



ECF Core & School Led Induction Handbook

Information to support those accessing the Early Career Teachers Induction process supported by the Generate Teaching Hub Appropriate Body Service

This version is focused on the routes where schools adopt the Core or School Led Induction ECF Programme.

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Generate Teaching Hub

Working with our stakeholders in Halton, Warrington & Wigan

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Introduction

It's a pleasure to welcome you to the Generate Teaching Hub. We have been established to help and support those engaged in the Early Career Framework (ECF) across the areas of Halton, Warrington and Wigan. The ECF formally launched in September 2021 and comprises of the new Early Career Teacher Development and Induction process.

The role of Generate Teaching Hub is to oversee and take an active role in ensuring the quality and delivery of the ECF meets the Department for Education expectations and all ECT's receive their full ECF and Induction (statutory) entitlements. Generate Teaching Hub will also be the Appropriate Body providing more formal support.

You are reading this document because your school has registered with Generate teaching Hub to receive the ECF programme AND the Appropriate Body service for a new teacher/s in your school.

Generate Teaching Hub contact details are here for you to connect with us when required:

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Our registration number as an Appropriate Body is 877/2005, and it is allocated to our lead school: Evelyn Street Community Primary School.

Your named person from our team is Deborah Sharples dsharples@wpat.uk

The Handbook will be updated regularly. This version is focused on the Core and school Led induction ECF programmes ONLY. This is *not* relevant for the Full Induction programme.

The Early Career Teacher

From September 2021 the Early Career Teacher (ECT) title [took over from the term Newly Qualified Teacher](#) (NQT). Achieving Qualified Teacher status is the first step in becoming a Teacher. ECTs will follow a number of steps to complete their Induction and ECF.

If an ECT is a Whole Time Equivalent (WTE) they will complete a 2 year (6 terms) Induction period. If an ECT is employed in a Part Time capacity (PTE) their induction could last up to 4 years e.g. up to 12 terms for a 0.5 PTE. (For Part Time ECTs their engagement in the ECF programme will only last 2 years). More details can be found in section 8 below.

The requirement for an ECT to complete an Induction is now statutory and with this status comes a number of compulsory entitlements. The points below highlight these entitlements:

- An individualised programme of mentoring, support and assessment, directly linked to the ECF programme;
- To ensure there is time to complete the ECF and Induction priorities in the first year an ECT will have a reduced teaching timetable of 90% plus PPA time. In year 2 this reduced teaching time will be 95% plus PPA;
- A designated school based Induction Tutor will be assigned to an ECT by your school;
- A designated school based Mentor (who cannot be the Induction Tutor) will be assigned to an ECT by your school;
- The Induction Tutor and Mentor will support the ECT to co-produce a plan so that the ECT will meet the Teacher Standards;
- Termly observations will take place of ECT teaching by the school with follow up discussion and feedback. Opportunities for ECTs to observe experienced teacher delivery in the ECTs school and other schools will be offered;
- A formal Assessment of progress will be made in Terms 3 and 6;
- Targeted professional development activities and self-study utilising ECF resources.

All ECTs, once offered a post, will receive a contract from their school and their Induction Tutor *must* notify the Appropriate Body of their appointment. Permanent contracts normally start on the first day of term. Contracts, if fixed term, will have different end dates depending on duration.

Once an ECT is in receipt of a contract the following steps will be triggered for a school delivering their ECF offer via a Core or School Led Induction Programme:

1. The **Headteacher** appoints a school based Induction Tutor and Mentor. These will become a constant source of support and supervision for the ECT throughout the duration of their Induction period.
2. The **Induction Tutor** registers the ECT and Mentor with Generate Teaching Hub as the Appropriate Body and completes the pre-programme Core / School Led induction Programme check list.
3. The **Headteacher** will complete a pre-programme checklist to begin the fidelity checks on the Core or School Led Induction Programme as developed by the school.
4. Generate Teaching Hub, as the **Appropriate Body**, will register the start of the ECT's induction period with the Teacher Regulation Agency (TRA) by. An ECT will have one opportunity to complete their Induction period.
5. The **Appropriate Body** will appoint a named contact for the ECT to engage with. The Appropriate Body will support the ECT throughout the Induction period and will become an extremely valuable service overseeing the programme offered/delivered.

