

The Flying High Partnership



ECT HANDBOOK



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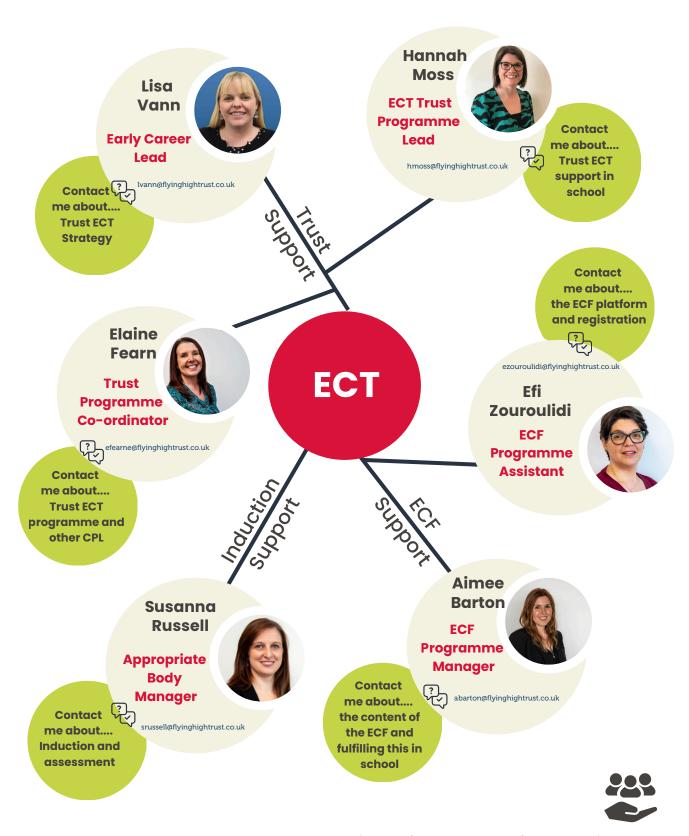
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Who's who



We aim to foster a love for teaching and a desire for continual improvement

Commitment

The whole staff will be kept informed of the school's ECT Induction and are encouraged to participate wherever possible in it's implementation and delivery.

This handbook reflects a structured whole school and Partnership approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in it's success.

Rationale

- Journey to Teaching Excellence



Career Development

Inspiring and enabling ECTs to continue developing throughout their teaching careers.



Meeting Standards

Ensuring ECTs meet the required Teachers' Standards for professional competence.



Induction

Providing a structured programme to support ECTs in their transition to teaching.

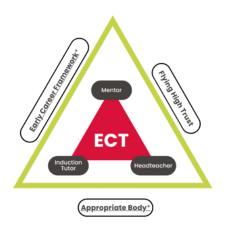


Recruitment

Attracting and selecting promising ECTs to join the Partnership.

Our Culture

- What does this mean for ECT Induction?



Unique

Care Trust Humility Aspiration



Establishing a peer network for support and collaboration

One to one support from experienced practitioners

Equipping with the teaching tools to achieve the best

Exceptional

Commitment
Curiosity
Desire for feedback
Desire to improve



High quality input from Partnership experts

Time to review and reflect

Opportunity for collaborative discussion

Sustainable

Enablement
Resilience
Responsibility
Solution focused mindset

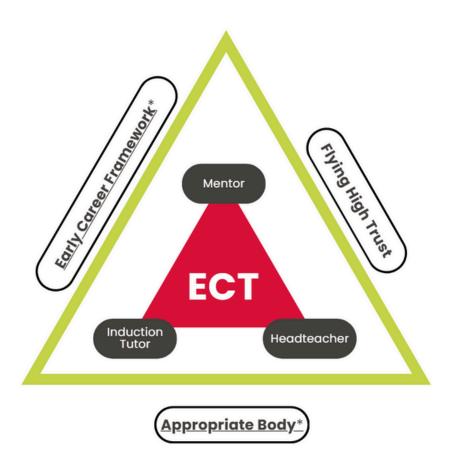


Providing a foundation for longer term professional development and growth

Facilitating a community with strong and positive professional relationships

A forum for sharing challenges & creating solutions

Roles and Responsibilities



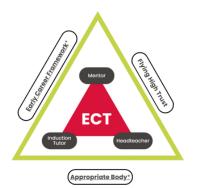
Early Career Team



To enable schools to provide an exceptional and sustainable foundation for a successful career in teaching.

- Ensure compliance with statutory guidance
- Ensure HT are fulfilling their responsibilities
- Be satisfied schools have the capacity to support the ECT
- Investigate concerns raised by an ECT as part of the FH Partnership grievance procedures

Headteacher



Role

The Headteacher is, along with the Appropriate Body (AB), jointly responsible for the monitoring, support and assessment of the ECT during induction. They will make a recommendation to the AB on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.

Expectations

- Ensure the ECT/s is registered with DfE and ECT Manager
- Provide the ECT with a suitable Mentor and Induction
 Tutor (see role and expectations in the handbook)
- Provide statutory entitlements
 - 10% (ECT1) / 5% (ECT2) ECT release time
 - Allocated and sufficient time for ECT Mentor meetings in the school day/during teaching hours
 - o Attendance at ECTP training for ECTs and Mentors
- Reading and signing termly reports
- Know the difference between the Appropriate Body and the ECTP
- Ensure release for Partnership training for both ECT and Mentor
- Feedback to EC Team regarding progress (where necessary)

Who to contact:



Lisa Vann Early Career Lead



Hannah Moss ECT Partnership Lead



The DfE
Statutory
Induction
Guidance
document is
here

Our Appropriate Body 2025/26 handbook is <u>here</u>





The registration guide for 2025/26 is here

Common
misconceptions
re registration
here





The ECTE guide is <u>here</u>



A support plan template and example is **here**

Considerations



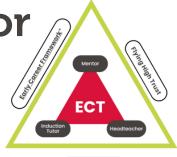
*ppt shared at Strat Heads
- ECT considerations linked to culture

ECTs are entitled to additional in school support and a reduced timetable.

