

# ECT INDUCTION PROGRESS REVIEW GUIDANCE

# **Manor Teaching School Hub Strategic Partners**















# **Completion of Progress Reviews**

**The ECT** updates their Teachers' Standards Evidence Form and shares it with their induction tutor in advance of the formal progress review meeting. The induction tutor should review it and any other evidence e.g. lesson observations.



The ECT and induction tutor have the formal progress review meeting during which they discuss the ECT's progress. The induction tutor must confirm with the ECT that their performance indicates that he/she is, or is not, making satisfactory progress against the Teachers' Standards. Remember, the statutory guidance states that there should be nothing unexpected.



**The induction tutor** completes the progress review form on **ECT Manager.** 



**The ECT** adds their comments to the progress review form on **ECT Manager** and digitally signs form.



The induction tutor digitally signs the progress review form.



**The appropriate body** receives, reads and reviews the progress review form and provides feedback.

# **Progress Review Submission dates**

In the case of full time ECTs, who began on the first day of the autumn term in year 1, progress reviews will be due over 5 working days before the end of the autumn and spring terms of year 1 and the autumn and spring terms of year 2. The actual dates for this year can be found on the Manor TSH website.

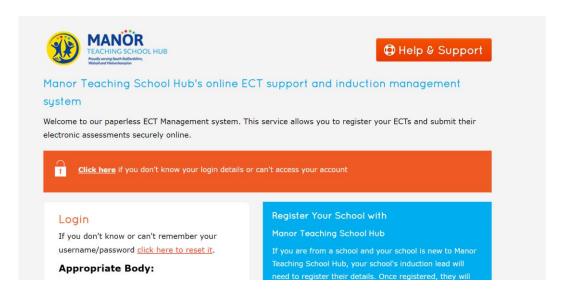
The submission dates for progress reviews for part-time ECTs, or those beginning mid-year, will be automatically calculated by **ECT Manager** and may be viewed online in the ECT's individual record.

# **Completing and Submitting Progress Reviews on ECT Manager**

All progress review forms must be submitted to the appropriate body using ECT Manager.

# https://manortsh.ectmanager.com

All ECTs, induction tutors and headteachers should already have received an email with login details for ECT Manager when the ECT was registered with Manor TSH Appropriate Body for induction. ECTs and induction tutors should email <a href="mailto:info@manorteachingschoolhub.com">info@manorteachingschoolhub.com</a> if they have lost or forgotten login details.



# 1. Induction tutors' login to ECT Manager.

The induction tutor will be taken to their dashboard, which provides links to any tasks that need completing.

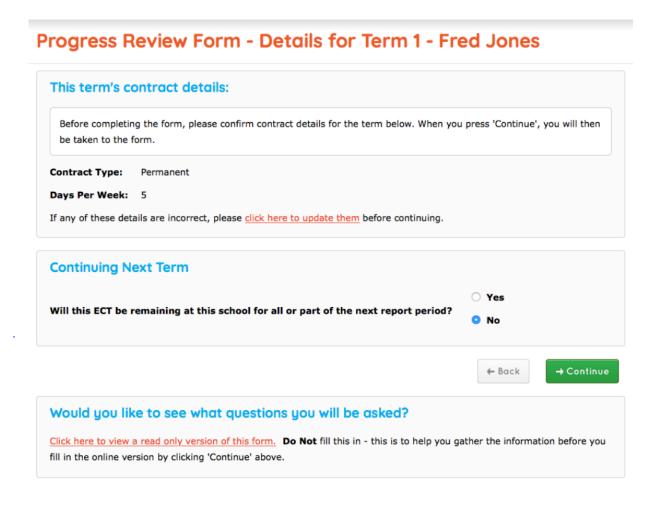
When progress reviews are ready for completion, these will appear on the dashboard with the ECT's name, along with the status of that task, e.g. due or overdue and the due date. Induction tutors should click on *Fill in* and they will be taken to the progress review form.