After this point the monitoring of the ECF programme and the ECT's induction begins.

The Early Career Framework

The ECF provides an evidence based training and development programme for ECT's working in the maintained schools sector. Introduced from September 2021 the ECF replaces previous induction programmes. *However, those who started their Induction prior to September 2021 will continue with and finish their original Induction period.*

If the school is not accessing the Full Induction Programme offer (This is the only route that includes an additional grant to a school for Mentor release time), which provides a fully funded and quality checked training and mentoring offer to ECTs they must prepare one of two routes:

1. **Core Induction Programme:** In this route, the school uses DfE-accredited materials to deliver their own ECF programme. We refer to this route as CIP.
or
2. **School Led induction Programme:** For this route, the school design and deliver their own ECF-based programme. We refer to this route as SIP.

For either route, there are no pre-approved fidelity checks undertaken by the DfE. This means as an Appropriate Body Generate Teaching Hub must conduct further checks on the programmes schools (or Trusts) create to ensure they meet the required conditions of the ECF offer.

We will therefore conduct our checks in the following way:

- **Registration Form:**
 - When completed in full this will ensuring minimum entitlements are understood and planned for.
- **Start of Induction:**
 - A pre-programme fidelity check list will be completed by the school and a visit agreed by one of our Assessors to understand the school's plans for the ECF programme (this visit is focused on the programme not individual ECTs). It would be expected that this visit involves meeting the Induction Tutor and Headteacher.
- **Progress Reviews:**
 - The Induction Tutor will coordinate the completion of termly reports on the ECT progress in Terms 1, 2, 4 and 5. This will be reviewed by the Appropriate Body to track the ECT's progress (and any cause for concern issues if relevant).
- **Observations:**
 - The Induction Tutor will ensure that a minimum of one observation of the ECT in class occurs every half term of their induction period (by the Mentor, Induction Tutor or other experienced school teacher). A written record will be kept by the school and information added to the progress reviews.
 - An Assessor will conduct two ECT observation visits in Term 2 and 4; these can be coordinated with the regular in school observations due at that half term.

- **Review point 1:**
 - Before the end of term 3, an in depth **Assessment form** will be completed by the school.
 - In tandem with the ECT Assessment at the end of year 1 the school will complete a **review of the ECF programme** implementation.
 - An **Assessor will visit** to meet with the ECT, Mentor, Induction Tutor and Headteacher to (i) confirm the ECT's progress, and, (ii) discuss the fidelity of the ECF programme for year 1 (the ECT is not required for the second part of the meeting).
- **Review point 2:**
 - Before the end of induction (usually Term 6), a second in depth **Assessment form** will be completed by the school.
 - In tandem with the ECT Assessment at the end of year 2 the school will complete a **review of the ECF programme** implementation.
 - An **Assessor will visit** to meet with the ECT, Mentor, Induction Tutor and Headteacher to (i) confirm the ECT's has passed their Induction and, (ii) discuss the fidelity of the ECF programme for year 2 (the ECT is not required for the second part of the meeting).

Information for Headteachers

Headteachers have the responsibility to ensure an appropriate EFC based induction is made available to an ECT. The following points, from the DfE Induction Guidance, highlight a number of key actions Headteachers are required to ensure are in place:

- Overall responsibility for the supervision and training of ECTs.
- Ensuring an appropriate ECF based Induction is provided for each ECT.
- Recommendation to the Generate Teaching Hub Appropriate Body on and ECTs satisfactory completion of Induction.
- Keep the Governing Body informed of ECT progress.
- Inform the Appropriate Body if an ECT joins or leaves the school and complete the relevant Registration Form or Leaver Form.
- Encourage participation in, and also attend networking, with other schools within the Generate Teaching Hub area.
- Allocate a suitably trained Induction Tutor and Mentor to each ECT they are responsible for.

The Appropriate Body will:

- Support and advice ECTs as required with the support of the Headteacher and other named staff members.
- Determine if an ECT has achieved a satisfactory completion of Induction using the Headteachers recommendation as the key source of information.
- Provide feedback to the ECT and school if a Cause for Concern support plan were required.

