



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham



Induction Tutor Conference - 2024



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Welcome to London District East Teaching School Hub
at CentrEd - Excel London

Welcome and Housekeeping
Team Introductions





London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham



Why are we here?

What is our purpose and vision?

What matters?

What works?



[Home](#) [About Us](#) [Teacher Training](#) [Early Career Teachers](#) [Appropriate Body](#) [NPQs](#) [CPD](#)



For all schools in Barking & Dagenham, Havering, Newham and beyond



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham



Professor Becky Francis (EEF): 'This has been one of the biggest interventions into teacher development of any country globally'...





London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

What doesn't quite work?





**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

What are we about?

- We are at your service! (All 251 schools and settings...)
- We understand your pressures.
- We want to support you and your school.
- We aim to do it with a smile...
- We will help you with anything 'teacher development' related:
ITT, ECF, NPQs, AB...





London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

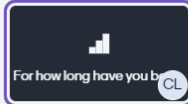
← Teacher Training Workshop



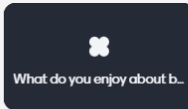
Create Results

+ New slide

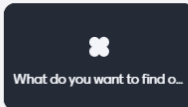
1



2



3



Join at menti.com | use code 2422 6336

Mentimeter

For how long have you been an Induction Tutor for?



10+
years

5+ years

2+ years

1+ years

Less
than a
year





Appropriate Body

Statutory Induction:

- ECT Entitlements
- Assessment of the ECT
- Support for the ECT and schools if issues arise.

ECT Programme



Entitlement to an ECF based training:

- embeds all of the basic skills and knowledge required of a teacher
- combination of self-study, mentor support and face to face events and online clinics.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Appropriate Body Registration

DfE and Ambition ECT Programme Registration

All schools are under a statutory duty to register their ECTs with an Appropriate Body before they start work in a school.

Go to ECT Manager:

<https://www.ectmanager.com/>

Log into your chosen Appropriate Body and register your Induction Tutor, Head Teacher and each ECT and Mentor.

If you have any questions, please email:

Ruksara.choudhury@londondistricteast.org

Go to the DfE portal:

<https://manage-training-for-early-career-teachers.education.gov.uk/>

Log in and register your Induction Tutor each ECT and Mentor.

Step by Step guide on how to use this portal.

If you have any questions, please email:

Rowena.Johnson@londondistricteast.org



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Timings	Session
9 - 10:30am	Appropriate Body
10:30am	Break
10:45 - 12:15pm	Appropriate Body Visits
12:15 – 1:15pm	Networking Lunch
1:15 – 2pm	ECF and Ambition ECT Programme
2pm	Break
2:20 – 3:30pm	Learning Portals and Action Planning



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Networking:

Introduce yourself to the person next to you!

Name, role, where are you from?

How long in role?

What are your hopes for the day?



Appropriate Body Roles and Responsibilities

Statutory Guidance

ECT Manager, DfE Portal, Registrations

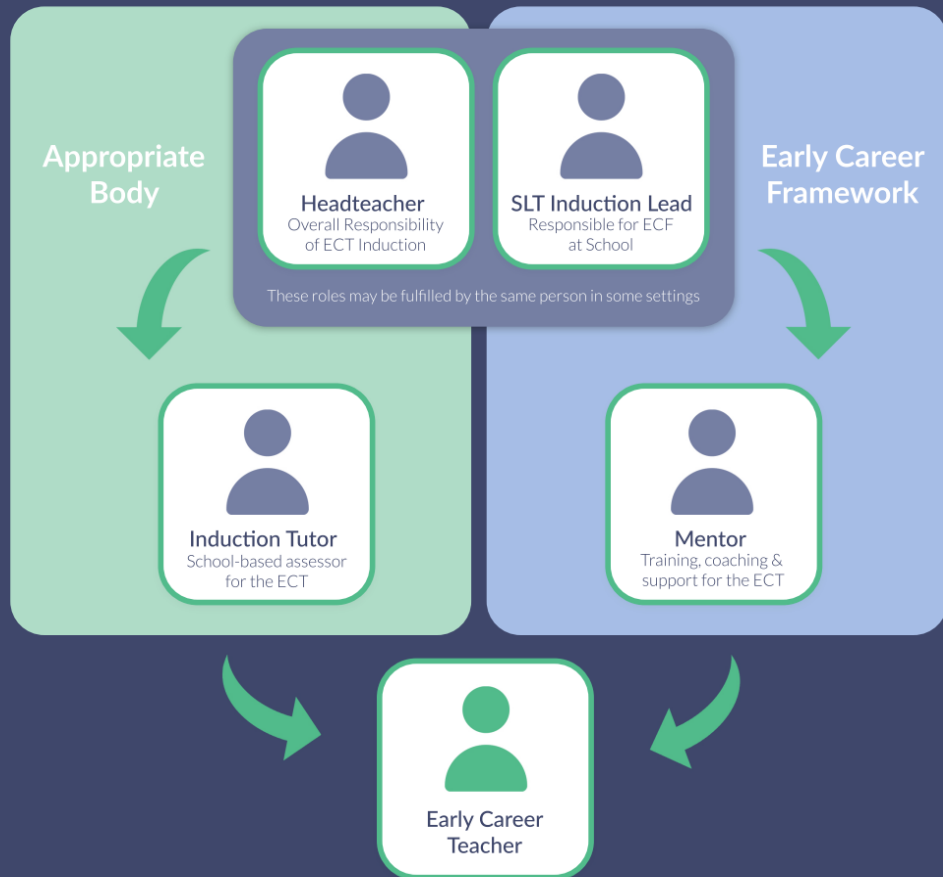
Progress Reviews and Assessments

Non-standard Inductions

School Roles & Responsibilities

From September 2021, schools are responsible for ensuring that Early Career Teachers (ECTs) receive a programme of training that allows them to understand and apply the knowledge and skills set out in the Early Career Framework (ECF).

In association with the Appropriate Body, schools are also required to assess ECTs against the Teaching Standards and will ultimately make a recommendation as to whether the ECT has completed the induction satisfactorily.



Appropriate Body – Roles and Responsibilities



Craig Lilleyman
Director of London District East
Teaching School Hub



Michelle Osborne
Deputy Director for School Improvement
Appropriate Body Advisor



Martin Redfern
Director of Secondary NPQ and
Appropriate Body Lead



Elana Roos O'Donoghue
Head of School-to-School Improvement
Appropriate Body Advisor



Sarah Bartley
Appropriate Body Advisor



Ruksara Choudhury
Appropriate Body Coordinator



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Appropriate Body – Statutory Guidance

- Appropriate bodies play a key part in the ECF reforms through their role in teacher induction.
- We ensure that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed.
- We also ensure that regard is had to the amended statutory guidance and that ECTs are receiving a programme of support and training based on the ECF.

Statutory Guidance

Induction for early career teachers (England)

Statutory guidance for appropriate
bodies, headteachers, school staff and
governing bodies

April 2024

All our actions at the Appropriate Body are taken with reference to the Statutory Guidance.

It's your first port of call if you are looking for an answer, and we can always point you in the right direction.

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF. • Monitoring and support throughout induction should be sufficient so that an ECT's progress against the Teachers' Standards is not unexpected when an ECT reaches a formal assessment point.



Early Career Framework – Then and Now

What is different?	PREVIOUS PRACTICES	CURRENT PRACTICE SINCE SEPT 2021
Who?	NQT.	ECT (Early Career Teacher).
Length of Induction	1 year.	2 years
Timetable Reduction	10% reduced for one year.	10% reduced for year 1 5% reduced for year 2.
Content	No defined content.	Full Induction Programme must follow ECF
Role of the mentor	Should have a dedicated mentor.	Statutory right to a mentor for 2 years.
Assessment	Progress measured against Teacher Standards. 3 formal assessment points.	Progress measured against Teacher Standards. 2 formal End of Year assessments (term 3 and 6) Regular progress reviews (term 1,2,4 and 5)
Funding	Part of school funding.	Additional funding for year 2 mentoring time and ECT 5% timetable reduction
ECT pay	Following the first year teachers can progress up the pay scale.	Still able to progress during induction.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Task – Roles and Responsibilities

10 minutes to read through the AB Handbook:

- Appropriate Body – Page 10
- School Governing Body – Page 11
- Head Teacher – Page 12
- Induction Tutor – Page 13
- Mentor – Page 14
- ECT – Page 15

Appropriate Body – Roles and Responsibilities

Check the school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.

Headteachers are meeting their responsibilities for monitoring support and assessment (this includes checking that an ECT receives an ECF-based induction programme, a designated Induction Tutor and Mentor, and has a reduced timetable).

The Headteacher has verified that the award of QTS has been made.

Undertake fidelity checks where a school opt for non-provider led training routes.

Overseeing induction and decisions on passing induction.

Ensure that where an ECT may be experiencing difficulties, action is taken to address these.

The ECT is provided with a named contact within the Appropriate Body with whom to raise concerns directly.

The monitoring, support, and assessments of ECTs are fair and appropriate.

Refer to AB Handbook Page 10



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

FAQs

- Maternity/Adoption/Carers Leave
- Absences
- Joining half-way through term
- Leaving in first term
- Interim reports

Registrations and ECT Manager

Key points

- The ECT must be registered with an appropriate body before the start of the induction.
Induction can only be counted once registration is completed.
- The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher/principal and ECT.
- The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

NB The TRA will not allow us to back date registrations.



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

ECT Manager

The screenshot shows the ECT Manager dashboard for Tollgate Primary School. At the top left is the London District East Teaching School Hub logo and name. The top right shows the user's name, 'James Byrne's Induction Lead Dashboard', and buttons for 'Log Out' and 'Help & Support'. A navigation bar contains links for 'Your ECTs', 'Assessments', 'Tutors', 'School', 'Courses', 'Resources', 'My Account', and 'Help & Support'. The main content area is titled 'Dashboard - Tollgate Primary School' and features nine interactive tiles: 'Upcoming Assessments', 'Upcoming Reports', 'Register ECT', 'Update My Login Details', 'Update My Personal Details', 'Helpdesk', 'Help Centre', 'Available Courses', and 'Booked Courses'. Each tile includes an icon and a brief description of its function.

ECT Manager is the tool we use to record ECTs' Induction Period, which we then use to inform the Teaching Regulation Agency

Induction Leads use it for:

- Registrations
- Progress Reviews
- End of year/Final Assessments
- Changes in employment – maternity, illness, resignation.
- Resources




**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

 **Manage training for early career teachers**

Beta This is a new service – your [feedback](#) will help us to improve it.

Manage training for early career teachers

Use this service to set up ECF-based training for your early career teachers (ECTs) or tell us about a change at your school.

Set up and manage your training

Tell us:

- how you want to run your training
- which accredited materials or training provider you'll use
- which ECTs and mentors will take part

Your school must complete these steps before your ECTs can start their statutory induction programme.

Tell us about changes at your school

Tell us about any changes, for example, nominating a new induction tutor.

[Sign in](#) or [request access to the service](#)

Guidance

[Find out how to set up training for early career teachers \(opens in new tab\)](#)

DfE ECT Registration Service

- Formerly known as 'the DfE Portal'.
- Register your ECTs and Mentors
- The information flows through:
 - to the Teaching School Hub; and
 - to Ambition Institute



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Ambition Onboarding

- Welcome email
- My Ambition
- Steplab Onboarding Form





London District East
Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Ambition Onboarding

- Welcome email

Welcome to Ambition Institute's Early Career Teachers Programme!

Is this email not displaying correctly?
[View it in your browser.](#)

Getting ready for the Early Careers Teachers programme

1



Register

Your school
has already
registered you

2

Create account

Sign up to
My Ambition
and complete
your Steplab
access form

3

Explore Steplab

Discover our
tools to help
you keep
getting better

4

Final step

Check you're
ready for
your induction
events

{{Recipient.FirstName}}, welcome to the Early Careers Teachers programme! 🍎

Your school has signed up to our ECT programme, which has been designed to help teachers build expertise and the ability to develop their classroom practice right from the start of their career.