#### 2. Confirmation of contract details

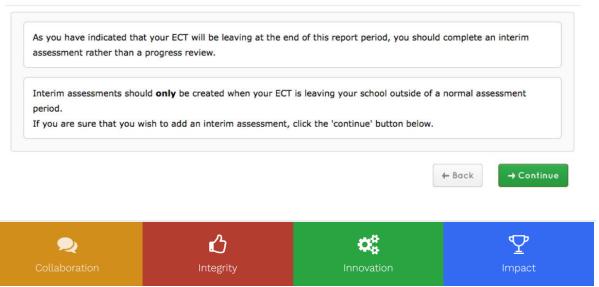
The induction tutor must confirm the ECT's contract details for the term to which the progress review relates. If the details are incorrect, please update them, click *Save* and return to the dashboard to complete the progress review form.

The induction tutor should also confirm that the ECT will be continuing at the school for the next induction period and then click *Continue*.



If the ECT is not remaining at the school and the induction tutor has clicked **No**, an interim assessment will be required rather than a progress review.

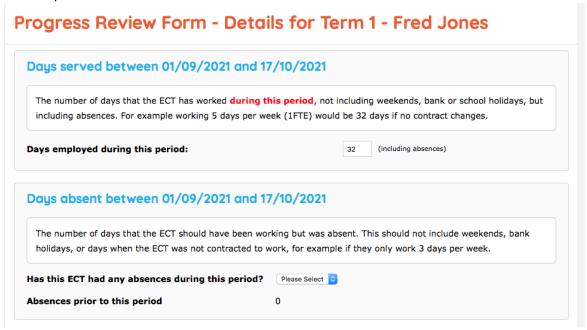
# **Create Interim Assessment**



Click *Continue* and an interim assessment will be created.

### 3. Days served and days absent during this induction period

Enter the number of days served during this induction period. Part-time ECTs' days will need to be counted in accordance with their contract. Then enter the number of days absent during the induction period.

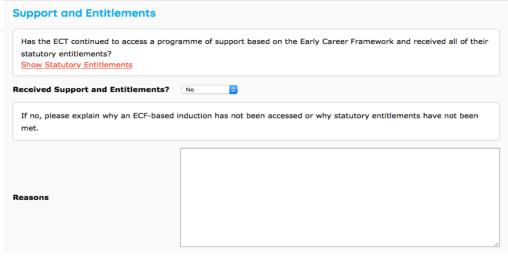


#### 4. Support and Entitlements

The induction tutor should confirm that the ECT has received an ECF based induction programme and their statutory entitlements.

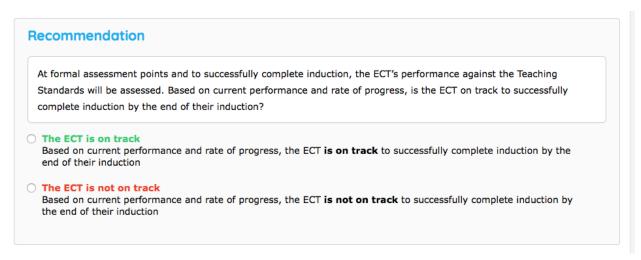
Support an	I Entitlements
statutory enti	ntinued to access a programme of support based on the Early Career Framework and received all of their ements?  * Entitlements
teceived Supr	ort and Entitlements? Please Select 😊

If not, explain why.



#### 5. Recommendation

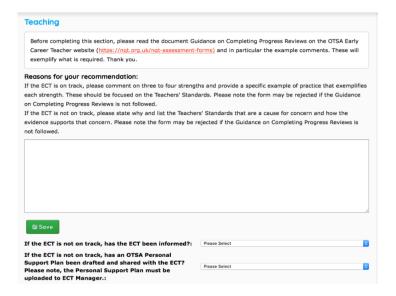
The induction tutor will now be asked to make a recommendation about whether, based on current performance and rate of progress, the ECT is on track to successfully complete induction or not. If you are unsure about which to select, please contact Manor TSH - info@manorteachingschoolhub.com



If the ECT is marked as **on track**, induction tutors should **comment on three to four strengths and provide a specific example of practice that exemplifies each strength**. These should be focused on the Teachers' Standards. Examples of comments can be found in Appendix A at the end of this guidance document. Please make sure that you view the examples before submitting the form. If the guidance is not followed, the form will be rejected.

