Nottinghamshire	Education Development Trust (EDT)	AppropriateBody@flyinghightrust.co.uk	https://futures.flyinghighpartnership.co.uk/teaching-school-hub-appropriate-body	£175 for 1 year per ECT £295 for 2 years per ECT
L.E.A.D. Teaching School Hub, Lincolnshire	Education Development Trust (EDT)	stacey@leadtshub.co.uk	www.leadtshublincs.co.uk/page/?title=Appropriate+Body+Services&pid=17	£175 per ECT per year
Leicester & Leicestershire TSH, Leicester	Teach First	TSHub@LeLTSH-tmet.uk	www.leltsh-tmet.uk/page/?title=Appropriate+Body+Services&pid=19	*£250 per ECT for 2 years, payable in 2 instalments of £150 in Year 1 and £100 in Year 2 <i>*If school also opt for the full ECF programme with LETSH/Teach First this will be reduced to £225</i>
Leicestershire & Rutland TS Hub, Leicestershire	Ambition Institute	Contact@Lrtshub.org.uk	www.lrtshub.org.uk/page/?title=Appropriate+Body+%28AB%29&pid=10	£240 per ECT for 2 years
Pathfinder Teaching School Hub, York	Ambition Institute	abailey@ahs.pmat.academy	https://pathfinder-tsh.co.uk/	£100 per ECT per year
Potentia TSH, Derbyshire	Education Development Trust (EDT)	ecf@potentiatsh.co.uk	www.potentia-ecf.co.uk/appropriate-body/	£275 per ECT for 2 years
Redhill Teaching Hub, Nottinghamshire	Education Development Trust (EDT)	appropriatebody@redhillhub.org.uk	www.redhillhub.org.uk/ab-services	£175 for 1 year £296 for 2 years
South Yorkshire Teaching Hub, Sheffield	Education Development Trust (EDT)	info@southyorkshireteachinghub.org	www.southyorkshireteachinghub.org/teacher-development/appropriate-body/	£250 per ECT per year
Spencer Teaching School Hub, Nottinghamshire	Education Development Trust (EDT)	AB@spencerteachingschoolhub.com	http://spencerteachingschoolhub.com/early-career-framework/appropriate-body-services-for-early-career-teachers/	£275 per ECT for 2 years
The Vantage Teaching School Hub, North Humber	Teach First	abadmin@smchull.org	www.vantagetsh.org/page/?title=Appropriate+Body+Services&pid=10	£105 per term

Please note the prices have been taken from the websites and are subject to change for 2023/24 onwards. Please contact the AB directly.

ECT Induction Assessment

Assessment for the end of the Third Term

ECT's Personal Details

Full Name: Fictional Teacher

Date of Birth: 19/07/1998

Teacher Reference Number: 1122345

National Insurance Number: NR259565D

Date of award of QTS: 1/9/21

Recommendation

Making satisfactory progress - The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period.

Progress Grading

A: This ECT is currently making good progress towards meeting the Teachers' Standards.

Confirmation of Induction

Start Date: 01/09/2021

End Date: 31/08/2022

Days Completed: 222

Days Absent: 0

Days Absent Prior to this report period: 0

The ECT worked **Full Time** throughout this report period

Institution Details

Name: Dummy School

DfE Number: 123456

Head Teacher/Principal: Training
Dummy-Tutor

Tutor: Training Dummy-Tutor

Mentor: Joe Bloggs (Head of Year)

Address: For training, For training, For training
FOR TRAINING

Telephone: 01234567891

Email:

Appropriate Body

Name: Derby

Address: Derby City Council,

The Council House,

Corporation Street,

Derby,

Derbyshire

DE1 2FS

Telephone: 01332 640364

Email: Jayne.Hadfield@derby.gov.uk

Further Information

TS1 Set high expectations which inspire, motivate and challenge pupils

Fictional has responded with great positivity to training and support received around establishing a safe and stimulating environment for pupils. Through lesson visits and pupil voice it is clear that there Fictional is respected by pupils and has respect for them.

The support and training given around challenging all pupils has been particularly beneficial. Fictional uses a range of strategies in class based on our school's agreed approaches to teaching and learning. Fictional's use of modelling is a clear example of learning from training being applied in the classroom with great success. Now these opportunities are used to show the best that pupils can achieve, rather than is purely a simplistic tool to support giving instructions.