We have received your registration from the DfE, with the following details:

First name: {{Recipient.FirstName}}

Do you have questions like these?

- ? What is an Induction Tutor and what do they do?
- ? What is the difference between a Lead Provider and a Delivery Partner?
- ? What is Steplab? How and when do I use it?

Then email us at
ectsupport@ambition.org.uk



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Progress Reviews and Assessments

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Progress review 1	Progress review 2	Assessment 1	Progress review 3	Progress review 4	Final Assessment



Progress Reviews

Give brief details for the reason(s) for your answer to whether the ECT is on track

[redacted] is professional, hardworking and committed to improving her teaching every week. It is evident that she has a real passion for teaching and a natural rapport with her students. In weekly lesson visits, her mentor has observed [redacted] apply the practice that has been provided on Step Lab and through weekly sessions. She has grown in confidence and is beginning to develop her own teaching style that students respond to eagerly. Her mentor states that it has been a real pleasure watching [redacted] teach and create a positive learning environment, even with some challenging classes. [redacted] has demonstrated professionalism consistently this term by following school policies.

In [redacted] year 10 class it is evident that she is adhering to the 6 strands of teaching from the 'Do Now' tasks through to 'facilitate.' [redacted] has implemented strategies discussed in our twilight CPD sessions in her year 9 and 10 classes. This has helped each child in their learning through her high expectations of them. She is able to sanction and reward students based on her study which focussed on creating a positive learning environment.

The key focus this term has been behaviour management. Behaviour strands 1-6 have been consistently and successfully implemented by [redacted] and she has been working more closely on strands 7 onwards. Abeeha has been particularly successful in applying strategies from 'Positive Learning Environment' by changing the seating plan in her year 9 class which had a positive impact.

key strengths demonstrated:

[redacted] has been successful and consistent when managing low level disruption. She has been successful in praising positive behaviours from usually challenging students by making phone calls home which has led to consistent good behaviour from the same student.

key areas for development for next term:

[redacted] should now focus on managing behaviour during paired or group work.

If the ECT is not on track to successfully complete induction, has the ECT been informed?

N/A

If the ECT is not on track to successfully complete induction, has a support plan been put in place?

N/A



End of Year Assessments

Further Information

TS1 Set high expectations which inspire, motivate and challenge pupils

[redacted] rapport with her classes has been pleasant, calm and controlled. Her friendly but firm approach is consistent throughout all her lessons, which is a key factor in motivating students to improve their behaviour (particularly the more challenging students) and strive towards excellence.

[redacted] has an abundance of knowledge, which challenges and interests her students. As a result, they are able to explore complex ideas comfortably, which they can then relate back to real life. Her use of learning objectives in each lesson are differentiated in order to suit the differing abilities with the classroom.

TS2 Promote good progress and outcomes by pupils

[redacted] has used schemes of work in the department to make sure that lessons are planned effectively to promote the most progress possible. [redacted] has used the department tracking and her own mark book throughout the year and has assessed each of his classes using the whole-school system to be able to monitor progress and plan lessons accordingly.

TS3 Demonstrate good subject and curriculum knowledge

[redacted] has a secure knowledge of English Language and Literature at key stages 3 and 4. This has been exhibited not only in her planning of lessons but also in the teaching of them. Students have maintained an interest in their topics each term. [redacted] has also been extremely successful this year in raising attainment in all her classes which has been reflected in their half termly assessments. She has adapted current schemes of work and subject resources to aid in the teaching of certain texts for KS3 and KS4. In doing so, [redacted] has increased her confidence in teaching and built on her own subject knowledge.

TS4 Plan and teach well-structured lessons

[redacted] has demonstrated that she is able to plan and structure her lessons using research, pedagogy and Rosenshine principles as a model to inform planning. She always welcomes constructive criticism and feedback to develop areas of improvement and has a clear



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Non-Standard Inductions

An ECT starting in January or April

Reducing an induction period in recognition of previous teaching experience and exceptional circumstances e.g. Assessment Only Route to QTS or previous unqualified teaching in a private school.

Extending an induction period

Short-term supply teaching – a minimum of 1 term with all entitlements

ECTs employed simultaneously in two or more institutions



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Types of ECF Induction Programmes

Appropriate bodies are expected to check that all ECTs have access to an induction programme based on the ECF. This check is referred to as 'ECF fidelity' checking.

Induction Type	Induction Checks required?	ECF fidelity checking required?
Schools using the provider-led programme	Yes	No
Schools using the DfE accredited materials	Yes	Yes
Schools using the DfE accredited materials	Yes	Yes

Quiz – Whose responsibility is it?

Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring

Notify the appropriate body when an ECT is taking up a post and undertaking induction

Make sure an appropriate ECF-based induction programme is in place

Observe the ECT and give feedback regularly

Carry out regular progress reviews throughout the induction period

Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory

Take prompt, appropriate action if the ECT appears to be having difficulties

Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and relevant body



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Networking:

- Share with your partner things that have resonated with you from this section?
- What have you learned that you didn't know about the Appropriate Body?





**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Induction Tutor Conference - 2024

BREAK



Appropriate Body Quality Assurance Visits

Reduction of Induction Visits

What to do if your ECT becomes a cause for concern?

Cause for Concern Visits to schools

Discussion and Networking

**Appropriate bodies
guidance:
induction and the
early career
framework**

April 2024

Session Aims

To understand:

- The various visits we undertake
- How to prepare for visits
- Your role during and after visits



London District East Teaching School Hub

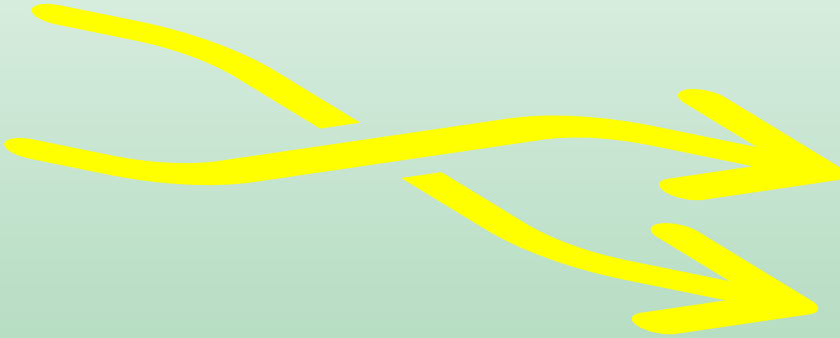
For all schools in Barking & Dagenham, Havering and Newham

- New School Visit (on Teams?)
- Quality Assurance Visit
- Reduction of Induction Visit
- Cause for Concern Visit
- Fidelity Check Visit



Quality Assurance Visits

- What are they?
- Why us?



Proactive quality assurance visits to support ECF provision in school.

Appropriate Bodies must check that the ECT is receiving their entitlements, and that regard is given to the statutory induction guidance.

One of the ways we quality assure is through visits to schools.

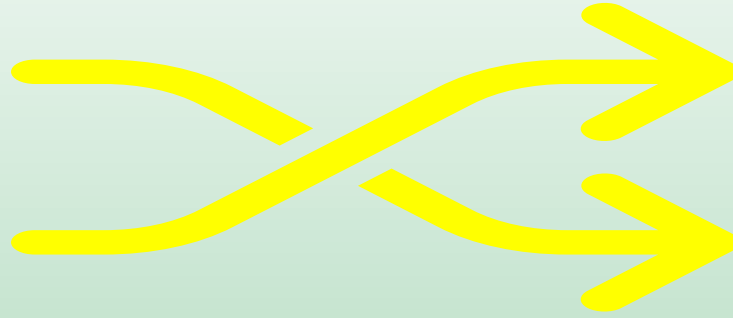
build relationships with ECTs, Mentor, Induction Tutors and Head Teachers

Schools are picked for all sorts of reasons:

- Schools are on a cycle -visited once every 3 years.
- schools that we know need more support.
- Schools that are new to our AB that year.
- Issues with Low retention of ECTs
- Excellent practice identified

Quality Assurance Visits

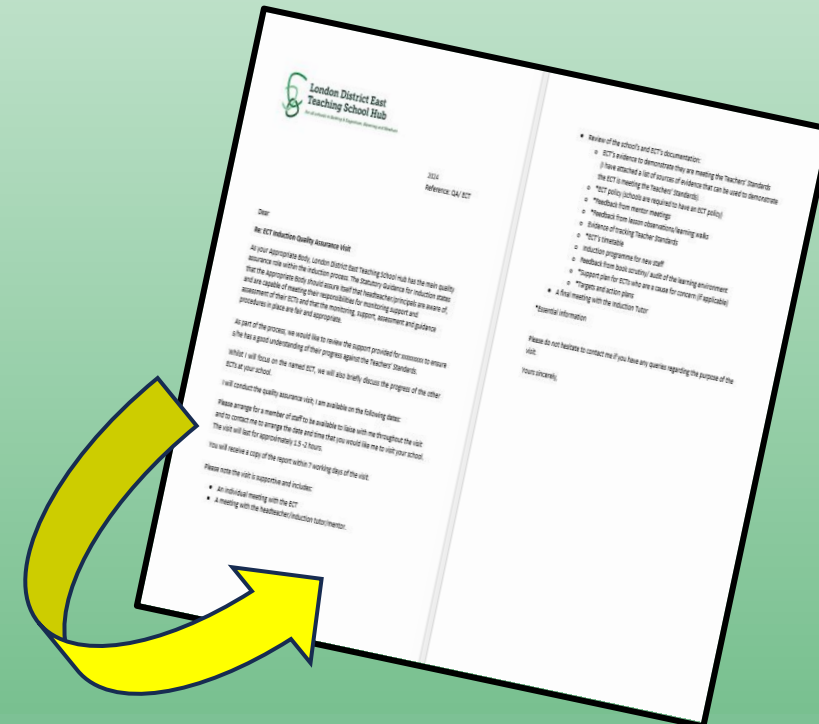
- What happens during a visit?



- An individual meeting with the named ECT/other ECTs within the school
- A meeting with the headteacher/induction tutor/mentor.
- Review of the school's and ECT's documentation and policies

- How to prepare for a visit?

- PLEASE DON'T PANIC
- Reply to the email, and select a date
- Talk to your team
- Collate information requested in letter
- After the visit the AB will produce a report highlighting strengths and providing recommendations where appropriate as well as offer support and advice where needed.





**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Discussion: Sharing experiences of visits...

- On your table share your experiences of having a QA visit.
- Share your thoughts and concerns.
- Think of any questions for the team.

Reduction of Induction visits



Reductions will only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. ECTs must complete a minimum of 1 term

- A teacher who has taught in the independent sector or who has gained QTS via the assessment-only route.
- For part time teachers once the ECT has completed a period covering but not equivalent to two school years.

Reducing the induction period must be agreed with the **Appropriate Body (AB)** in advance so that relevant and appropriate QA checks can be undertaken.

School to submit a request for reduction of induction a minimum of 1 term before the proposed end to induction period.

Nearer the end of the reduced induction period, ECT needs to submit evidence to support a reduction of induction form.

A £200 one-off fee for Reduction of Induction Assessment Visits.

The appropriate Body will agree a time to observe the ECT and meet with them and the Induction Lead to discuss the evidence presented.

If a successful Reduction of induction is successful the appropriate Body will inform the TRA of the successful completion of induction.

ECTs should submit their evidence to the Lead ECT Induction Coordinator within 2 weeks after the date of the visit.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Discussion – 5 minutes...

