

**Northamptonshire  
Teaching School Hub**

led by Brooke Weston Trust

# Welcome

**Monday 24<sup>th</sup> November 2025**



## Northamptonshire Teaching School Hub

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## Key Contacts

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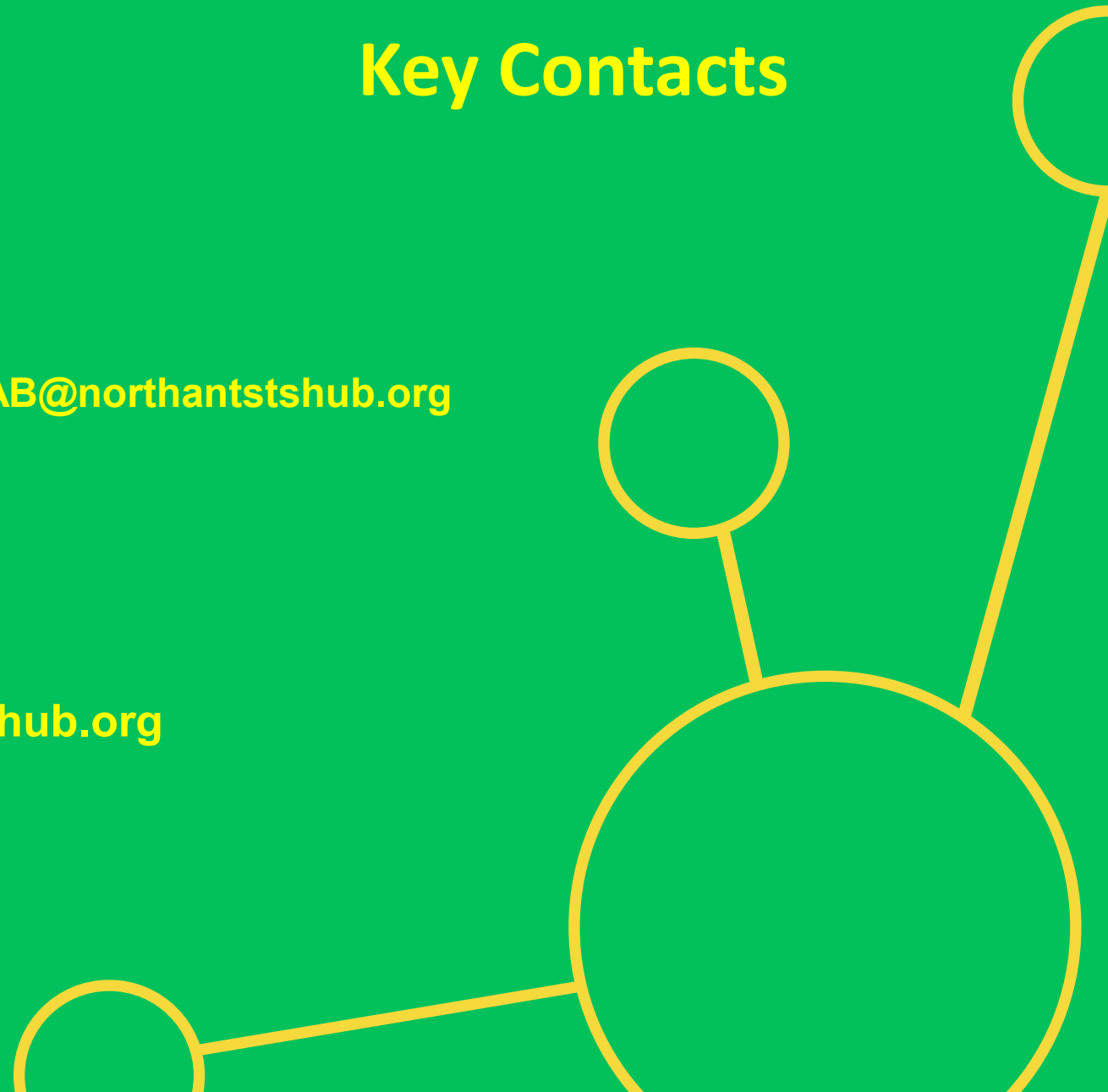
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1. Requirements for completion of Term 1 Progress Review
2. What the Progress Review should look like
3. Key updates

## Aims



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# Induction Tutor check list