If the ECT is not on track, the induction tutor should state why and list the Teachers' Standards that are a cause for concern and how the evidence supports that concern. Examples of comments can be found in Appendix B at the end of this guidance document. Please make sure you view the examples before submitting the form. If the guidance is not followed, the form will be rejected.

There are two additional questions about ensuring that the ECT has been informed if they have been marked as not on track and that a personal support plan has been put in place. The personal support plan (on the Manor TSH AB proforma, found on the website under *Additional Support*) must be uploaded to ECT Manager. If the ECT is on track, please select **N/A**.



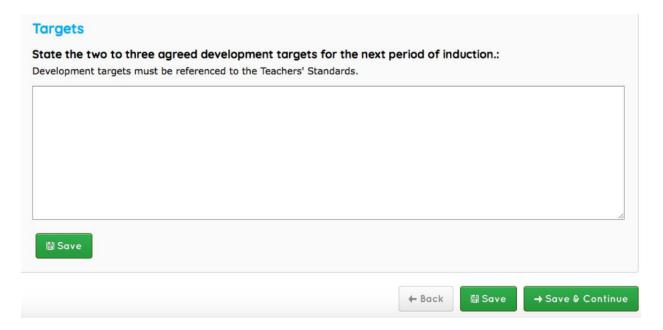
#### 6. Evidence

The induction tutor should now list the evidence used to inform the recommendation. This should be a list of, for example, dates of lesson observations, meeting notes, Teachers' Standards Evidence Form, lesson plans etc.

Evidence:  Please list the evidence used to inform the above judgements (e.g. dates of lesson observations, meeting notes, assessment information, Teachers' Standards Evidence Form, lesson plans etc.)							
a Save							

# 7. Targets for next term.

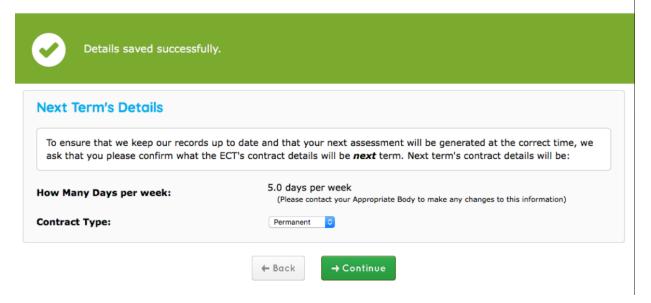
The induction tutor now adds two to three development targets for the next period of induction and must **reference them to the Teachers' Standards.** Then click **Save and Continue**.



# 8. Confirmation of next term's contract details

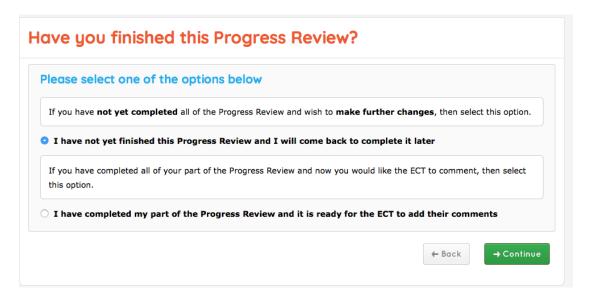
The induction tutor must confirm the ECT's contract details for the next term.

# **Next Term's Contract Details for - Fred Jones**



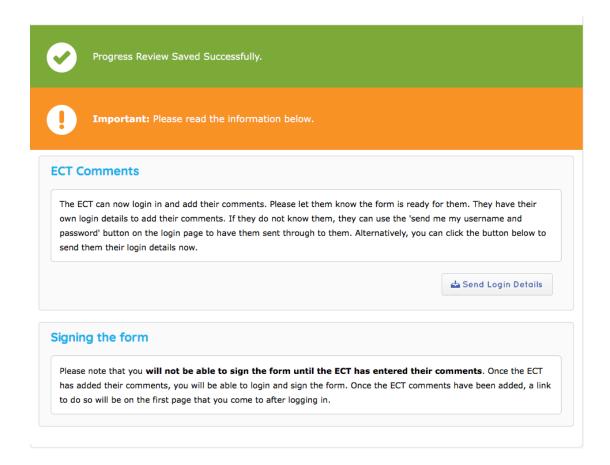
#### Click Continue.

