

Advice for ECTs assessed as not on track or not making satisfactory progress on the Teachers' Standards

Advice provided in this document is in line with the DfE Guidance for Early Career Teachers.

ECTs enrolled for induction must complete **6 TERMS** or the equivalent if part time. There is currently no time limit on when those 6 terms must be completed.

At the **end of each term a Progress Review** must be completed and the Induction Tutor after considering the evidence will decide if an ECT is on track or not on track to complete a satisfactory induction.

At the end of Year 1 a formal assessment against each of the Teachers' Standards must be completed and that states whether an ECT is making satisfactory progress or not against the Teachers' Standards.

If an ECT is assessed as not on track or not making satisfactory progress against the Teachers' Standards they have the remaining terms of their induction to get back on track. ECTs should not be told that they are failing induction. ECTs should also not regard this as failing induction but an assessment that extra support is required to make the required progress. **ECTs cannot fail induction until they have completed the induction period**, usually 2 years.

If an ECT has been assessed as not on track/ not making satisfactory progress against the Teachers' Standards, additional support should be put in place by the school to address the areas of concern. This could be:

- Additional mentoring
- Instructional coaching to address areas of concern
- Support with planning/marking
- Submission of planning to provide additional guidance
- Team teaching so the experienced teacher can model effective strategies and provide support in the moment
- Observations of colleagues to learn good practice/strategies
- Drop ins by the mentor/Induction Tutor/SENCO etc. to provide guidance
- Additional observations to acknowledge progress and identify where further support is required
- Support from a Subject Lead/Phase Lead/SENCO etc.

ECTs assessed as not on track/ not making satisfactory progress against the Teachers' Standards **are usually placed on an ECT Additional Support Plan**. This will identify targets, the support to be provided and the evidence required to show the targets have been met.

The ECT usually has the opportunity to be involved in the construction of the ECT Additional Support Plan to ensure that it meets their needs, and they are comfortable with the support provided.

The ECT's school must inform the Appropriate Body (AB) if an ECT is not on track and representatives of the AB may visit the school, conduct an observation and meet with the ECT to ensure that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide towards satisfactory performance against the Teachers' Standards
- an effective support programme is in place to help improve performance.

Final Assessment

If an ECT is assessed as not having made satisfactory progress on the Teachers' Standards in their Final Assessment, the school may apply for a one or two terms extension. This may be granted by the Appropriate Body if there are reasons for the ECT's delayed development over the induction period. During the extension to the ECT induction period, Year 2 ECT entitlements remain in place and the ECT is often on a Support Plan which is reduced as the ECT becomes more skilled.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. (The DfE Guidance for Early Career Teachers: page 33, para 2.71)

The DfE Guidance for Early Career Teachers is a useful reference:

https://assets.publishing.service.gov.uk/media/661cda81c8225636d5bd3d26/Induction_for_early_career_teachers_England_statutory_guidance.pdf

Pages 32-34 Completing the Induction Period and
pages 44-46 Section 4: Unsatisfactory progress and appeals

If an ECT has concerns about the support, they are being provided and the accuracy of their assessments against the Teachers' Standards they can contact their Appropriate Body named contact. For Arthur Terry Teaching School Hub, Appropriate Body that is: Caroline Finn, caroline.finn@atlp.org.uk