The Induction Tutor

All ECTs will be assigned an Induction tutor by their school. This person is responsible for looking after your induction process, ensuring the school enables the ECT to access all their entitlements. The Induction Tutor is expected to:

- Register their school with the DfE portal for the Early Career Framework <https://manage-training-for-early-career-teachers.education.gov.uk/>
- Be responsible for completing the submitted progress review and assessments (the ECT and Mentor should *only complete their relevant section*) for the Appropriate Body service.
- Provide, or coordinate, guidance for the ECT's professional development, with the Appropriate Body where necessary;
- Carry out regular progress reviews throughout the induction period where a formal assessment does not occur;
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- Submit an interim assessment for an ECT if they leave in a term where a formal assessment is not submitted;
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body;
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- Ensure that the ECT's teaching is observed and both written and verbal feedback is provided, e.g. at least once every half term;
- Ensure ECTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress;
- Take prompt, appropriate action if an ECT appears to be having difficulties; and,
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

The Mentor

ECTs will be assigned a Mentor (this *cannot* be the Induction Tutor). The Mentor has an important role to play in supporting the ECT and is expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback (for example, weekly in the ECT's first year and fortnightly in their second year);
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching; and,

- Take prompt, appropriate action if an ECT appears to be having difficulties.

Links to Useful Documents / Information

Helpful and important documents can be easily found and accessed via web searches. The main documents, regularly updated, are located on the .gov.uk web site and a number of representative organisations have interpreted more detailed documents to be reader friendly. A number of these documents can be found by following the links below:

- [Appropriate Bodies Guidance: Induction and the Early Career Framework \(March 2021\)](#)
- [Delivering World Class Teacher Development \(March 2022\)](#)
- [Induction for Early Career Teachers \(England\): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies \(March 2021\)](#)
- [The Early Career Framework Core Induction Programme and National Training Providers](#)
- The National Association of School Based Teacher Trainers (NASBTT) have produced a number of informative documents unpicking the detail contained in the above Government guidance. You will need to be a member/logged in to read these: <https://www.nasbtt.org.uk/>
- Training materials and videos from the four national ECF providers for the CIP route – see Appendix 2.

The Role of the Appropriate Body

An Appropriate Body supports schools and teachers in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

An Appropriate Body has two key roles:

1. **Monitoring of support** by:
 - a. Checking that ECTs are receiving their statutory entitlements, and that regard is had to the statutory guidance; and,
 - b. Providing ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF based induction.
2. **Monitoring of assessment** – By making the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

The Appropriate Body will support ECTs by addressing issues when they arise and work with schools and school leaders to ensure all ECTs receive their full entitlements as per the Induction and ECF expectations.

Should additional support be agreed (i.e. if a Cause for Concern¹ plan is created) between the ECT, the school and the Appropriate Body, the school may be required to purchase additional resources either from the Appropriate Body or another suitable agency.

The Appropriate Body will also act as a mediator and offer confidential support to any ECT that requires intervention support. For this reason the Appropriate Body will provide every ECT a Named Contact to liaise with.

Generate Teaching Hub is an Appropriate Body for Halton, Warrington and Wigan. Our website will contain useful contact information and a resource library for all our stakeholders to access.

Generate Teaching Hub web site can be accessed [HERE](#)

Submission & Meeting Dates

Submission of the appropriate documentation at the correct time is required, this is as follows.

School ECF Programme Fidelity Checks

Ongoing programme fidelity checks for either a CIP or SIP route, regardless of the number of individual ECTs registered, are sequenced at the start of every two-year Induction cycle.

Activity	Term	Date
Pre Programme Fidelity Checklist	1	At registration
Pre Programme Fidelity Visit	1	Arranged with school
End of Year Programme Fidelity Review	3	03/07/23
End of Year Programme Fidelity Review	6	01/07/24

ECTs starting Induction during Autumn 2022

Document for Completion	Type	Term	Date
Progress Review 1	Report	1	12/12/22
Observation Visit 1	Meeting	2	Arranged with school
Progress Review 2	Report	2	20/03/23
Formal Assessment 1	Report	3	03/07/23
Assessment Visit	Meeting	3	Arranged with school
Progress Review 3	Report	4	11/12/23
Observation Visit 2	Meeting	4	Arranged with school
Progress Review 4	Report	5	18/03/24
Formal Assessment 2	Report	6	01/07/24
Assessment Visit	Meeting	6	Arranged with school

ECTs starting Induction during Spring 2023

¹ Conditions for Cause for Concern are laid out in details in section 3.4 of the Appropriate Bodies Guidance: Induction and the Early Career Framework, March 2021.