At this point you can either choose to complete the progress review at a later date or continue to completion.



If you have completed the progress review, please select the 'I have completed ... ' checkbox and click *Continue*.

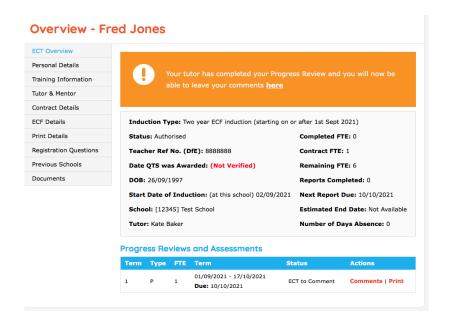
The following message will appear:



#### 9. ECT's Comments

Once the induction tutor has completed the progress review, the ECT will receive an email notifying them that the progress review has been completed.

The ECT should login into ECT Manager. They will be taken to their overview screen and the progress review will be shown at the bottom under *Progress Reviews and Assessments*.

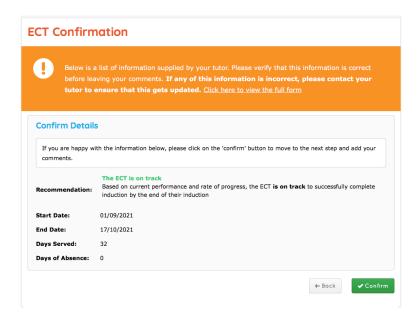


The ECT should click on Comments.

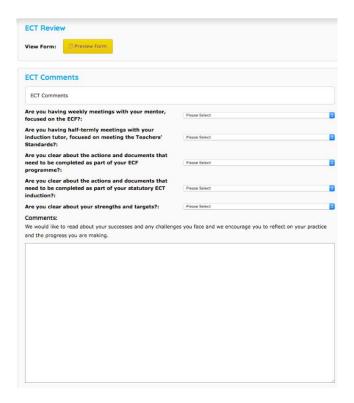


A new screen will open which asks the ECT to confirm the information provided by the induction tutor: recommendation; start date; end date; days served; days of absence. If the ECT is happy with this information, they should click *Confirm*.

If any of the information is incorrect, they should contact their induction tutor.



Once the ECT has clicked on *Confirm*, a new screen will open which asks for the ECT's comments. The ECT should click *Preview Form* in order to see the progress review form that has been completed by their induction tutor. The ECT should respond to the questions listed by selecting *Yes* or *No* from the dropdown menu and then make additional comments in the *Comments* box. We would like to read about the ECT's successes and any challenges they face and we encourage them to reflect on their practice and the progress they are making.



#### Click Save & Continue.



#### 10. Confirm Contact Information

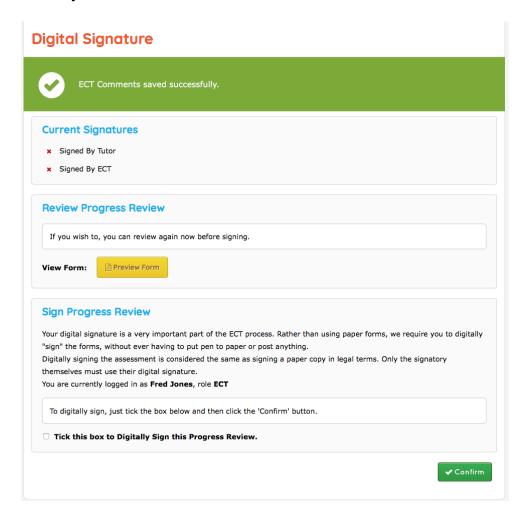
The ECT should now confirm that their contact details are correct.

Confirm Contact Information								
Email Address:  Mobile:	nqt@otsa.org.uk							
		← Back	<b>ii</b> Save	→ Save & Continue				

Click Save & Continue.

