



ArthurTerry
Teaching School Hub
North Birmingham

Supporting ECTs who are 'not on track'
10th April 2025

Induction Tutor Support

Cathryn Mortimer

Director of Arthur Terry Teaching School Hub, North Birmingham

Course Director: Arthur Terry SCITT

ECT inbox

ect@atlp.org.uk

Appropriate Body Lead Contact:

Caroline Finn. Caroline.finn@atlp.org.uk

ECF Operations Lead

Angela Whitehouse Angela.Whitehouse@atlp.org.uk

ECF Administrator

Laura Smith laura.smith@atlp.org.uk

Website:

<https://arthurterryteachingschool.atlp.org.uk/ecte-induction-tutors/>

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support you in your role as Induction Tutor.

[Click here for details of all ECF Events](#)

Introducing the ECF Team



Tracy Williams
ECF Strategic Lead



Ange Whitehouse
ECT Operations Lead



Laura Smith
TSH Administrator



Joe Gavin
Deputy Director

Full Induction Programme

ECT Registration

ECF Events

ECTs

Mentors

Induction Tutor

DFE Manage

ECT Manager

Induction Tutor Support

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Induction Tutor Support Webinars

Summer Term 2025

Drop ins – for queries and support

30/4/25 – 3:45-4:30 Induction Tutor drop-in

15/5/25 – 3:45-4:30 Induction Tutor drop-in

3/6/25 – 3:45-4:30 Induction Tutor drop-in

19/6/25 – 3:45-4:30 Induction Tutor drop-in

New programme information – prepare for September

10/6/25 – 3:30-4:30 Induction Tutor Webinar – Preparing for ECTE from September 25

24/6/25 – 3:30-4:30 Induction Tutor Webinar – Preparing for ECTE from September 25

Session outcomes

- ✓ **ECT Entitlements**
- ✓ **Identifying an ECT who is not on track**
- ✓ **Effective support**
- ✓ **A support plan**
- ✓ **Failing ECT induction**

Context

880 Active ECTs

289 Schools

40 ECTs 'not on track'

4 Extensions

Current term	ECTs not on track
One	5
Two	16
Three	2
Four	4
Five	10
Six	3

Step 1:

Ensure all ECT Entitlements are in place



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ECT Entitlements

- ✓ Timetable Reduction: 10% in year 1, 5% in year 2
- ✓ Induction programme underpinned by the ECF.
- ✓ Regular and timetabled mentor meetings from a designated mentor
- ✓ Support and guidance from a designated induction tutor
- ✓ Regular observation of the ECT's teaching with feedback provided (with a brief written record)
- ✓ Professional reviews of progress conducted by the Induction Tutor to set and **review development targets against the Teachers' Standards** and set and review development targets **at the end of each term.**
- ✓ ECT's observation of experienced teachers

Step 2

Identifying an ECT 'not on track'



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Signs an ECT May Not Be on Track

1. Teaching Practice

Lessons lack clear learning objectives or structure.
Limited evidence of adaptive teaching or assessment for learning
Behaviour management is inconsistent or ineffective.
Pupils are not making progress.

2. Professional Conduct

Poor punctuality or attendance.
Failure to act on feedback or reflect on practice.
Missed deadlines (e.g. planning, assessment, reports).
Issues with communication or relationships with colleagues.

3. Engagement with the ECF

Not engaging with ECF materials or mentor sessions.
Struggling to demonstrate understanding of ECF standards.
Feedback from mentor suggests low levels of engagement

Sources of evidence

To make a fair judgement, look across multiple sources:

- Lesson observations / drop-ins
- Work scrutinies
- Mentor meeting records
- Pupil outcomes (books, assessments, progress data)
- Meeting targets
- Feedback from colleagues (e.g. heads of department, pastoral staff)
- Professional conversations or termly progress reviews

Step 2

Identifying an ECT 'not on track'



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- Remember it's a 2-year induction (or equivalent)
- Consider ECF stage of learning
- Assess against the Teachers' Standards
- Realistic and Proportionate

What ECTs say...