### Essential

- Be in the process of having observed your ECT(s) teach at least once this term in a summative process against the Teachers' Standards (separate to the formative weekly obs feedback from their mentor).
- Shared written and verbal feedback from the observations linked directly to the ECT's progress against the Teachers' Standards- strengths and development areas
- Met/in process of meeting with ECT(s) and mentor(s) to gather wider feedback about ECT's progress – combine with feedback meeting from observation where possible
- Monitor ECT and mentor engagement on Brightspace
- Upload progress review 1 to ECT manager by **Friday 5th December**

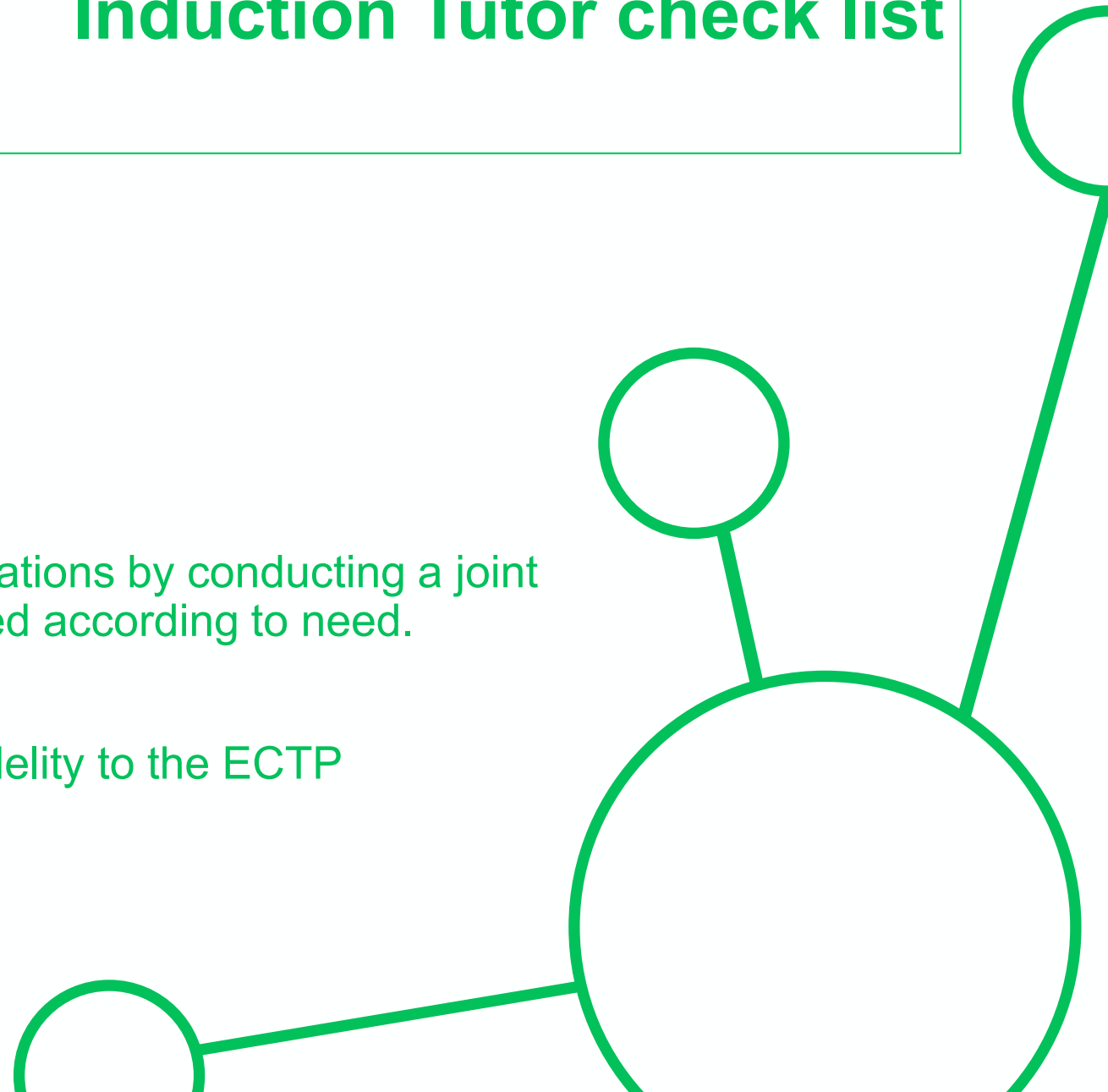
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# Induction Tutor check list

### Best practice

- Quality assure mentoring (formative) observations by conducting a joint observation. Feedback and training delivered according to need.
- Observe mentoring interactions to ensure fidelity to the ECTP  
Instructional Coaching



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## **Assessment Dates 2025-2026**

**Progress Review 1- 5<sup>th</sup> December**

**Progress Review 2- 13<sup>th</sup> March**

**Formal Review- Term 3- 30<sup>th</sup> June**



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# How to navigate ECT Manager

## Northamptonshire Teaching School Hub's online ECT support and induction management system

Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.