- Have you had a Reduction of Induction Visit?
- Do you think you will ever need one
- Do you have anyone on the Assessment Only Route into teaching right now?
- Ask questions to TSH staff?



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Cause for Concern Visits for Schools

Cause for concern visits take place when an ECT is not on track to meet the Teachers' Standards, and at risk of failing Induction.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Discussion – 10 minutes...

- Take a moment to read the scenario on your table, paying attention to the concerns and the impact.
- Can you discuss the support and solutions you might put in place with the colleagues on your table?



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Cause for Concern Visits for Schools

Before a visit takes place the school will have been offered support through a Support Plan for the ECT over a period of time.



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

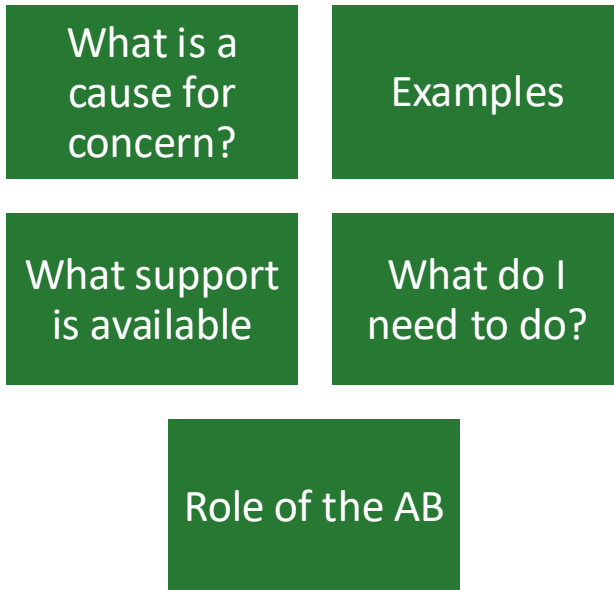
Cause for Concern Visits for Schools

A typical visit will include:

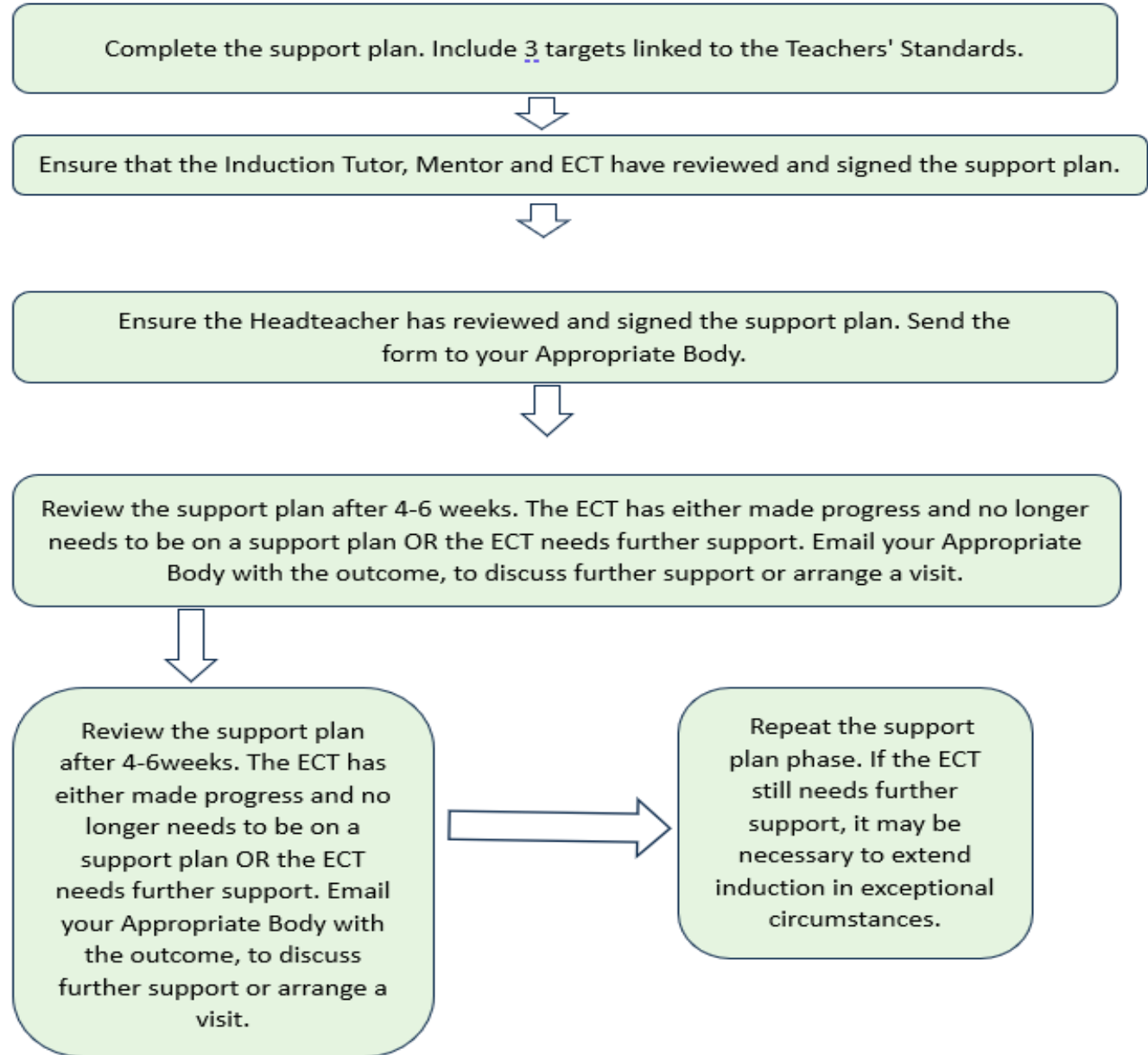
- A joint observation and feedback of the ECT.
- A discussion with the ECT.
- A meeting with the ECT, Induction Tutor and the AB representative to discuss support going forward.

With the aim of the ECT making rapid progress within weeks.

What to do if your ECT becomes a Cause for Concern?



ECTs must receive a support plan if they are demonstrating any difficulties meeting the Teachers' Standards. If you would like more information and guidance around support plans, please contact our AB Team.





**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Cause for Concern Visits for Schools

- Statutory ECT Induction is for two years
- ECF support for two years

An ECT cannot fail Induction until the end of their induction period, and during that period schools must continue to support the ECT.

Thoughts...

- Do your groundwork- recruitment. ITT /Agency/TA
- Remember the ECF programme is their entitlement and **support** to quality assured feedback, practice and weekly coaching.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Discussion: – 10 minutes...

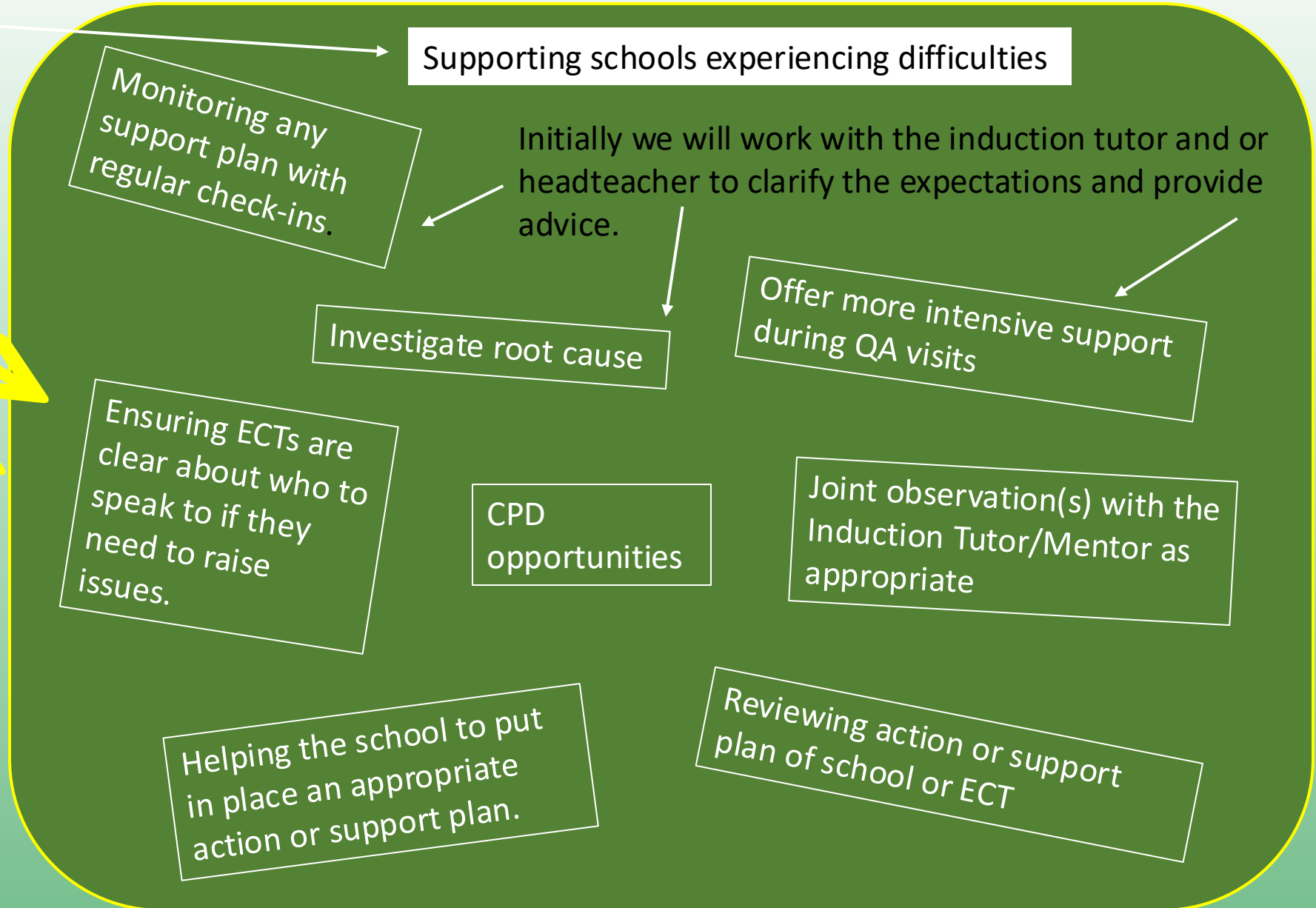
- Have you had an ECT who was a Cause for Concern
- Have you used a Support Plan?
- Are you confident about what to do if this happens?

Cause for Concern Visits for Schools

- What are they?
- How to prepare for a visit ?
- What happens during the visit?
- Follow up.

2 YEARS

Appropriate bodies have an important role in ensuring ECTs are receiving appropriate support throughout their whole induction. We aim to foster a collaborative and supportive relationship with the schools we work with.