"I never had a proper mentor session—I just get a few emails."

"I was expected to manage complex behaviour on my own, with no training."

"No one ever watched me teach except in a formal observation."

"I'm drowning in ECF tasks, and no one's showing me how to use it to get better"

"I don't get regular mentor meetings."

"My Progress Review/Assessment is just emailed to me to sign, I don't have a meeting about it."



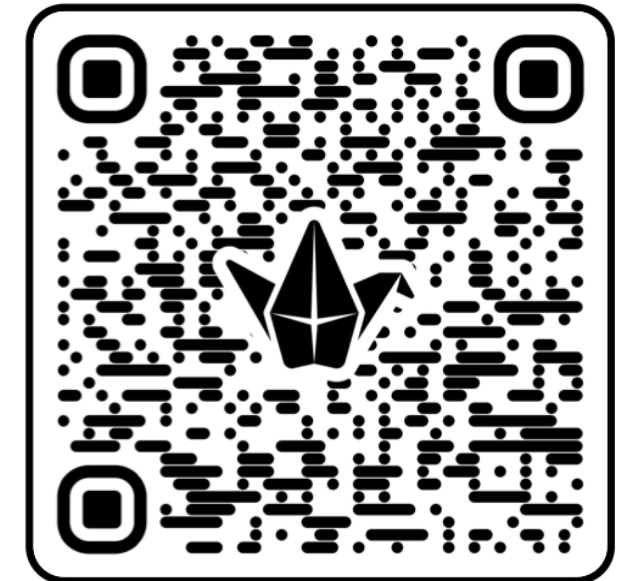
Step 3: High quality Support

Support – not
support plan in the
first instance

Targets around
meeting Teachers'
Standards

ECT Support

Examples of support for ECTs



Step 3:

High quality Support



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What it is:

- Focused observations of other teachers – with an expert colleague
- Collaborative planning modelling thinking process
- Modelling how to give effective feedback and jointly looking at this
- Co-constructing seating plans
- 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 observe good practice/strategies
- Drop ins by the mentor/Induction Tutor to provide constructive feedback
- Additional observations to acknowledge progress and identify where further support is required
- Subject specific support from a Subject Lead/Phase Lead

Step 3:

High quality Support



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What it isn't:

Frequent lesson observations with no feedback

Frequent lesson observations with huge lists of feedback

Long lists of jobs to do

Targets for every area of the Teachers' Standards'

Focussing on weaknesses without celebrating progress

Vague feedback/targets without modelling or strategies to improve

Not checking on wellbeing/workload

What ECTs Often Say Helps Most

"Knowing I can ask for help without feeling like I've failed."

"Seeing good teaching in action."

"Having someone to talk through my lessons with."

"Small steps, not being overloaded."

Step 4: Inform the Appropriate Body

The ECT's school must inform the Appropriate Body (AB) if an ECT is not on track

The AB may visit the school, conduct an observation and meet with the ECT / mentor and induction tutor 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.

The AB will also advise on other action which could be taken to support an ECT.

Marking an ECT as 'not on track'



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Term One

Term Two

Term Three

End of Year

Year One

Term One

Term Two

Term Three

End of Year

Year Two



Progress Review



Formal Assessment / Final Assessment

Step 5: Implement an Additional Support Plan



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ECTs assessed as not on track/ not making satisfactory progress against the Teachers' Standards are usually placed on an ECT Additional Support Plan following a Progress Review or Formal Assessment. A Support Plan will include:



Focused Targets



Support to be provided



Evidence to show targets have been met



Timescale for review

Step 5: Implement an Additional Support Plan



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ECT Additional Support Plan



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This proforma should not be used until an ECT has been assessed as not on track in a Progress Review or not making satisfactory progress in Formal Assessment 1.