Document for Completion	Type	Term	Date
Progress Review 1	Report	1	20/03/22
Observation Visit 1	Meeting	2	Arranged with school
Progress Review 2	Report	2	03/07/23
Formal Assessment 1	Report	3	11/12/23
Assessment Visit	Meeting	3	Arranged with school
Progress Review 3	Report	4	18/03/24
Observation Visit 2	Meeting	4	Arranged with school
Progress Review 4	Report	5	01/07/24
Formal Assessment 2	Report	6	02/12/24
Assessment Visit	Meeting	6	Arranged with school

These dates may be adjusted for individual ECT circumstance, such as part time working, late starting or breaks in service, e.g. If the school and Appropriate Body agree that an ECT has made good progress, in exceptional circumstances the final assessment report can be submitted early in Term 5. These will be considered on a case by case basis and a revised timetable agreed (see section below).

A teacher under a cause for concern support plan may require a Progress Review each term whilst the support is required; this can be confirmed when any plans are set.

Part-Time ECT Policy

A part-time ECT (Early Career Teacher) will need to serve the full time equivalent (FTE) of two full school years. For example, an ECT working part-time on a 0.5 FTE will need to serve induction for four school years.

The Induction Tutor is requested to complete the form known as 'Part Time Induction Request' and return to hub@wpat.uk to enable confirmation of the arrangements for each part-time ECT.

Progress Reviews must be completed termly for part-time ECTs regardless of FTE, with Formal Assessments completed on a pro-rata basis according to their FTE.

Dates for reports / assessment documents submitted by the Induction Tutor on the ECT's behalf will be adapted in relation to the hours undertaken for a part time teacher. The following table is given as a guide only:

	0.4 FTE Basis	0.5 FTE Basis	0.6 FTE Basis	0.8 FTE Basis	1.0 FTE
Term 1	Statement	Statement	Statement	Statement	Progress Review 1
Term 2	Progress Review 1	Progress Review 1	Progress Review 1	Progress Review 1	Progress Review 2
Term 3	Statement	Statement	Statement	Statement	Assessment Report 1
Term 4	Statement	Progress Review 2	Progress Review 2	Progress Review 2	Progress Review 3
Term 5	Progress Review 2	Statement	Assessment Report 1	Assessment Report 1	Progress Review 4
Term 6	Statement	Assessment Report 1	Statement	Progress Review 3	Assessment Report 2
Term 7	Assessment Report 1	Statement	Progress Review 3	Progress Review 4	
Term 8	Statement	Progress Review 3	Statement	Assessment Report 2	
Term 9	Progress Review 3	Statement	Progress Review 4		
Term 10	Statement	Progress Review 4	Assessment Report 2		
Term 11	Statement	Statement			
Term 12	Progress Review 4	Assessment Report 2			
Term 13	Statement				
Term 14	Assessment Report 2				

The above suggested timeline provides for an equivalent amount of time over the induction period for a part time teacher as for a full time teacher completing in 6 terms. Reductions in a length of induction can be confirmed as well as extensions (see below) to take account of a teacher's circumstance.

The term '*Statement*' above denotes a short email update from an Induction Tutor to confirm that:

- The ECT is still employed at the school with no substantive changes to their role
- That there are no ongoing issues or causes for concern for that teacher.

This update is due on the same date as Progress Reviews and Assessments.

A teacher under a cause for concern support plan may require a full Progress Review each term whilst the support is required; this can be confirmed when any plans are set.

Reducing or Extending Induction

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years *and can demonstrate that they meet the Teachers' Standards* they may be able to have their induction period reduced. Appropriate Bodies have the ability to reduce the induction period for ECTs who are completing induction on a part-time basis. For example, an ECT starting induction in September 2022 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2026, but can be considered for a reduction in summer term 2024.