**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Induction Tutor Conference - 2024

Networking

LUNCH



Introduction to the ECF

Ambition ECT Programme - Principles

Fundamentals of Instructional Coaching

How Induction Tutors use Steplab

Induction Tutor – Effective Leadership/Implementation



London District East Teaching School Hub

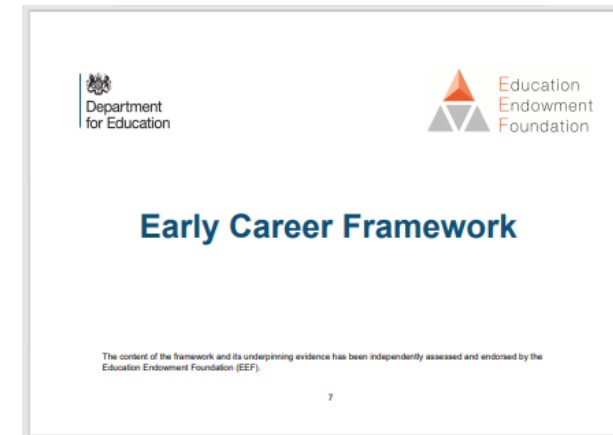
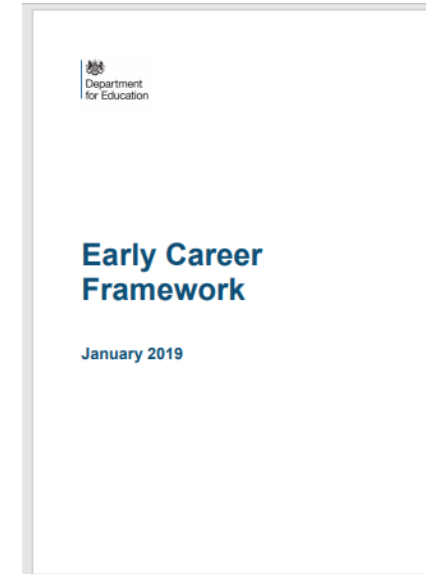
For all schools in Barking & Dagenham, Havering and Newham

What is the Early Career Framework?

“one of the most significant reforms to the teaching profession in a generation”

A **national** approach that significantly redefines our support for, and ongoing training of, new teachers

This is the ECT's statutory right to this training and support.



Recap: Early Career Framework

Early Career Framework

- ECF is a **curriculum of learning** for Early Career Teachers (ECTs).
- Divided into 8 sections:
Designed to map onto the teacher standards.
- To develop Early Career Teacher's expertise.
- Ambition exemplified the ECF into the ECT Programme.

Teachers' Standards

The screenshot shows the 'Teachers' Standards' document from the Department for Education. It includes a preamble, two main parts (Part One: Teaching and Part Two: Personal and Professional Conduct), and a list of 18 numbered standards. The document is structured with clear headings and bullet points for each standard.

Department for Education Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, bring positive professional relationships, and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils.**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils.**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their learning needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge.**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4. Plan and teach well-structured lessons.**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum which the relevant subject needs.
- 5. Adapt teaching to respond to the strengths and needs of all pupils.**
 - know when and how to differentiate appropriately, using approaches which enable pupils to learn effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment.**
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7. Manage behaviour effectively to ensure a good and safe learning environment.**
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8. Fulfill wider professional responsibilities.**
 - make a positive contribution to the wider life and ethos of the school
 - engage in effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - actively support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Spreading false or misleading information is unacceptable.
- Teachers uphold the reputation of the profession by not engaging in any activity which might lead to a conflict of interest or a loss of trust from pupils, parents or the public.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/345426/teachers-standards.pdf

'Learn that...' & 'Learn how to...' Statements

KNOWING
Learning/knowing the theory

DOING
Learning how to do it in practice

How Pupils Learn (Standard 2 – Promote good progress)

Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its 	<p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • <i>Taking into account pupils' prior knowledge when planning how much new information to introduce.</i> • <i>Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</i> • <i>Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</i> <p>Build on pupils' prior knowledge, by:</p> <ul style="list-style-type: none"> • <i>Identifying possible misconceptions and planning how to prevent these forming.</i> • <i>Linking what pupils already know to what is being taught (e.g.</i>

The 'knowing-doing' gap!



Early Career Framework (Curriculum)

- > List of evidence-informed teaching practices
- > Entitlement to training and support



**London District East
Teaching School Hub**

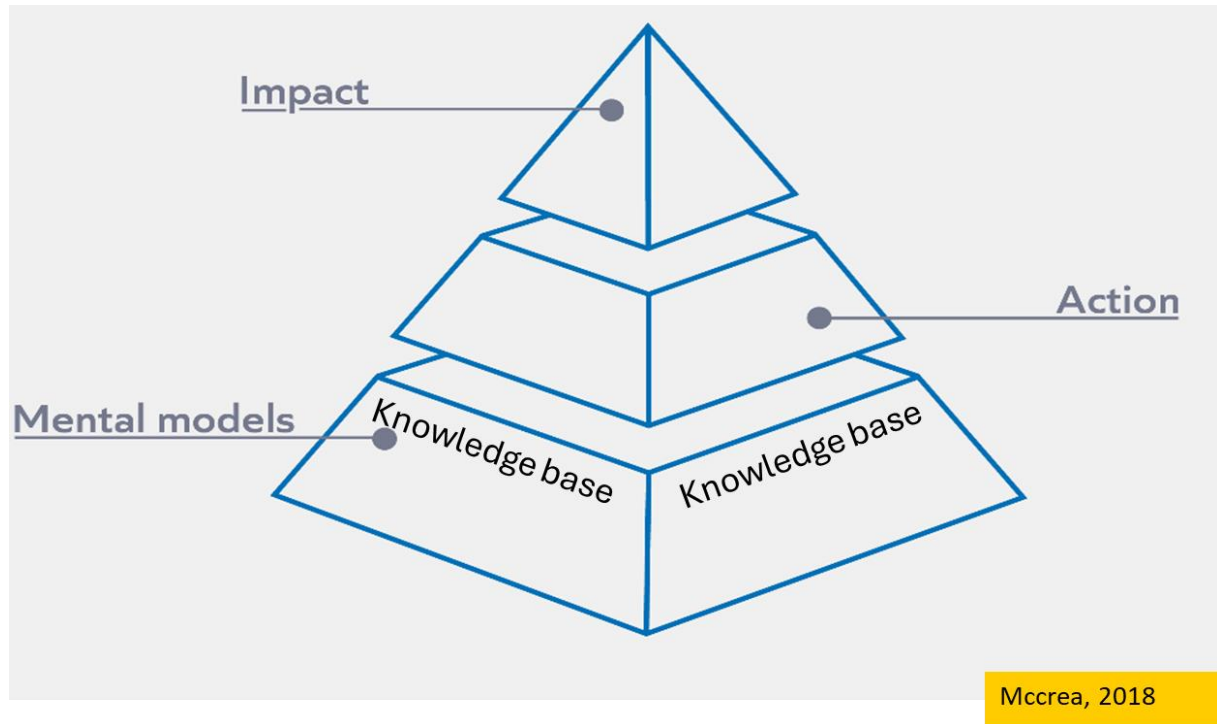
For all schools in Barking & Dagenham, Havering and Newham

Early Career Teachers programme (Scheme of Work)

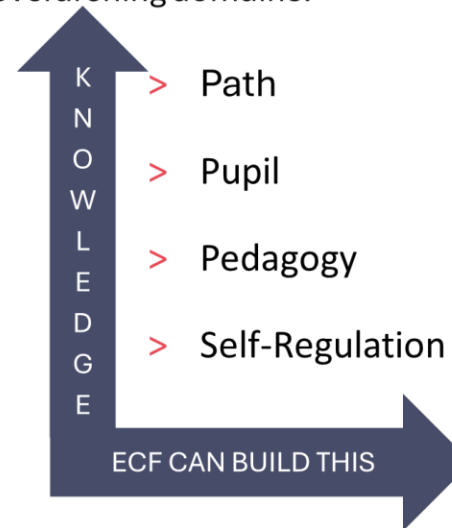
- > Sequenced curriculum of teaching practice
 - Self-study, clinics & conferences
- > Structured feedback and practice through weekly instructional coaching

The aim of the ECF is to build teacher expertise

What is teacher expertise?



McCrea (2018) says we can think about expert teacher knowledge in four overarching domains:



The pathway towards mastery of a curriculum.

Their context: what their pupils know and don't know and their motivations and concerns.

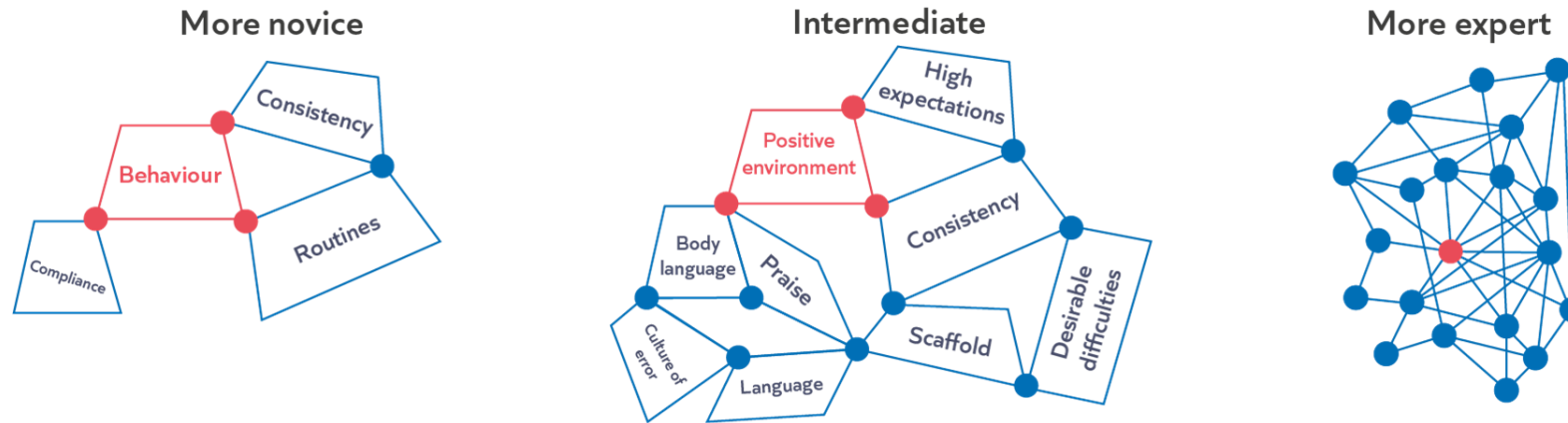
How learning works and how to catalyse it, including research evidence and experience.

How to analyse, evaluate and improve their own knowledge and actions to increase impact.