Examples of work, pupil outcomes and pupil voice all demonstrate that this has had a positive impact on learners of all vulnerable groups within the class. Fictional has a growing understanding of the common needs of pupils in specific groups.

Fictional acts as a strong role-model for pupils when it comes to attitudes and behaviours. Through Fictional's behaviour, including both words and actions, the expectations on pupils is clear. This has been seen increasingly in class, having a positive impact on interactions between peers, but also between pupils and staff.

TS2 Promote good progress and outcomes by pupils

Through our processes and systems in school, Fictional has become very aware of the ways in which teachers are held to account for the performance of pupils. As this understanding has grown, Fictional has been able to prepare in more depth for Pupil Progress Meetings. In this situation, Fictional has been able to demonstrate a strong understanding of the achievements of all pupils. It is also evident that Fictional understand the next steps which are needed for pupils to make good progress.

Working with the Mentor, Fictional has grown in confidence when applying information from formative and summative assessments to planning. Following recent training, Fictional now has a clear understanding as to how self-assessment can make a valuable contribution to assessment processes. In particular, Fictional now appreciates that pupils will be better able to move on if they are reflecting on their own progress, not just receiving feedback from the teacher.

Through training with our ECF training provider, Fictional has developed a good understanding of how pupils learn. Some of this understanding has been applied to planning and teaching very effectively. In a recent lesson visit, it was very clear that Fictional was mindful of the pupils' cognitive load and adapted planning to take account of this when teaching.

TS3 Demonstrate good subject and curriculum knowledge

Fictional is always secure in subject knowledge prior to every lesson. Fictional is very aware that there are aspects of learning where further research is required or additional support is needed from colleagues. Fictional will, without fail, ensure preparedness for every teaching session, accessing whatever support is most appropriate. During the course of the year, this has been shown in the quality of Fictional's planning, which shows an increasing attention to detail, without adversely affecting workload. Through strong preparation, Fictional is well placed to maintain pupils' engagement with topics and, when misconceptions arise, ensure they are addressed swiftly. This has been evident on numerous occasions during formal and informal lesson visits.

Within the school, Fictional has become one of the champions for our work on Oracy. Fictional has been a great advocate for accuracy and effectiveness in communication. This has been evident both in Fictional's own classroom and others within the team where Fictional has been able to influence the practice of others. It is also demonstrated through the children's use of clear and

accurate communication within and outside of Oracy sessions, such as the use of sentence stems when responding to texts.

There are children within Fictional's class who continue to require support with Early Reading. Fictional makes effective use of strategies used within the school. Having been an area for development in the first term, the use of the school's Systematic Synthetic Phonics Programme and associated interventions is now clear. It is proving effective in moving those children forward in their learning and their ability to accessing learning in other areas of the curriculum. Fictional has made excellent use of the professional development opportunities around Phonics within and beyond our school.

TS4 Plan and teach well-structured lessons

The use of time was a key area for development in the Autumn and remained a focus in the Spring. Through ECT training early in the Spring Term this was brought into sharp focus and significant progress has been made. By ensuring that the pace of teaching is well-matched to the needs of the class, Fictional has been able to make sure all children have access to learning opportunities planned. Better use of time is also allowing Fictional to ensure that curriculum plans are being taught in full.

Fictional uses homework to both consolidate and extend learning effectively. Fictional has been well-supported by the Mentor in establishing routines that are helpful both for staff, pupils and those who support pupils' learning outside of school. Pupil voice has demonstrated that pupils understand the purpose of homework. They appreciate the systems now in place and the consistency this has brought.

Fictional as always been a very reflective practitioner. The tendency has been to focus on the negative aspects of teaching and learning. As the year has gone on, Fictional has become more able to identify the strengths in practice that support learners. Fictional appreciates that it is important to remember what has worked well, so that this can be replicated at other times. Informal lesson visits have shown that successful approaches to teaching have been replicated, using similar elements of good pedagogy in very different contexts.