The Appropriate Body will only consider reducing induction to a period covering two full school years and bringing forward the final assessment point to the end of the two year period on the following conditions:

- The ECT is considered to be meeting the Teachers' Standards. Evidence from Progress Reviews and Formal Assessments completed must indicate the ECT is (or has) made consistent progress to be on track to meeting the Teachers' Standards
- The headteacher and ECT are in agreement in requesting a reduction.
- *(For the reduction in time only)* The request is made no earlier than the first term after Assessment 1 is submitted and is before the start of the term when Assessment 2 is required.

In addition, a teacher's *induction period can be extended* due to unforeseen circumstances (e.g. lengthy illness, bereavement) or absence from classroom teacher (e.g. maternity, paternity, adoption or parental leave). This can also be agreed where a cause for concern support plan has been / is in place. In these situations the change should be planned through communication between the ECT, the school and its staff and the Appropriate Body. Early identification of what is needed and why is required.

To request the reduction or extension of an Induction period, the Induction Tutor needs to complete the form known as 'Request to Change Induction Length Form' and return to hub@wpat.uk to enable confirmation of the arrangements for each part-time ECT.

Once the request has been received, the Appropriate Body will review existing evidence on file and seek confirmation from both the headteacher and ECT that this is a mutual request in order to make a decision. Confirmation will be made in writing.

Templates to Support ECT Development

Listed below are the core documents needed for the Appropriate Body Induction service with Generate Teaching Hub. They can be found on our website:

<https://generateteachinghub.org/early-career-teachers/appropriate-body/>

- Appropriate Body Registration Form
- ECF Pre Programme Checklist – CIP
- ECF Pre Programme Checklist – SIP
- Progress Review

- ECT CIP and SIP Formal Assessment
- Interim Assessment Form
- Part Time Induction Request Form
- Request To Change Induction Length Form
- Cause for Concern Form

Appendix 1: Induction Report Guidance

Induction Tutors are requested to complete the Assessment Forms for each ECT. The information shared should be unique to the Teacher.

It is stated in the guidance to school leaders that:

“Progress reviews are expected to be informed by existing evidence of the ECT’s teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.”²

Some **good practice points to note** when completing the Progress Reviews include:

- Check in with the Early Career Mentor (ECM) on a regular basis *before* any report is due, to ensure weekly meetings and appropriate observations are continuing.
- Meet with the ECM to check on the ECT’s progress before writing a report.
- Check ECT attendance and progress with the Early Career Framework records.
- Meet with the ECT to discuss progress and the content of the report.
- Give examples on how they have met the teacher standards.

The Appropriate Body Board who review all reports are looking to see that the ECT is on track to complete the induction and the experienced colleagues in school are guiding and supporting the new teacher. If necessary, the Board may request questions for clarification.

Upon assessment by the Appropriate Body Board, feedback will be given on reports to the school, including the ECT.

We would also highlight that **the following activities are *not* suitable** to provide a sufficient report:

- Writing the report *without* talking to the ECM.
- Allowing the ECT to complete a report for – Induction Tutors are responsible for the content and completion.
- *Not* meeting with the ECT to discuss progress before completing a report.
- Copying text from one ECT’s report to another.
- One word or short sentence answers to questions that make space for narrative responses.
- General terms such as ‘they have met the teacher standard’.

Listed below (figure 1) is an example process to follow to complete a report; please use this as a guide to your context and availability.

² 2.47, Induction for Early Career Teachers (England): Statutory guidance for appropriate bodies, Headteachers, school staff and governing bodies. Revised March 2021; to come into force on 1 September 2021.