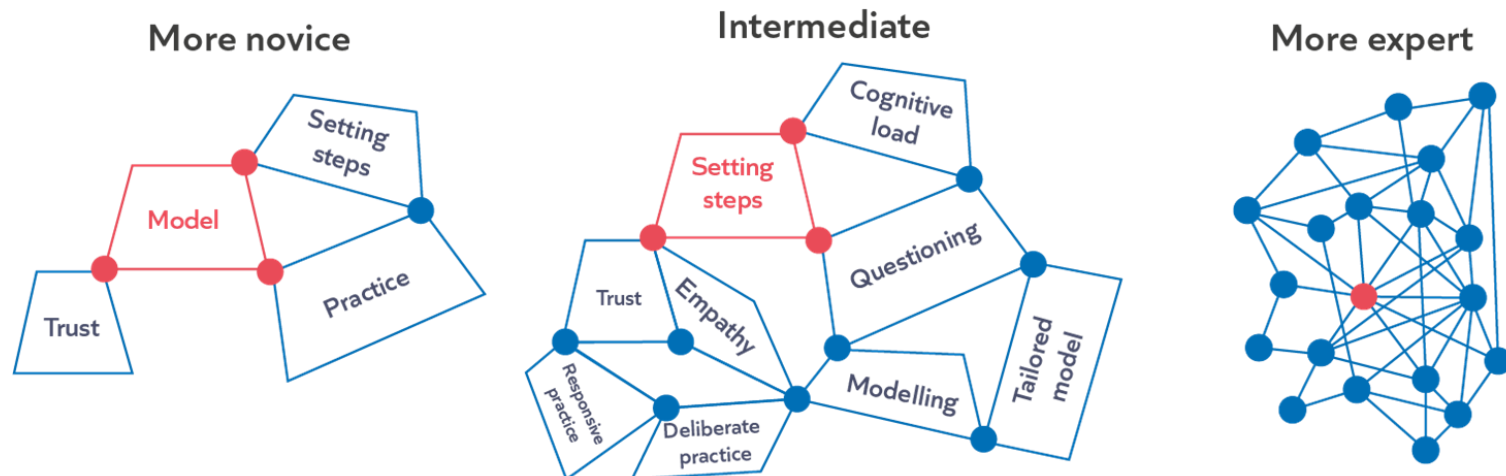
In summary

**Knowledge
guides action
which
influences
impact.**

Teacher mental models



Mentor mental models



ECT Programme Principles

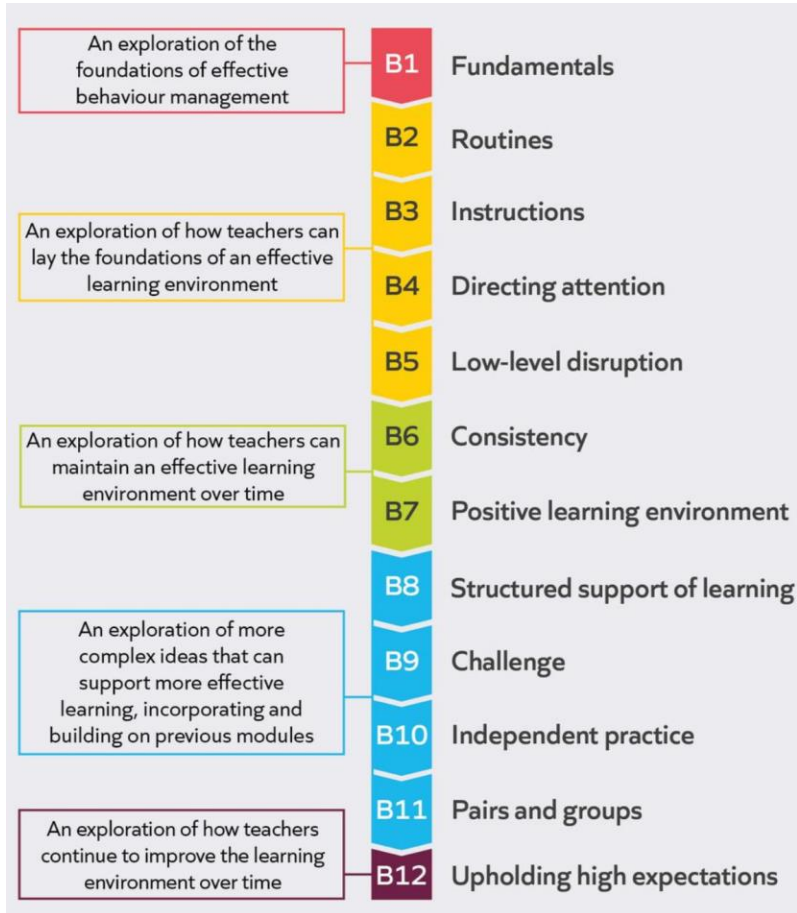
How does the Ambition curriculum support ECT's to build their expertise?

1. Key learning broken down into small, manageable chunks
2. Clear modelling of effective practice
3. Multiple opportunities to return to key learning
4. Practice and feedback
5. Contextualised
6. Familiar routines

Task - 5 mins – Look at the Self Study Overview

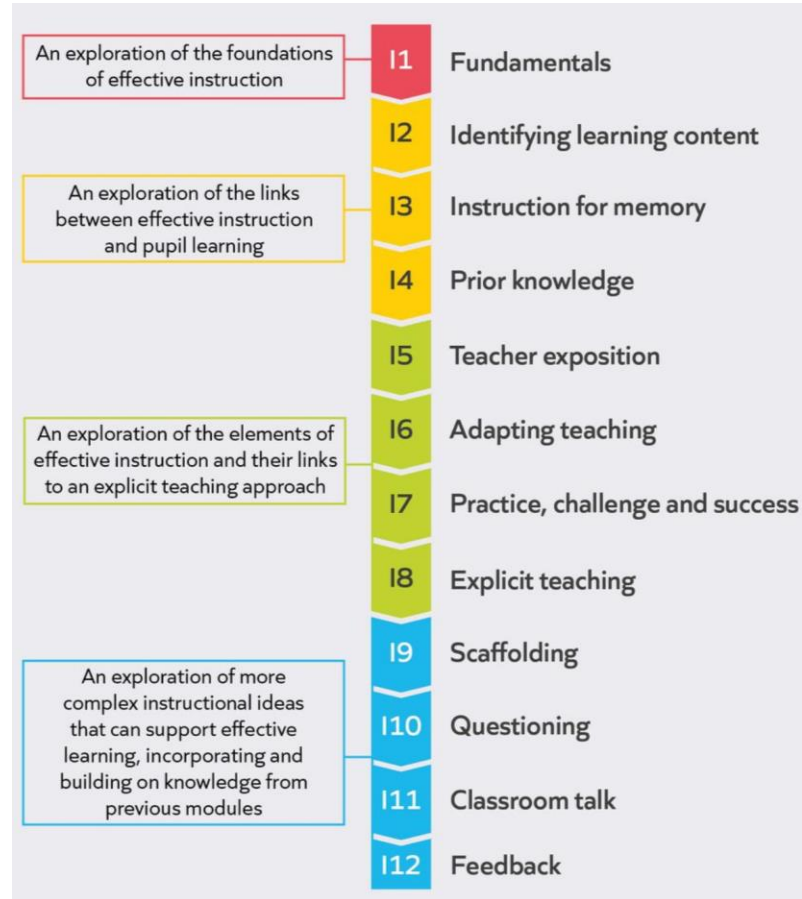
TERM 1

Behaviour Strand Overview



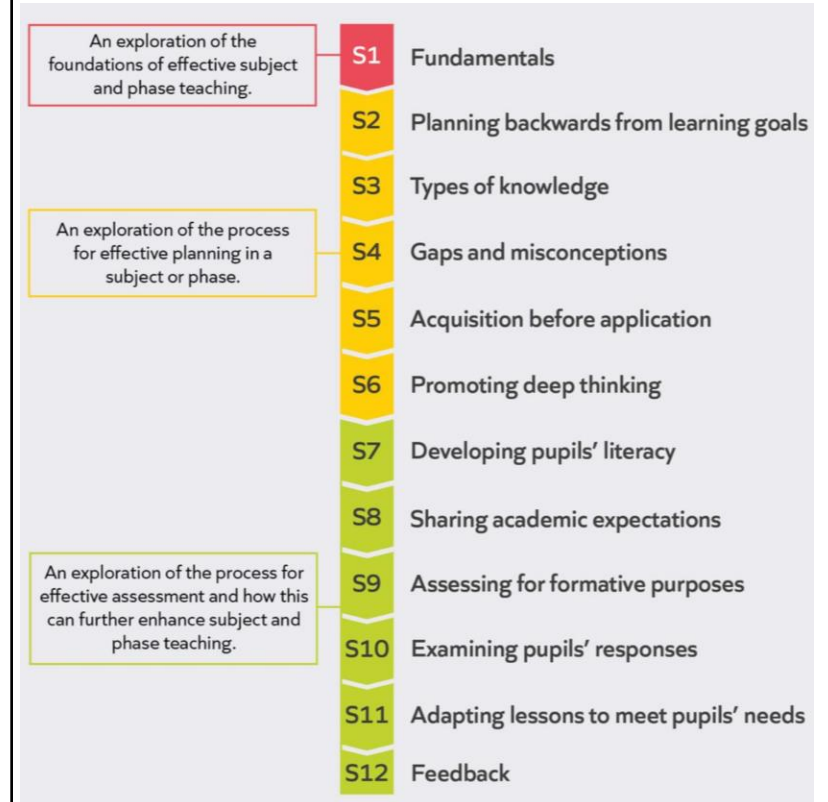
TERM 2

Instruction Strand Overview



TERM 3

Subject Strand Overview





OUR VISION

An education system where every child can thrive, no matter what their background.



OUR MISSION

To help educators serving children from disadvantaged backgrounds to keep getting better.

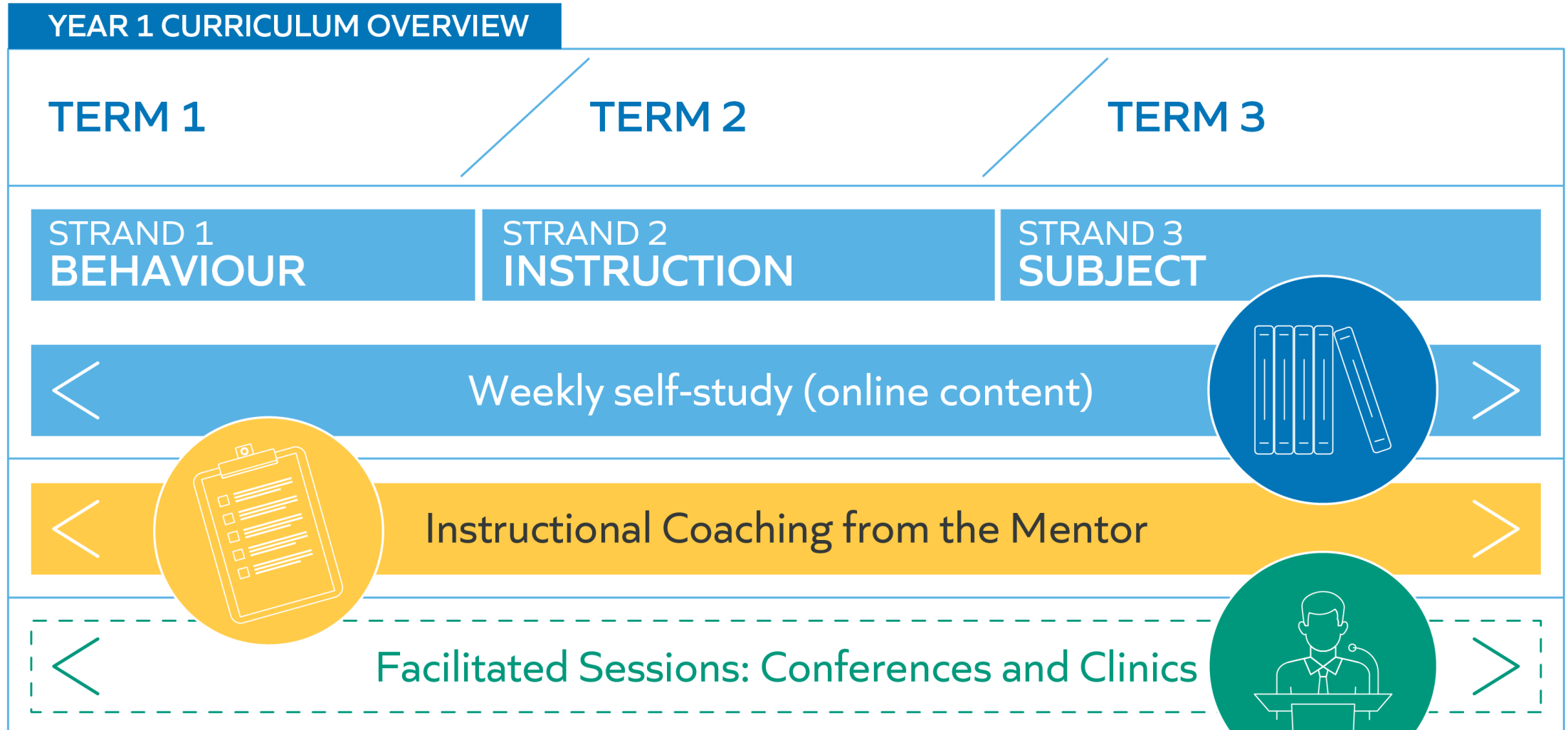


© Ambition Institute 2023

ECT: PROGRAMME HANDBOOK



ECT Programme: Year 1






ECT Programme: Year 2




YEAR 2 CURRICULUM OVERVIEW		
TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> • Complete outstanding year 1 self-study modules • Complete Year 2 Diagnostic Quiz • Create self-study action plan with mentor 	<ul style="list-style-type: none"> • Revisit Year 1 self-study content to strengthen knowledge and practise • Complete further reading suggested by Year 2 Diagnostic Quiz and/or your mentor • Complete Stretch content suggested by Year 2 Diagnostic Quiz and/or your mentor 	
<div style="display: flex; justify-content: space-between; align-items: center;"> < <div style="text-align: center;">Fortnightly self-study (online content)</div> > </div>		
<div style="display: flex; justify-content: space-between; align-items: center;"> < <div style="text-align: center;">Fortnightly instructional coaching from mentor</div> > </div>		
<div style="display: flex; justify-content: space-between; align-items: center;"> < <div style="text-align: center;">Facilitated Sessions: Conference and Clinics</div> > </div>		