[Click here](#) if you don't know your login details or can't access your account

### Login

If you don't know or can't remember your username/password [click here to reset it](#).

### Appropriate Body:

Northamptonshire Teaching School Hub

If this is not your appropriate body, please [click here](#) to select the correct one.

### Username:

RLewis

### Register Your School with

#### Northamptonshire Teaching School Hub

If you are from a school and your school is new to Northamptonshire Teaching School Hub, your school's induction lead will need to register their details. Once registered, they will then need to be authorised by Northamptonshire Teaching School Hub.

[Register your school](#)



Help Centre

If you need any help logging in, please click

# How to navigate ECT Manager

**Go to 'Your ECTs'**

**Main menu, list of ECTs**

**Click 'view ' for each ECT and there is a link to get to the ECT's page**

**There is a link to click to complete the progress review in the section**

# Completing the Progress Review

**You must complete all relevant parts:**

- **Confirm if the ECT is on track to complete induction successfully**
- **Give details of the reasons why**
- **Confirm that the ECT has been informed if they are being marked as not on track**
- **Confirm that a support plan has been put in place if the ECT is not on track**
- **Confirm that the ECT has had access to the ECF (statutory entitlement question)**
- **Confirm that the ECT is staying at the school**
- **ECT comments**
- **Signatures of the Induction Tutor and ECT**



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## Induction for early career teachers (England) - GOV.UK

There are key differences between formal assessments and progress reviews. Appropriate bodies can help ensure that induction tutors hold these distinctions in mind and do not follow unnecessarily burdensome processes for progress reviews. For example, if an ECT has already evidenced how they met a particular Teachers' Standard as part of their wider professional development, it is not necessary to have them repeat this in full when they add their comments to an assessment form. It is more than sufficient to refer to this existing evidence.

Depending on how far into induction the ECT has progressed, more or less detail may be suitable:

- **Term 1:** it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working.
- **Term 2:** it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.
- **Terms 4 and 5:** for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.

# Progress Review Example

James has made a good start to his ECT year, making good progress towards TS1, creating a respectful and purposeful learning environment, especially for lower ability classes. He is working to instil high expectations and has designed seating plans to foster a positive atmosphere (TS1).

His classroom environment is inviting, and he has created displays that support students with their reading and writing. (TS1) He is also beginning to consider how best to use working walls during his lessons (TS4/TS5)

James has been focusing this term on his entry routines, ensuring that each lesson has a timely, calm start. He greets students individually at the door and reinforces expectations as the lesson begins (TS7) and is focusing now on how these expectations can be consistently applied throughout the lesson.

Evidence from range of sources

Precise examples of where the ECT has developed

References areas of ongoing development need

# Progress Review Example

Teaching various KS3 and KS4 classes, James is beginning to track progress through summative assessments and considering how and when to formatively assess students is an ongoing focus. (TS6)

James has developed great working relationships with colleagues this term, contributing to departmental meetings, and sharing resources. He is beginning to develop good relationships with parents and understand the importance of communicating regularly with them. He has also participated in parents' meetings for Years 7, 9, and 11 (TS8).

## **Briefly describe any agreed development areas**

Continue to consider how you can use CfU within your lessons to address misconceptions and move learning forward (TS6)

In preparation for the teaching of KS5, consolidate your understanding of the curriculum plans, and exam board specifications. (TS3)

Continue to focus on your embedding of explanations, being crisp and concise, and observe other colleagues for any specific action steps that are set. (TS2, TS8)

Evidence from range of sources

Precise examples of where the ECT has developed

References areas of ongoing development need

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### **Making a judgement about an ECT not being on track:**

- Be really specific about the reason why the ECT is not currently on track
- Ensure that you provide development targets that align with their current level of practice

***Please remember, they are on a journey and process that covers 2 years***

- Induction Tutors can contact the AB outside of main progress review dates for advice and support
- Visit by NTSH AB Lead in subsequent term