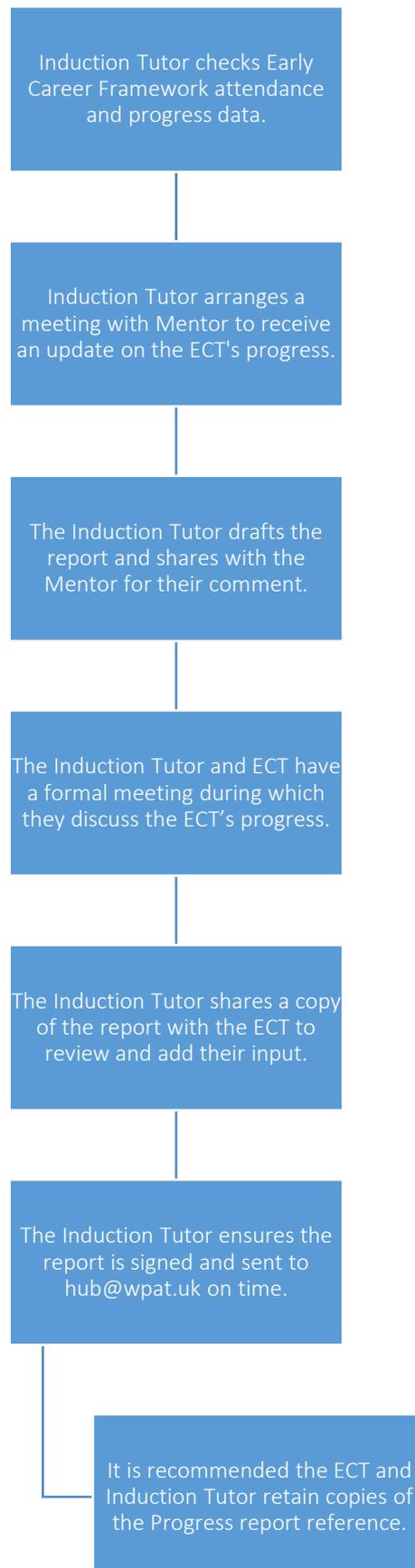


Fig. 1: Example process for an Induction Tutor to complete a report on an ECT

To assist in completion of Progress Reviews we have shared some examples of answers to question 2 for an ECT who is on track and not on track. These examples can be used as a guide only.

Example comments by the induction tutor for an **ECT who is on track**

Teacher A continues to make good progress towards meeting the Teachers' Standards. It is evident from lesson observations that she sets very high expectations of both behaviour and effort in her classroom. As a result, lessons are purposeful and the classroom provides a safe environment in which learning takes place (TS1, TS7). Student books show that she is giving regular feedback (TS2) and students are encouraged to reflect on their work and the progress that they are making. She has demonstrated a good understanding of the assessment requirements for the GCSE course and is implementing the department policy of regular low stake assessments and formal summative assessments in both KS3 and KS4 (TS6). Teacher A undertakes two duty slots a week, and often raises concerns about inconsistencies in the enforcement of school rules regarding uniform and conduct. She has developed strong links with the SEND team and works well with support staff (TS8). Teacher A has engaged fully with the ECF and has used observations of more experienced colleagues as a basis for evaluating her own practice.

Teacher B is a valued member of the school and he sets high standards to inspire and motivate our children and he has a great relationship with all pupils in his class (TS1). He has worked closely with the SENCO to establish where the children in his class need further support and this has helped to promote good progress and outcomes for the children (TS2). His rigorous planning demonstrates his very good subject knowledge and he is able to adapt his lessons, when required (TS3, TS5). Teacher B differentiates to suit the different ability requirements in his mixed ability class and he has identified gaps and planned how to fill these with the support of other staff (TS6, TS8). A recent drop in lesson observation saw Teacher B deploying a variety of behaviour management strategies (TS7) and there was a very good learning atmosphere in the classroom. Teacher B is running a reading club after school and will be leading a class assembly (TS8).

Example comments by the induction tutor for an **ECT who is not on track**

Teacher C: Lesson observations and scrutiny of pupil's work have highlighted concerns about Teacher C's progress towards meeting the Teachers' Standards.

- TS2 – Lesson observations and phone calls from parents have highlighted a disconnect between what students are doing and what Teacher C is doing in lessons. Teacher C must focus the lesson on the students and the tasks they are completing, making sure that he is circulating, listening and responding to them.
- TS5 – Drop in observations and exercise books show that Teacher C is not making appropriate adaptations to his lessons, particularly for low prior attainers, in order to allow them to progress and acquire knowledge. T Teacher C must ensure that all students in his classes are able to access the work.
- TS6 – Exercise books are not being marked in line with departmental policy. Teacher C must mark books regularly to ensure that he is monitoring progress and planning accordingly.
- TS7 – Lesson drop in observations and discussions with Teacher C have shown that he is not following the school behaviour for learning policy. Teacher C has not managed to develop positive relationships with all his classes through praise and strong and effective planning. Although he attended safeguarding training at the start of the

year, he is not following safeguarding protocols regarding student safety and well-being.