ECT Programme: Year 2

Task - 5 mins – Compare Year 1 and Year 2

YEAR 1 CURRICULUM OVERVIEW		
TERM 1	TERM 2	TERM 3
STRAND 1 BEHAVIOUR	STRAND 2 INSTRUCTION	STRAND 3 SUBJECT
 Weekly self-study (online content)		
 Instructional Coaching from the Mentor		
 Facilitated Sessions: Conferences and Clinics		

YEAR 2 CURRICULUM OVERVIEW		
TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> Complete outstanding year 1 self-study modules Complete Year 2 Diagnostic Quiz Create self-study action plan with mentor 	<ul style="list-style-type: none"> Revisit Year 1 self-study content to strengthen knowledge and practise Complete further reading suggested by Year 2 Diagnostic Quiz and/or your mentor Complete Stretch content suggested by Year 2 Diagnostic Quiz and/or your mentor 	
 Fortnightly self-study (online content)		
 Fortnightly instructional coaching from mentor		
 Facilitated Sessions: Conference and Clinics		

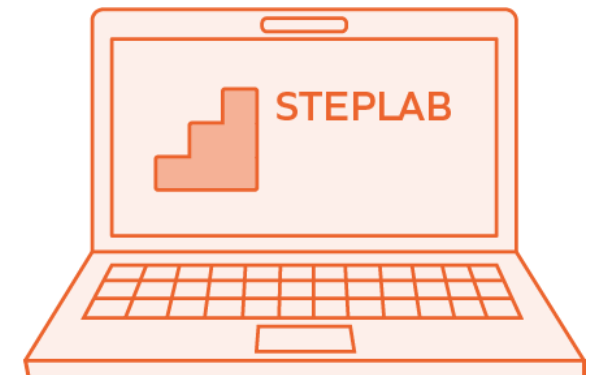
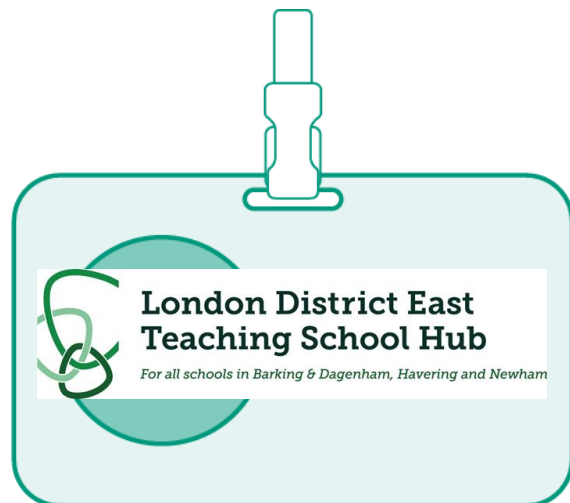
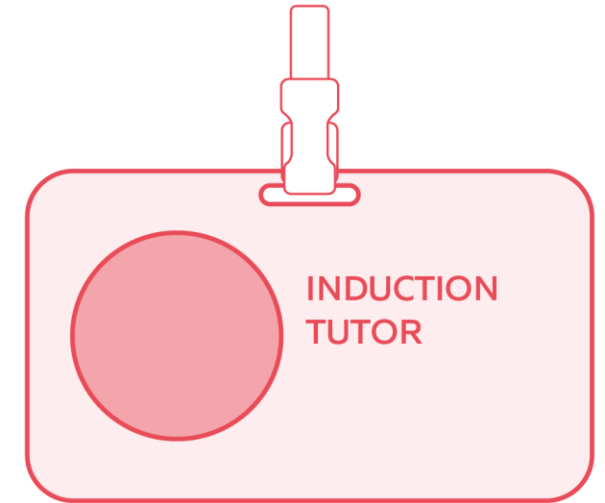
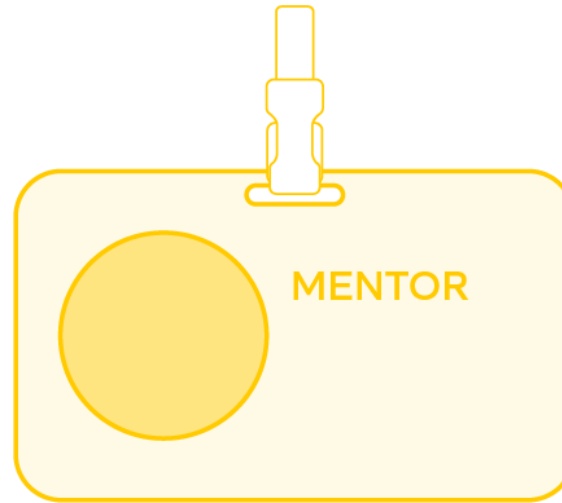
ECT and Mentor Conferences and Clinics

Task - 5 mins – Familiarise yourselves with the overview

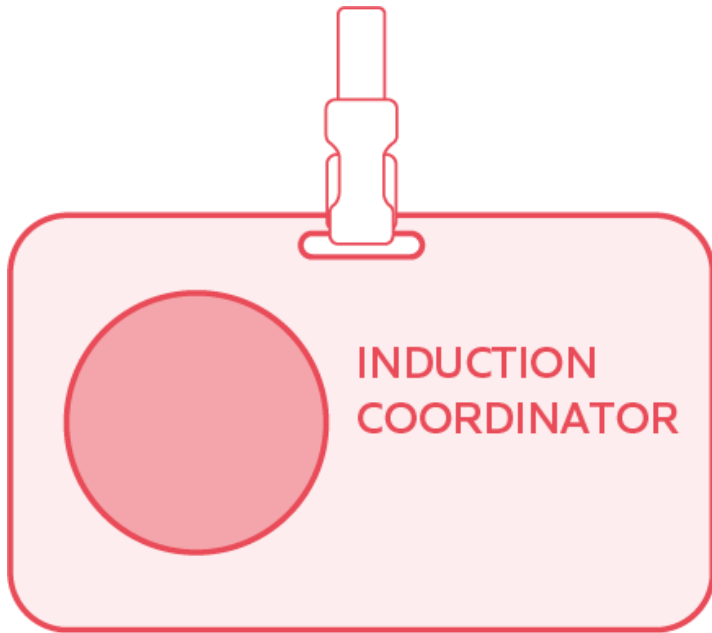
Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ECT Events Face to Face or Online	ECT Conference 1 Face to Face Science of Learning Effective Planning	ECT Clinic 1 Online High expectations	ECT Conference 2 Face to Face Adaptive Teaching	ECT Clinic 2 Online Pupils Thinking Hard		ECT Clinic 3 Online Effective Feedback
ECT Online Study	Behaviour		Instruction		Subject	
Mentor Events	Mentor Conference 1 Face to Face Instructional Coaching			Mentor Clinic 1 Online Contextualising the Coaching Cycle		Mentor Conference 2 Face to Face Advanced Instructional Coaching
ECT and Mentor	Weekly Instructional Coaching – Compulsory Logging on <u>Steplab</u>					

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events Face to Face or Online	ECT Conference 3 Face to Face Professional Development Sustained Wellbeing	ECT Clinic 4 Online Working with others		ECT Clinic 5 Online Teaching Literacy		ECT Clinic 6 Online Implementation
Online Study	Access to all Year 1 Self Study modules, Diagnostic Tool and 7x Stretch Modules.					
Coaching	Weekly Instructional Coaching					
Mentor Events		Mentor Clinic 2 Online Deliberate Practice				

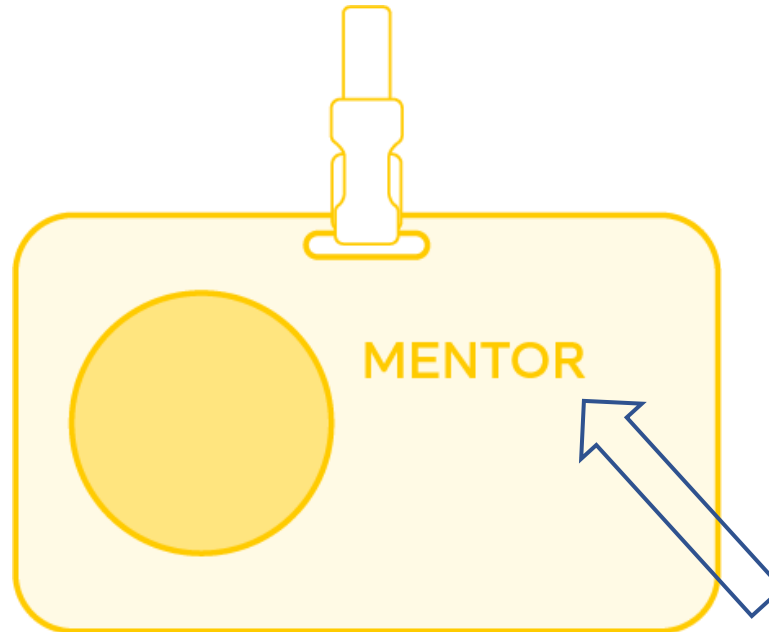
Who is involved in the delivery of ECT programme?



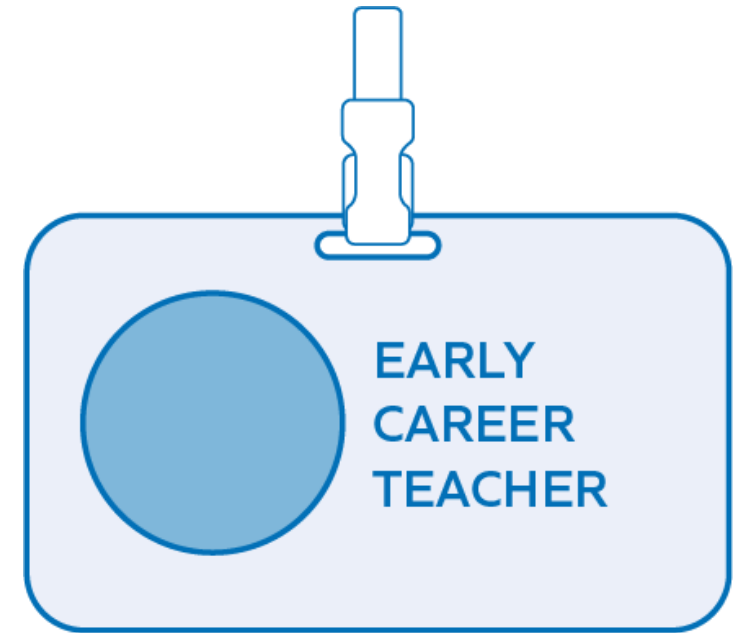
The most important people!