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

Within Fictional's teaching group there are a wide range of needs displayed by learners. Teaching sessions often include a variety of activities, due to the ability of many in the class to concentrate on one activity for a prolonged period of time. In accepting this, Fictional has been able to structure lessons more suited to their current needs, whilst also supporting them to develop a greater ability to concentrate for longer periods and greater levels of stamina in their writing. The impact of this has been seen most notably in the pupils' ability to write extended pieces.

Through the case studies Fictional had produced for Pupil Progress Meetings it is very clear that the understanding of individual pupils' needs is high. Fictional has demonstrated an increasing understanding of key barriers to learning within the teaching group. In many cases effective strategies have been found to support pupils with additional needs, such as visual timetables, flexible groupings, mixed-ability talk-partners and outdoor learning. The development of vocabulary has been a focus across the school. Fictional has implemented agreed approaches in class and enhanced them as an Oracy champion. This has been particularly beneficial to pupils with English as an Additional Language.

A recent ECT module focused on the use of teaching assistants in supporting learners. I know this has challenged Fictional's thinking. Fictional is already reflecting on how this relationship needs to be different next year to have an even greater impact on learners and their learning.

TS6 Make accurate and productive use of assessment

Throughout the year Fictional has grown a deeper and clearer understanding of the purpose of assessment. Understanding why this is undertaken has supported Fictional's use of assessment to support learning. Through year group, phase and whole school moderation activities, Fictional has demonstrated a growing accuracy in judgment and clearer use of evidence in determining the attainment of pupils. Fictional has also demonstrated in discussions with the Mentor, an ever-increasing understanding as to how assessment must inform planning. This has been an area of significant progress for Fictional, particularly during the Summer Term following ECT professional development.

In Pupil Progress Meetings Fictional has shown an increasing accuracy of assessment data and understanding of it. This has been evident in the clarity with which information about individuals, groups and the class has been presented. Fictional is starting to understand how we can use comparisons with other schools locally, regionally and nationally to better understand our own impact on pupils and their learning at school level.

Lesson visits, including formal observations and informal drop-ins by senior leaders, show that Fictional gives pupils regular feedback. Fictional uses the school's approach to live marking with increasing effectiveness. Oral feedback is also used well. Pupils clearly value the feedback they receive. Now that Fictional is able to make better use of the time available, pupils are given more opportunities to respond to marking. This is evident through what pupils have said and the editing and improvements seen in their books.

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

The training received by Fictional through the ECT materials and meetings with the Mentor in the Autumn Term clearly built on Fictional's understanding. Fictional was quick to establish routines and promote high standards of respect and trust between pupils and staff. During the course of the year, Fictional has become increasingly consistent in the use of the school's behaviour management policy. Incidents of poor behaviour are rare and low-level disruption is addressed with increasing rapidity.

Fictional uses appropriate strategies to manage behaviour. These are in line with the school's agreed approaches. This has been seen in visits to the classroom. During the course of the year, the strategies have been used with greater effect, which has supported all pupils to understand the need for high standards of behaviour for learning. Fictional also contributes to behaviour management around the school, such as reminding and insisting upon the school's expectations when pupils are moving to and from assembly.

Through contributions to our review of behaviour management and bullying, Fictional has demonstrated a keen awareness that in order to support pupils effectively it is vital to understand their motivation for such behaviour. Fictional strongly believes that to provide effective support for pupils, staff must build a relationship. This gives both praise and sanction, when needed, meaning to the pupil concerned.

TS8 Fulfil wider professional responsibilities

Fictional has gone above and beyond what has been asked during the course of this year. The Mentor and I have been keen to stress that involvement in extra-curricular activities and wider school events is welcomed but not expected. Fictional has, however, become one of the strongest advocates of both.

Fictional has supported the Music Lead in developing a School Choir and led the recent trip for them to perform as part of Young Voices. Fictional has also established a Drama Club, who have performed in assemblies and as part of the school's celebrations at Easter. This is very much in line with the school's vision to enable all children to access opportunities to explore their talents and skills within and beyond the curriculum.

As mentioned previously, Fictional is a highly reflective practitioner who will seek advice whenever it is needed. This may be through individual research, through the Mentor, or through the wider staff team. As a champion of Oracy within the school, Fictional has supported colleagues effectively.