ECT Name		ECT Signature		Start Date	
Induction Tutor		Induction Tutor Signature		Review Date	
Confirmation that Appropriate Body has been provided with copy of plan (please <u>highlight</u>)			YES NO	Date:	

Teachers' Standard of concern	Target & Action Steps	Support Strategies	Who is responsible for providing the support	Evidence of meeting the targets	Date targets met

Step 5: Implement an Additional Support Plan

A Worked Example of an Effective Target

Teachers' Standard of concern	Target & Action Steps	Support Strategies	Who is responsible for providing the support	Evidence of meeting the targets	Date targets met
TS 2 TS 6	<p>Improving Classroom Questioning:</p> <p>Preplan questions (identify questions before the lesson that link to the lesson objectives)</p> <p>Turn and talk (pupils talk to a partner prior to answering)</p> <p>Use coldcall (not hands up)</p> <p>Wait time (Give at least 5 seconds after asking a question)</p> <p>No opt out (return to pupils later if they don't answer first time)</p>	<p>Co-plan questioning within an identified lesson</p> <p>Observe colleague modelling identified questioning techniques</p> <p>Weekly lesson drop-ins focusing on questioning with constructive feedback</p> <p>Script and rehearse in mentor meeting prior to teaching lesson</p> <p>Signpost ECF materials / videos/ reading to support progress</p>	<p>Mentor</p> <p>Lessons identified by Induction tutor</p> <p>Mentor/induction tutor</p> <p>Mentor</p> <p>Mentor / Induction tutor</p>	<p>Planning shows that questioning is planned and linked to lesson objectives.</p> <p>Positive feedback from mentor from lesson drop-ins: Wait time is consistently used before selecting/responding. Cold calling is used increase participation. No opt-out is applied: pupils who don't answer are revisited later.</p> <p>At least 80% of pupils are actively participating in questioning activities (tracked via a seating plan or observation).</p> <p>Think–pair–share or similar strategies are used at least once per lesson to increase pupil confidence and quality of responses.</p>	

Role of Appropriate Body

Registration and Quality Assurance

- ✓ Ensure **all ECTs are registered** for induction at the start of their induction period.
- ✓ Check that the school has an **appropriate induction programme** in place that meets statutory guidance (including delivery of the ECF).
- ✓ Monitor the school's **use of a recognised ECF programme**, or if the school is delivering its own, ensure it's fidelity-assured.
- ✓ Review and quality assurance of assessments

Appropriate Bodies are **not** able to advise on HR issues such as:

- Contractual
- Disciplinary
- Safeguarding
- Serious professional misconduct

In these cases, schools should consult their school HR services and follow their school policies and procedures

Failing Induction

Final Assessment

At the end of induction, the induction tutor makes a recommendation (pass, fail, or extension).
The Appropriate Body makes the final decision.

If an ECT Fails Induction

They cannot teach in a maintained school, academy, or free school in England.
However, they keep QTS and can teach in other settings (e.g. independent sector, abroad).
They can appeal to the Teaching Regulation Agency (TRA) within 20 working days.

Top Priorities for Leaders and Mentors

Be honest but supportive—ECTs should **never be surprised** by a failing judgment.
Keep **detailed records** of all support, feedback, and meetings.
Communicate clearly with the Appropriate Body throughout.
Prioritise the **wellbeing** of the ECT, even in challenging circumstances.