- > Based in the school
- > Helps the **mentor** to do their job



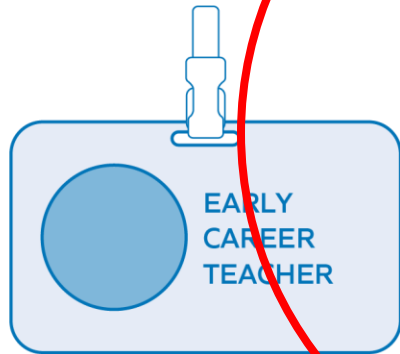
- > Based in the school
- > Coaches the **teacher** to make rapid progress



- > Works in the school
- > Does the majority of work on the programme

SUMMARY - A typical week

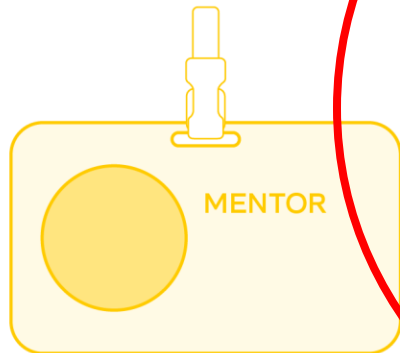
OVER THE COURSE OF A WEEK



STUDY - EARLY CAREER TEACHER

Teacher works through the module study materials:

- Watch video *10min*
- Read evidence summary *15min*
- Do quiz & reflection *15min*



OBSERVE - MENTOR

Mentor watches teacher teach for about 15min, identifying coaching target for current module, and preparing for feedback meeting

FEEDBACK

Teacher and Mentor meet for a 30-45min structured coaching conversation:

1. Review previous target
2. Mentor explains new target & teacher analyses and reflects on new target
3. Mentor models good practice
4. Mentor sets up practice, gives feedback, and sets up re-practice
5. Both agree next actions

IMPLEMENT

Teacher implements new target into their teaching habits and practice

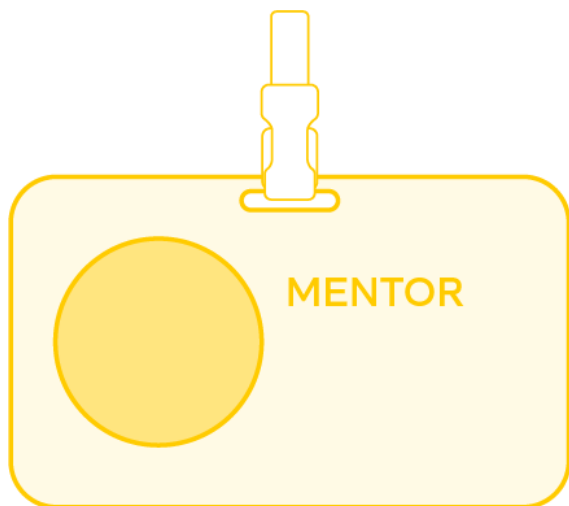




London District East Teaching School Hub

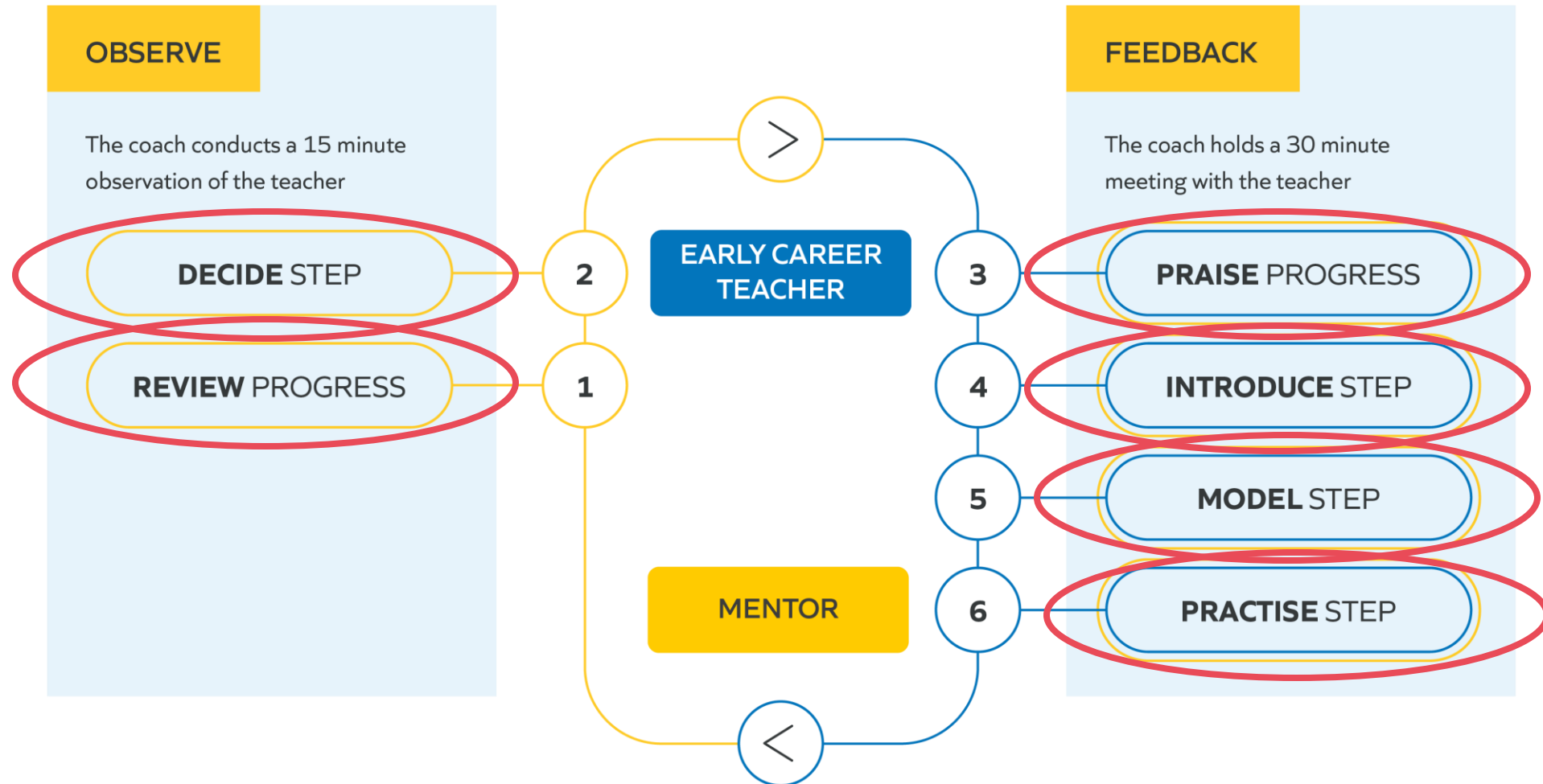
For all schools in Barking & Dagenham, Havering and Newham

Your role is to Quality Assure your Mentors



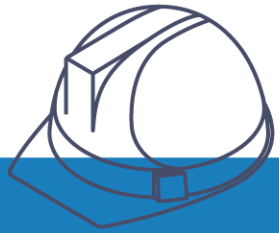
- Ensure that your Mentors are observing the ECT weekly/fortnightly.
- Ensure that they log an Action Step on Steplab and hold the Mentor meeting
- Ensure they log their feedback to the ECT – model the action step and give the ECT the opportunity to undertake Deliberate Practice
- **Provides the CONTEXT for the ECT**

SUMMARY - A typical week within an instructional coaching model



Deliberate practice

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



**Push beyond
one's comfort
zone**



**Work toward
well-defined,
specific goals**



**Focus intently
on practice
activities**



**Receive and
respond to high-
quality feedback**



**Develop a
mental model of
expertise**

Year 1 and 2 ECT Funding

Year 2 funding	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded cost per ECT	£1,400	£1,700	£1,600	£1,500
Rounded cost per mentor	£1,000	£1,200	£1,000	£1,000
Total	£2,400	£2,900	£2,600	£2,500

Back-fill Mentor Funding

Mentor time off timetable for training	England (excluding the London area)	Inner London area	Outer London area	Fringe area
Payment 1- 18 hours (1 year of training)	£856.93	£1,048.80	£944.42	£882.53
Payment 2- 18 hours (1 year of training)	£856.93	£1,048.80	£944.42	£882.53
Total (36 hours)	£1,713.86	£2,097.60	£1,888.84	£1,765.05

We collect data on mentors through DfE's [manage training for early career teachers service](#) to minimise the administrative burden on schools.

You can see how much you got!

<https://www.gov.uk/government/publications/backfill-payments-for-time-off-timetable-for-early-career-framework-ecf-mentor-training-national-roll-out>



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

What does the coaching need to look like? Nick and Leah!

Instructional coaching in action:

Discussion
Model and Analyse:

<https://youtu.be/Br6LRodWhkA>

Practice and Feedback:

<https://youtu.be/VjtbV2CCp0E>

Task: Whilst watching consider how the video demonstrates:

1. Clear model
2. ECT deliberate practice
3. Feedback from Mentor and re-practising

Instructional coaching in action - Discussion

Task – 10 mins – Table Discussion

- How does this form of coaching differ to other forms of coaching or mentoring?
- Considering the type of coaching processes within your school, what are the key messages about instructional coaching that you will want to communicate to your SLT to get buy in?
- How will you need to support your mentors to embed this form of coaching in your school?



Enabling conditions for successful alignment and implementation.

Managing large groups....

1. Time
2. SLT and Head Support
3. School Culture
4. Mentor/ Teacher relationship
5. Mentor mental model

Task – 5 mins – Table Discussion



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Induction Tutor Conference - 2024

BREAK





London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham



My Ambition



Home My Programme **Events** My Application Steplab Onboarding & EDI My Support



My Events

Events

Check out your upcoming events and organise your responses.

[VIEW](#)

One-to-one Appointments

View upcoming appointments and schedule new appointments for your one-to-one services. E.g. Coaching, Instructional Coaching, Assessment

[VIEW](#)

Search for events

Reset search and filters



Enter a search term...



Past Events

ECT Clinic 3, G44 (Boleyn Trust Primary)

Date: 4 Jun 2024 - 4 Jun 2024

Time: 15:45 - 17:00

[VIEW EVENT DETAILS](#)

Attended

ECT Clinic 2, G44

Date: 20 Feb 2024 - 20 Feb 2024

Time: 15:45 - 17:00

[VIEW EVENT DETAILS](#)

Attended

ECT Conference 2 (Sept 2023)

Date: 10 Jan 2024 - 10 Jan 2024

Time: 09:00 - 16:00

[VIEW EVENT DETAILS](#)

Attended

ECT Clinic 1, G44 (Boleyn Trust Primary)

Date: 7 Dec 2023 - 7 Dec 2023

Time: 15:45 - 17:00

[VIEW EVENT DETAILS](#)

Attended

ECT Conference 1 (2023s)

Date: 10 Oct 2023 - 10 Oct 2023

Time: 09:00 - 16:00

[VIEW EVENT DETAILS](#)

Attended

[< prev](#)

Showing 1 to 5 of 5

[next >](#)



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Steplab – Explore the Lead Tab

The screenshot shows the Steplab dashboard interface. On the left is a navigation menu with options: Home, Lead (selected), Learn, Coach, Library, Profile, Manage, and Support. The main content area is titled 'Overview' and includes a breadcrumb trail: 'Lead > Coaching & study > Overview'. At the top right, it shows 'Ambition Institute > Tollgate Primary School > Tollgate Primary School: ECF 2023-09'. Below the breadcrumb, there are three tabs: 'Coaching & study' (selected), 'Drop-ins', and 'Analysis'. The 'Coaching & study' tab contains a 'Group engagement stats' section with a bar chart showing completion percentages for various weeks. Below this is a 'Timeline view' and 'List view' toggle. To the right is a 'Refine dashboard data' section with a 'Filter' dropdown set to 'Any', a search bar, and an 'Update dashboard' button. The bottom section is 'Individual performance data', which displays a table of performance metrics for coaches and teachers, including 'Myles Mitchell' and 'Paul Thomas Kelly'.

