**ECF Fidelity Pre-Programme Checklist: School Led Induction Programme**

This form is required by Generate Teaching Hub to evidence how the school plans to deliver their School Led Induction Programme over the next year. Guidance on using this form can be found in chapter 4 of the [Appropriate Bodies Guidance](https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework): Induction and the Early Career Framework.

The member of staff responsible for planning the 2 year ECF induction should complete this form.

This form should be signed off by the Headteacher ahead of the *start of induction*.

**Part 1 – Information**

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| **Appropriate Body** | Generate Teaching Hub (Evelyn Street Primary School) Appropriate Body ID 877/2005 |
| **School** |  |
| **URN** |  |
| **Headteacher** |  |

**Which ECTs will receive be enrolled on this programme?**

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| **Full name of ECT** |  |
| **TRN** |  |
| **Induction start date** |  |
| **Mentor (name and role/position)** |  |
| **Induction tutor (name and role/position)** |  |

*Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate by copying and the box below.*

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| **Full name of ECT** |  |
| **TRN** |  |
| **Induction start date** |  |
| **Mentor (name and role/position)** |  |
| **Induction tutor (name and role/position)** |  |

**Part 2 – School Led Induction Programme**

This form should not be used to describe every session to be delivered over the entire induction period but should give the Appropriate Body a clear understanding of how a School Led Induction Programme materials will be used, including the sequencing of sessions.

Staff planning induction are expected to reference the ‘learn that’ and ‘learn how to’ statements from the Early Career Framework which can be found online: [Early Career Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/913646/Early-Career_Framework.pdf)

*[Boxes below expand as you type]*

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| **1. Overview: scheduling/sequencing**  **1a. Why did the school chose the School Led Induction Programme instead of the other two options?** |
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| **1b. Give a termly overview of how the induction programme has been scheduled and sequenced across the full 2 year induction period.**  **This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.** |
| **Term 1** |
| **Term 2** |
| **Term 3** |
| **Term 4** |
| **Term 5** |
| **Term 6** |

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| **3. High Expectations (Standard 1 – Set high expectations)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **4. How Pupils Learn (Standard 2 – Promote good progress)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **5. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **6. Classroom Practice (Standard 4 – Plan and teach well structured lessons)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **7. Adaptive Teaching (Standard 5 – Adapt teaching)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **8. Assessment (Standard 6 – Make accurate and productive use of assessment)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **9. Manager Behaviour (Standard 7 – Manage behaviour effectively)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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| **10. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)**  **With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.**  **Explanation, and robust rationale, should cover:**   * + - * **Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study**       * **How mentoring will support ECT’s learning of this statement** |
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**Part 3 – Additional planning documents**

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| **Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.**  **If you have attached additional documents, give a very short summary of what has been attached.** |
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**Part 4 – Signature**

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

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| **Headteacher signature** |  |
| **Date (DD/MM/YYYY)** |  |

**Please return this form to** [**hub@wpat.uk**](mailto:hub@wpat.uk) **by the due date (see handbook).**

**We recommend setting a password to protect the content and *separately sending* these details to** [**hub@wpat.uk**](mailto:hub@wpat.uk)