# 11. \*Digital Signature - ECT

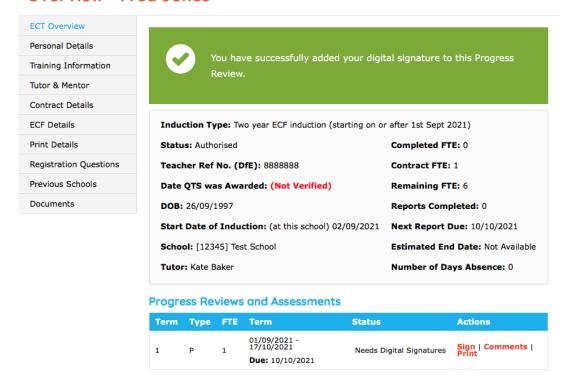
The following screen will appear and the ECT should tick the box to digitally sign the progress review and then click *Confirm*.



The following confirmation screen will appear.



#### **Overview - Fred Jones**

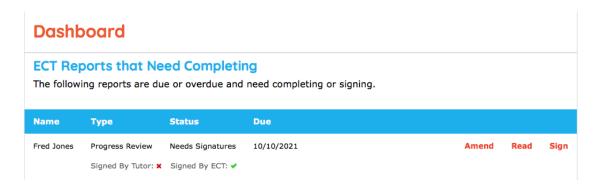


# 12. \*Digital Signature - Induction Tutor

Once the ECT has added their comments to the progress review and digitally signed the form, the induction tutor will receive an email notifying them that the ECT has added their comments and that they should digitally sign the progress review.

The induction tutor will need to login to ECT Manager.

A list of ECT forms to be signed will appear on the dashboard.



The induction tutor should click on *Read* and they will be able to read the ECT's comments. When ready to sign, click *Sign* and the following screen will appear.

# **Digital Signature Current Signatures** × Signed By Tutor Signed By ECT **Review Progress Review** If you wish to, you can review again now before signing. Preview Form View Form: **Sign Progress Review** Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything. Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature. You are currently logged in as Kate Baker, role Head. You are also the Tutor. To digitally sign, just tick the box below and then click the 'Confirm' button. ☐ Tick this box to Digitally Sign this Progress Review. ✓ Confirm

The induction tutor should tick the box to digitally sign the progress review and then click Confirm.

# \* The Digital Signature

The digital signature is a very important part of the ECT induction progress review and assessment process and is considered the same as signing a paper copy in legal terms. Only the signatory themselves may use their digital signature.

# Appendix A

If the ECT is marked as **on track**, induction tutors should **comment on three to four strengths and provide a specific example of practice that exemplifies each strength**. These should be focused on the Teachers' Standards.

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

# **Example A**

Sanita 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 and this was evident in a recent lesson observation (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. For example, students in her year 9 class have responded to her marking comments and made improvements to their work.

Sanita 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).

Sanita 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).

#### **Example B**

Fred 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, as demonstrated in a recent lesson observation (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).

Fred's rigorous planning demonstrates his very good subject knowledge and he is able to adapt his lessons, when required (TS3, TS5) Fred 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 Fred deploying a variety of behaviour management strategies (TS7) and there was a very good learning atmosphere in the classroom.

# **Appendix B**

If the ECT is not on track, the induction tutor should state why and list the Teachers' Standards that are a cause for concern and how the evidence supports that concern.

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

#### **Example C**

Lesson observations and scrutiny of pupil's work have highlighted concerns about Tom'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 Tom is doing in lessons. Tom 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 Tom is not making appropriate adaptations to his lessons, particularly for low prior attainers, in order to allow them to progress and acquire knowledge. Tom must ensure that all students in his classes are able to access the work.
- **TS6** Exercise books are not being marked in line with school policy. Tom must mark books regularly to ensure that he is monitoring progress and planning accordingly.
- **TS7** Lesson drop in observations and discussions with Tom have shown that he is not following the school behaviour for learning policy. Tom 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.

#### **Example D**

- **TS1** Lesson observations and student books indicate that Jane 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 Jane 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 Jane'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, Jane 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. Jane must revise her way of communicating with parents so that accurate information is communicated effectively and as intended.