Group engagement stats

Percentage of coaching pairs/teachers completing feedback/study due by this date:

Week	Completion %
w/e 31 Mar	50%
w/e 21 Apr	50%
w/e 28 Apr	50%
w/e 5 May	50%
w/e 12 May	0%
w/e 19 May	50%
w/e 26 May	0%
w/e 9 Jun	50%

67% Avg. programme completion

Refine dashboard data

Filter: Show all

Programme: Any

Search for name: Include whole-school data

Update dashboard

Download report

Individual performance data

	-7	-6	-5	-4	-3	-2	-1	Now	
Coach: participation									
Myles Mitchell 11	1	1	1	0	0	0	1	🕒	→ Cycles Praise coach
Teacher: step progress									
Paul Thomas Kelly 8	🏆	🔄	🏆	🏆	🏆	🔄	🏆	🕒	→ Steps Message coach
📌 Scaffolding Give pupils the opportunity to practise applying new content they have been taught. • Curriculum • Early Career Teachers Year 1, Tollgate Primary School: ECF 2023-09									
Teacher: study progress									
Paul Thomas Kelly 24/36	0	0	0	0	2	0	0	🕒	→ Cycles Nudge teacher

67% of the available programme completed



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Steplab – Explore the Manage Tab

The screenshot shows the Steplab web application interface. On the left is a navigation sidebar with the following items: Home, Lead, Learn, Coach, Library, Profile, Manage (highlighted), and Support. The main content area is titled 'Steplab > Manage'. At the top right of the main area are search, notification, and user profile icons. Below the title, there is a breadcrumb trail: 'Manage: Barking Abbey School, A Specialist Sports and Humanities College: ECF 2022-05 + Team'. The main area contains two panels. The first panel, titled 'Manage: Barking Abbey School, A Specialist Sports and Humanities College: ECF 2022-05 + Team', contains three cards: 'Manage staff', 'Coaching relationships', and 'Lead'. The second panel, titled 'Administrate: Barking Abbey School, A Specialist Sports and Humanities College: ECF 2022-05 + Team', contains two cards: 'Edit term dates' and 'Export data'. At the bottom left, there is a 'Partnered with' logo for 'Ambition Institute'.



Steplab – Explore the Coaching Simulator

The screenshot shows the Steplab Knowledge Base interface. On the left is a navigation menu with items: Home, Lead, Learn, Coach, Library, Profile, Manage, and Support. The 'Support' item is highlighted with a grey background and circled in red. The main content area is titled 'Steplab > Knowledge base'. It features a 'Browse topics' section with a search bar containing the text 'Search words or "exact phrases"' and a 'Go' button. Below the search bar is a checkbox labeled 'Search inside article'. A list of help topics is displayed, including 'Help for Ambition mentors', 'Help for Ambition participants (ECF and NPQ)', 'Help for Ambition induction tutors (co-ordinators)', and 'Help for Ambition ECT and NPQ Leads'. To the right of the search bar is a 'Welcome to the Steplab Knowledge Base' message, which states: 'If you are a lead, a coach or a teacher looking for some support and guidance around how to use the site to supercharge the learning of yourself, your students or other teachers, you've come to the right place! Please navigate to an appropriate help topic using the menu.'



Steplab – Explore the Coaching Simulator

Steplab simulator

- Home
- Learn
- Coach**
- Library
- Profile
- Support
- Exit

Behaviour

Use the criteria to give precise feedback

It was effective when... Next time try...

- Visible: teacher is standing where they have a clear line of sight both outside and inside the classroom.
- Positive roles: class greeting and instructions: "Good morning you'd. Walk to your desks, reading books out and start reading silently"
- Proquest: teacher looks inside the classroom frequently, so pupils are not left unchecked for sustained periods
- Comprehensive: teacher is looking across the whole room when they look into the classroom
- Warm and positive: teacher's tone sounds welcoming and natural
- Appropriate: the greeting is in line with the school's ethos and policy

Launch practice engine

How many rounds did you manage?

0 1 2 3 4 5+

Agree what Sarah will do to make this change stick

- Where and when Sarah will try out the new step?
- Discuss any barriers which might get in their way.

Which section in the lesson will you visit to watch this step in action?

Select lesson slot

Finish

During the feedback session, please remember to click the **FINISH** button.



Steplab – Explore an ECTs Profile

Year 1 ECT - 'Courses' in the Profile

The screenshot shows the Steplab interface for a user profile. On the left is a navigation menu with options: Home, Lead, Learn, Coach, Library, Profile (selected), Manage, and Support. The main content area is titled 'Explore portfolio' for 'Paul Thomas Kelly' and includes a 'Choose data' dropdown menu. The 'Courses' section displays a list of courses with progress bars:

Course Name	Progress
Subject 7-12 Early Career Teachers Year 1 Started 3 Jun • Tollgate Primary School: ECF 2023-09	0/6
Subject 1-6 Early Career Teachers Year 1 Started 15 Apr • Tollgate Primary School: ECF 2023-09	0/6
Instruction 7-12 Early Career Teachers Year 1 Started 19 Feb • Completed 14 May • Tollgate Primary School: ECF 2023-09	6/6
Instruction 1-6 Early Career Teachers Year 1 Started 8 Jan • Completed 18 Feb • Tollgate Primary School: ECF 2023-09	6/6
Behaviour 7-12 Early Career Teachers Year 1 Started 30 Oct '23 • Completed 31 Jan • Tollgate Primary School: ECF 2023-09	6/6
Behaviour 1-6 Early Career Teachers Year 1 Started 14 Sep '23 • Completed 31 Jan • Tollgate Primary School: ECF 2023-09	6/6
ECT 2023-2025 Teacher Orientation Started 13 Sep '23 • Completed 18 Oct '23 • Tollgate Primary School	6/6

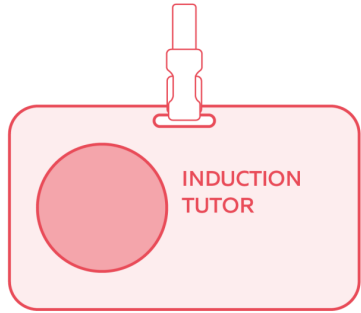


Steplab – Explore an ECT Year 2 – Masquerade!

Masquerade as the ECT and then explore the Learn Tab

The screenshot shows the Steplab profile page for Romana Esa, a Professional learner at Cleves Primary School. The left sidebar contains navigation options: Home, Lead, Learn, Coach, Library, Profile (selected), Manage, and Support. The main content area shows the user's name, role, and school. Below this, there are two achievement badges: '22 Steps achieved' and '54 Studies completed'. At the bottom, there are two orange buttons: 'Explore Romana's portfolio' and 'Drop-in on Romana'. A red circle highlights the 'Masquerade' button in the 'Linked colleagues' section.

The screenshot shows the Steplab 'Learn' tab. The left sidebar contains navigation options: Home, Learn (selected), Coach, Library, Profile, and Support. The main content area is titled 'Select next module to study' and lists various modules. The 'Types of knowledge' section is expanded, showing a list of modules with completion status and dates. The right sidebar shows 'My achievements' with '22 Steps achieved' and '54 Studies completed', and a 'Show step history' button. The bottom right corner has a 'Hide all studies' button.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Induction Tutor - Strategic Responsibilities

1. Check ECTs are doing their weekly self-study.
2. Nudge ECTs if they are not.
3. Praise if they are.
4. Check Mentors are logging action steps and feedback.
5. Nudge Mentors not logging coaching.
6. Assign coaches to ECTs.
7. Pause participants on the programme.
8. Look at ECTs Profile – to check on self-study
9. Look at targets set and feedback given by Mentors if needed.

Lead tab: **Pausing** and **Nudging**

The screenshot shows the Steplab dashboard for 'Tollgate Primary School: ECF 2023-09'. The 'Coaching & study' tab is active, displaying a 'Group engagement stats' bar chart with a 67% average programme completion rate. Below the chart is a 'Timeline view' table showing individual performance data for coaches and teachers. The 'Praise coach' and 'Nudge teacher' buttons are circled in red.

Individual performance data	-7	-6	-5	-4	-3	-2	-1	Now	
Coach: participation									
Myles Mitchell	1	1	1	0	0	0	1		→ Cycles
Teacher: stop progress									
Paul Thomas Kelly									→ Scales
Teacher: study progress									
Paul Thomas Kelly	0	0	0	0	2	0	0		→ Cycles



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Discussion – 5 mins on your table

Summarise where you are with Steplab.
Make a note of your next steps.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Next Steps for you:

1. Work through the Summer Term Induction Tutor Checklist - [On Website](#)
2. Book your ECTs and Mentors onto the correct Conferences for September and October.
3. Register all of your new ECTs and Mentors with the Appropriate Body on ECT Manager – start now.
4. Register all of your new ECTs and Mentors on the DfE Registration Service (formerly the DfE portal) - start 24 June.
5. Get as many ECTs and Mentors as you can to onboard to Steplab before we break up for summer.
6. New staff can start the orientations on Steplab.



London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

EARLY CAREER TEACHERS

ECT Programme

ECT and Mentor Testimonial videos

ECT and Mentor Training Dates

Steplab Training

Policies

Induction Tutor Checklists

ECT AND MENTOR TRAINING DATES

ECT Programme Events Overview 24/25

The screenshot shows a PDF document with a table of events. The table is organized by year and season, with columns for Year 1, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, and Summer 2. The events include ECT Conferences, ECT Clinics, Mentor Conferences, and Mentor Clinics. Each event entry includes details such as the format (Face to Face or Online), dates, and booking links. The document also includes sections for 'ECT Weekly Self-Study' and 'ECT and Mentor' events.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ECT Events Face to Face or Online	ECT Conference 1 Face to Face at Excel Science of Learning Effective Planning Mon 16 th Sept 2024 Tues 17 th Sept 2024 Weds 18 th Sept 2024 Thurs 19 th Sept 2024 Book Here: https://forms.office.com/e/DKc7v4yVrp	ECT Clinic 1 Online 3:45 – 5pm High expectations Date allocation and Zoom Links on My Ambition	ECT Conference 2 Face to Face at Excel Adaptive Teaching Thurs 16 th Jan 2025 Tues 21 st Jan 2025 Weeds 22 nd Jan 2025 Thurs 23 rd Jan 2025 Book Here: https://forms.office.com/e/sKcngmqZKz	ECT Clinic 2 Online: 3:45 - 5pm Pupils Thinking Hard Date allocation and Zoom Links on My Ambition	No Events	ECT Clinic 3 Online: 3:45 - 5pm Effective Feedback Date allocation and Zoom Links on My Ambition
ECT Weekly Self-Study	Behaviour Modules 1 - 12 On Steplab		Instruction Modules 1 – 12 On Steplab		Subject Modules 1 – 12 On Steplab	
Mentor Events	Mentor Conference 1 Face to Face at Excel Instructional Coaching Weds 26 th Sept 2024 Thurs 26 th Sept 2024 Book Here: https://forms.office.com/e/pm6FYmPmOz			Mentor Clinic 1 Online: 3:45 - 5pm Contextualising the Coaching Cycle Date allocation and Zoom Links on My Ambition		Mentor Conference 2 Face to Face at Excel Advanced Instructional Coaching Weds 9 th July 2025 Thurs 10 th July 2025 Book here: https://forms.office.com/e/dLNg8w30vG
ECT and Mentor	Weekly Instructional Coaching – Compulsory Logging on 'Coach' Tab of Steplab					

The January and April starters have the same events, but one or two terms later respectively. The January and April Cohorts have their own dates pathways that they follow separately. *Mentor Curriculum in Year 2 subject to change.



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

Induction Tutor Conference - 2024

Final Reflections





London District East Teaching School Hub

For all schools in Barking & Dagenham, Havering and Newham

Evaluation

Induction Tutor Conference June
2024