# What should a support plan look like?

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## SUPPORT PLAN

Development area and TS	Desired actions	Support/Training to be Provided	Measures of Success	Review Date	Review Notes
Current strengths: Positive relationships with pupils, personal and professional conduct					
Classroom Expectations and Behaviour Management (TS 1 & 7)	<ul style="list-style-type: none"> <li>- Clearly communicate good learning behaviours to prevent disruptions.</li> <li>- Use whole-school expectations like raising hands for silence.</li> <li>- Encourage students to take pride in their work.</li> <li>- Model desired behaviours, such as partner talk.</li> <li>- Ensure rewards and consequences are clear and fair, using positive reinforcement publicly and addressing issues privately.</li> </ul>	<ul style="list-style-type: none"> <li>- Observe colleagues to develop behaviour management strategies and deconstruct in weekly mentor meetings</li> <li>- Support from mentor/granular action steps set weekly to embed strategies</li> </ul>	<p><b>Demonstration of, and consistency of:</b></p> <ul style="list-style-type: none"> <li>-Strong Voice And What to Do</li> <li>-raising hand/non-verbal signal for silence</li> <li>-Use of partner Talk prefaced by a clear What To Do</li> <li>-Use of anonymous correction and RADAR/Be Seen Looking</li> <li>-Use of positive framing and Precise Praise</li> </ul>	<p>11.10.24</p> <p>25.10.24</p>	<p><b>Meeting on 11.10.24</b></p> <ul style="list-style-type: none"> <li>- Improved understanding of expectations and learning behaviours, but some disruptions persist.</li> <li>- Closer adherence to whole-school expectations, with room for refinement.</li> <li>- Good modelling of desired behaviours.</li> <li>- Further development needed in using positive praise.</li> <li>-To be reviewed 25.10.24</li> </ul> <p><b>Meet on 25.10.24</b></p> <p>Positive reinforcement is being used- positive framing, but not consistently. Mentor to observe and support with granular feedback in weekly meetings- this will be the focus for the next few weeks. To be reviewed on 01.12.24.</p>

- Specific
- Actionable- how will these be achieved
- Linked to Teacher Standards
- Make sure you share these and talk them through with your ECT
- Is a 'working document'- keep a record of actions achieved
- 'RAG rating' might be useful

# What should a support plan look like?

Formative Assessment (TS6)	<ul style="list-style-type: none"> <li>- Plan formative assessment tasks linked to lesson objectives.</li> <li>- Identify and act upon knowledge gaps or misconceptions</li> </ul>	Scripting and rehearsing with mentor in deliberate practice/Instructional Coaching meets/ setting of granular action steps	<ul style="list-style-type: none"> <li>- Hinge questions evident in planning</li> <li>- Hinge questions being delivered to class and data acted upon 'there and then'</li> <li>- Misconceptions unpicked or revisited in subsequent lesson</li> </ul>	<p>Meeting on 11.10.24</p> <ul style="list-style-type: none"> <li>- There is a sound understanding of hinge questions and integration of plausible distractors which is a real positive, but the delivery of these hinge questions is not always being delivered with fidelity, or the data acted upon.</li> <li>- Review on 01.11.24</li> </ul>
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Specific

Actionable- how will these be achieved

Linked to Teacher Standards

Make sure you share these and talk them through with your ECT

Is a 'working document'- keep a record of actions achieved

'RAG rating' might be useful

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### Next Steps

- Completion and submission of Progress Review for the 5<sup>th</sup> December
- Submit a support plan if your ECT is off track
- Complete an observation if you haven't done so already
- Speak to your mentor about your ECT's progress and strengths, as well as development areas
- Meet with your ECT after the observation and before the progress review is submitted so there is nothing unexpected

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# ECTP Reminders

### Engagement Metrics

ECTs and Mentors need to complete at least 75% of their programme **for funding to be released**

This means that each term, in order to keep pace with that requirement, ECTs and Mentors need to have completed 30-40% of Year 1 by the end of term one.

#### **ECTs need to complete:**

- Diagnostic at the beginning of each module
- Self Study content for each module (approx. 45 mins a week)
- And attend their seminars

#### **Mentors need to complete:**

- Diagnostic at the beginning of each module
- Overview videos (5 a module) 10 mins each
- And attend their seminars

We track engagement and send 'nudges' and 'praise'

We will be in touch if non-engagement persists

TF remove programme members who do not engage for two consecutive terms.

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**Questions?**



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**THANK YOU //**

**Date of next session:**

**3<sup>rd</sup> March 2026**

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