Teacher D

- TS1 – Lesson observations and student books indicate that Teacher D is not consistently challenging children appropriately and some children are not being given more challenge or extension tasks when they have finished their work.
- TS3 – Planning showed that Teacher D was not clear about some grammatical rules in English that she was going to be teaching to her class. Her planning needs to be more thorough and researched to ensure clear understanding of what is going to be taught and potential areas for misconceptions.
- TS4 – A lesson observation raised a concern about Teacher D's lesson delivery. She must plan and teach well-structured lessons with appropriate pace, pitch and challenge and there needs to be clear explanations and modelling in each lesson.
- TS8 – At a parents meeting, Teacher D was not prepared and was not able to give a clear picture of each child's achievement. Parental complaints indicated an inappropriate manner with parents. Teacher D must revise her way of communicating with parents so that accurate information is communicated effectively and as intended.

Generate Teaching Hub thanks Oxfordshire Teaching School Hub who supplied the examples above.

Appendix 2: Core Induction Programme Training & Guidance

This information is added for schools, so they can access guidance and video training that has been supplied to Appropriate Bodies. This will assist schools in the design of their CIP programme and in their reporting of their ECF programme.

From September 2021 schools can choose from three approaches to enable the delivery of an ECF-based induction:

- a funded provider-led programme
- to deliver their own training using DfE-accredited materials and resources
- to design and deliver their own ECF-based induction

To provide more information on the second of these options (also referred to here as the Core Induction Programme or 'CIP') and to help appropriate bodies prepare for their ECF fidelity checking role, in July 2021, the Department for Education hosted four online Core Induction Programme (CIP) training sessions for appropriate bodies with the authors of the four sets of DfE-accredited CIP materials; Ambition Institute, Teach First, UCL Early Career Teacher Consortium and the Education Development Trust. Each provider introduced their CIPs in four separate 1-hour sessions. Links to the video recordings of these sessions are set out below.

CIP Training: Ambition Institute

Presented by Associate Dean, Learning Design, Kyle Bailey from Ambition Institute.
<https://www.youtube.com/watch?v=7923iycTIHE>

CIP Training: Teach First

Presented by Director of Teacher Development, Faye Craster and Curriculum Design Lead, Claire Sullivan from Teach First.
<https://www.youtube.com/watch?v=gCkE7LAgSsU>

CIP Training: UCL Early Career Teacher Consortium

Presented by ECF Onboarding Lead, Stephen Calladine-Evans from UCL Early Career Teacher Consortium. <https://www.youtube.com/watch?v=14gg9CGAGIO>

CIP Training: Education Development Trust

Presented by Senior Education Adviser, Dr. Nicky Platt from the Education Development Trust. <https://www.youtube.com/watch?v=gIFkN5iY-Zs>

Core Induction Programme Materials

The '[Choose study materials for your early career teachers](#)' webpage provides an overview of the CIP materials and programme structure. It may be helpful for appropriate bodies to direct schools that are uncertain of their induction needs to these resources.

The Department has also put together the following webpages for induction leads containing each CIP's handbooks and training outlines. Appropriate bodies may also find it useful to reference this information and be familiar with the advice given to schools, as part

of fidelity checking the induction of schools using the DfE-accredited CIP materials and resources.

Ambition Institute

The webpage contains a programme handbook that outlines how Ambition Institute's coaching and mentoring programme works, a lead handbook that provides an overview of the ECF lead's role and responsibilities, and training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/ambition-institute/year-one>

Education Development Trust

The webpage contains materials that outline how Education Development Trust's coaching and mentoring programme works as well as containing its training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/education-development-trust/year-one>

Teach First

The webpage contains implementation guidance that outlines how Teach First's coaching and mentoring programme works, a sequence document that provides an overview of how the programme is structured across the 2 years of induction, and training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/teach-first/year-one>

UCL Early Career Teacher Consortium

The webpage contains a programme handbook that outlines how UCL's coaching and mentoring programmes work, module summaries that show what early career teachers will learn in each module during their induction, and training outlines:

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/ucl-institute-of-education/year-one>