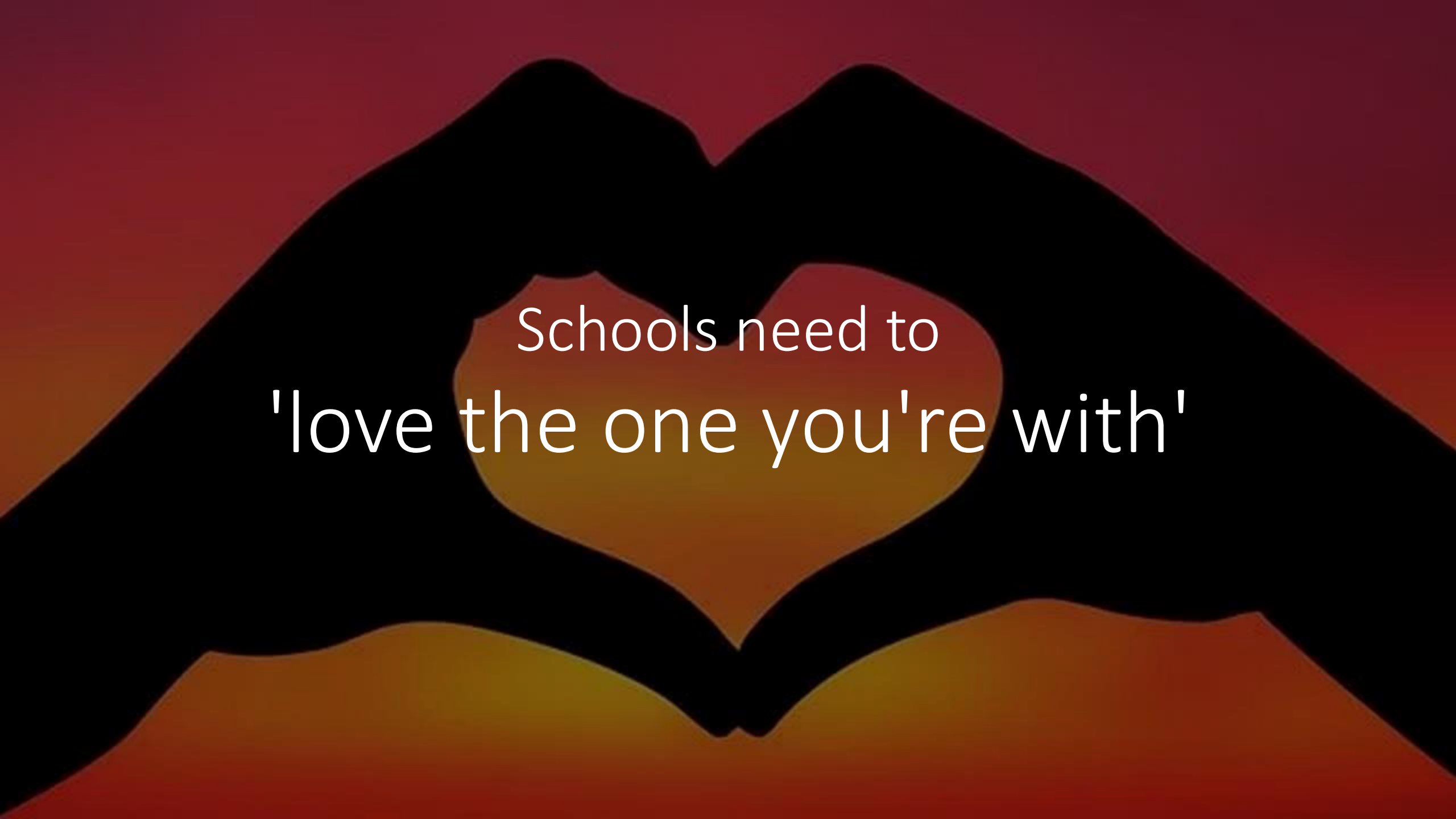
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Statutory Guidance

In a few particularly serious cases it may be necessary for an employer to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed however that the employer has a responsibility to manage its capability procedures and decisions relating to the outcome of these. The role of the appropriate body relates only to the ECT's performance in relation to induction.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction. Further guidance on capability procedures can be found separately at:

<https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy>

The background features a central heart shape with a gradient from dark red to light orange. This heart is set against a dark, almost black, silhouette of a mountain range. The entire composition is on a dark red background. The text is white and centered within the heart shape.

Schools need to
'love the one you're with'

Any Questions?



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ECT inbox

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Change is Coming!

The Government is planning changes for 2025 with a full review of the ECF planned for 2027.

1. A new name – Early Career Teacher Entitlement (ECTE)

- Like the ECF, the ECTE will provide a two-year period of support and training for early career teachers (ECTs).
- It too will include a training programme, mentor support, time off timetable for training and mentoring activities, regular progress reviews and assessment with expert colleagues
- From September, “the training requirement for new mentors will be shortened from two years to one year in order to reduce mentor workload”.
- The DfE said changes introduced in September 2025 would focus on improving “mentor workload, flexibility, and contextualisation”.