It has been a pleasure to read through reports written for pupils at the end of this year. Fictional has used her high level of knowledge of each one to celebrate their successes. Reports to parents, and parent-consultation evenings earlier in the year, have been used by Fictional well to communicate pupils' next steps with their respective parents. Indeed, following meetings with parents in March two parents contacted the school to thank Fictional for the clarity with which information was shared.

Personal and professional conduct

It is very evident from discussions with pupils that they feel safe and cared for within Fictional's class. The relationships Fictional has established with pupils mean they feel able to share concerns from within and beyond school. This has been demonstrated most clearly by a disclosure from a child previously considered by colleagues as difficult to engage. When dealing with safeguarding, Fictional has adhered to school policy and practice entirely. Fictional has a sound understanding of the Prevent Duty, which is highly relevant for our school.

In class, Fictional reflects well on both the school's values and British values. Fictional makes links between the two, situations in class and wider news stories. Pupils have said that this supports them to understand the relevance of the values in helping them in their decision making.

Fictional clearly values the diversity of beliefs of the pupils within the class. Fictional has made good use of this diversity in supporting pupils to understand difference and show mutual respect. Fictional has also used the knowledge of individuals to support all pupils when considering the impact of faith and belief on choices that people make.

Areas for development

Establish clear routines for the use of self-assessment within teaching as an integral part of assessment for learning

In reflecting on practice, continue to identify areas of success as well as areas for development

Ensure teaching assistants are used effectively to support learning, enabling the most appropriate adult to provide intervention or further support for a pupil or group of pupils

Ensure pupils are routinely provided with opportunities to respond to marking

If the ECT is not on track to successfully complete induction, has a support plan been put in place?

N/A

ECT's Comments

The ECT has discussed this report with the induction tutor and/or head teacher.
The ECT does wish to make the following comments on this assessment.

I have discussed the content of this report with my induction tutor. I agree with the content and thank my mentor and tutor for their support. I have received the appropriate amount of release time to help me complete training and observe good practice.

I am very pleased that I have been able to apply some of the training and support I have received to my teaching. I am getting a better understanding of assessment. I am keen to start using self-assessment more next year as an area for development. I also know that I could make better use of support staff.

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

Yes

INCOMPLETE REPORT

The ECT will be remaining at this school for the next report period.

Address:

Telephone Number: 01234567890

Email Address: jayne.hadfield@derby.gov.uk

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

08/06/2022

Full Name: Signed by Appropriate Body on behalf of Training Dummy-Tutor

ECT

Date

DIGITALLY SIGNED

08/06/2022

Full Name: Signed by Appropriate Body on behalf of Fictional Teacher

Induction Tutor

Date

DIGITALLY SIGNED

08/06/2022

Full Name: Signed by Appropriate Body on behalf of Training Dummy-Tutor

Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track

The ECT has been making good progress towards Teachers' Standards with a clear focus on standards 1 and 7 during the first term. The ECT has established a safe environment for the pupils, in which they feel able to raise concerns about their learning and their personal safety. This is shown through the children's oral and written responses in class, and further supported by effective use of the schools marking and feedback policy.

The ECT manages behaviour in the classroom very effectively, as demonstrated in lesson observations and informal visits into the classroom. The children are able to say what happens to reward good behaviour, but they are also aware of the sanctions which may be imposed. On one occasion, when visiting the class, I was able to see how the ECT is providing highly effective support to a child with SEND for behaviour. Through discussions with colleagues, including the SENDCo and TA, appropriate strategies have been developed.

Through lesson observation it has been identified that the ECT needs to develop their understanding of the range of vulnerabilities exhibited within the class. Regular discussions with the mentor and Phase Leader will support identifying which groups need further support and how this can be achieved.

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

N/A

If the ECT is not on track to successfully complete induction, has a support plan been put in place?

N/A

Support and Entitlements

Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Yes

If no, please explain why an ECT-based induction has not been accessed or why statutory entitlements have not been met

N/A

SAMPLE REPORT

ECT's Comments

I have learnt a great deal during the term. The support of my Mentor has been really helpful with regular meetings. The training I have accessed has helped me to focus on my practice and how I can manage behaviour better.

SAMPLE REPORT

The ECT will be remaining at this school for the next report period.

Signatures

ECT

Date

Full Name:

Induction Tutor

Date

Full Name:

SAMPLE REPORT