- So what do we need to consider when employing an ECT?

Who on my staff team has capacity to be the mentor? - Been teaching 3/4 years - Teacher looking for opportunity or skilled in supporting others - Can commit to a meeting weekly (up to 1hr) - Demonstrates good classroom practice	
Who will be the Induction Tutor?	
How will I cover ECT time each week? - 10% (ECT1) and 5% (ECT2)	
How will I facilitate weekly Mentor-ECT meetings?	
Do I have good teaching role models for the ECT?	
Can I provide transition opportunities prior to the ECT starting in September?	

Induction Tutor



Appropriate Body*

Role

The **Induction Tutor** is to make a recommendation as to whether the **ECT is on track** in relation to the **Teacher Standards**. They do this through rigourous and fair observations & monitoring (using the **milestone document** as guidance), as well as working with the mentor.

They are to take **appropriate steps** when the ECT is showing signs they are **not on track.**

Expectations

- · Regular monitoring and support including;
 - half termly observations
 - termly progress review meetings with ECT and Mentor
- Complete Terms 1, 2, 4 & 5 progress reviews
- Complete Terms 3 & 6 yearly/final assessments

Who to contact:



Susanna Russell Appropriate Body Project Manager



Susanna is responsible for managing the Flying High Appropriate Body provision. She leads the AB QA team and provides advice and guidance to Induction Tutors on the ECT statutory induction process, requirements & appropriate courses of action.

Our Appropriate Body 2025/26 handbook is <u>here</u>





ECT Milestone document is <u>here</u>

Lesson observation template is <u>here</u>





Progress review meeting is here



Progress Review WAGOLL is <u>here</u>

Yearly/Final Assessment WAGOLL is <u>here</u>



When an ECT at risk



- Not on track, or at risk of.

A culture of openness, regular ECT Mentor meetings and strong team support will ensure that any difficulties, whether pastoral or in teaching, are quickly identified. - there should be no surprises for the ECT.

difficulties resolved

difficulties not resolved and impacting on children ECT has weekly/fortnightly coaching conversations with their Mentor

Meeting to focus on an identified problem/s and potential causes **Support mechanisms** put in place

lack of progress / potential problems noticed

Performance concerns shared in a meeting between Mentor, IT and ECT - record of the meeting made, clarify expectations and agree a review period - <u>link to Support Action Plan</u>

Inform AB if at risk of not being on track to meet TS in progress review - link to AB handbook Inform Trust ECT Team via referral form/email for further support and advice

QA advisor agrees date to visit, usually within a timescale that allows time for school to put support plan in place and potentially take effect.

Support provision and timeline agreed and implemented

Support effective and ECT back on track- no further action required

ECT still not on track to meet Teacher Standards after AB and Trust Support. Serious Performance Issues - formal action required

School notifies the AB board of their intentions and gain the agreement of the AB board before taking any further action.

School follows Trust HR policies

<u>Probation Policy</u>

(if still in probation period)

<u>Capability</u> <u>Policy</u>

Employment Law & ECT Entitlement

- Assessments record <u>an employed</u> ECT as 'not on track'

During probation...

Follow the 6 month FHP probation toolkit-

- ECTs may not pass the probation period. As stated in the probation toolkit, this can be extended by up to 3 months
- If an ECT **does not meet** the targets set at probation then their ECT Induction will be paused and the ECT will resume their 2 year Induction at another school. An interim report will be completed on ECT Manager.

After probation...

ECTs passed the probation period and then becomes not on track

- ECT has a **performance monitoring plan** which is shared with the ECT Lead and the Appropriate Body. Set specific, measurable targets and a review date.
- If the ECT continues to not make progress and their employment terminates, the ECT can seek employment elsewhere to continue their entitlement to a 2 year induction. Induction Tutor to fill out an interim assessment on ECT Manager

- Appropriate Body and HR run in parallel

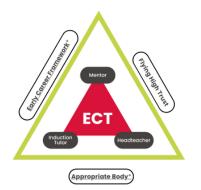
AB = 2 Year Induction Process HR = Employment Law/HR Policy



AB role is to ensure schools are providing support and induction entitlements to ECTs and are assessing ECT's progress fairly

Serious concerns, the AB has no remit to advise the ECT or their employer on any HR procedures or decisions.

Mentor



The DfE
Statutory
Induction
Guidance
document is
here



Role

The Mentor is the primary source of support for ECT. They help to ensure the ECT receives a high- quality ECF/ECTP - based induction programme including regular, structured mentor sessions.

They provide context-specific knowledge relating to the school & setting and model an ongoing commitment to reflection and developing practice.

Expectations

- Agree an allocated time for weekly (ECT1) or fortnightly (ECT2) mentor meetings
 - Expected to be in teaching hours as this time is funded
 - Be consistent in upholding this
 - o Give the meeting your full attention
- Informal learning walks/class drop ins/video recording to support the areas of coaching.
- Record of meetings kept (key headlines) e.g.
 Engagement Log
- Collaborate with the Induction Tutor and Headteacher to share the ECT's progress
- Complete the edt Mentor Induction and attend training (FHP and ECTP)

Who to contact:



Efi Zouroulidi Early Career Assistant

Efi is your go-to person for any enquiries related to registration and programme delivery. She will provide you with all the necessary information about ECTE training and events, course and curriculum details, as well as mentor training and support.

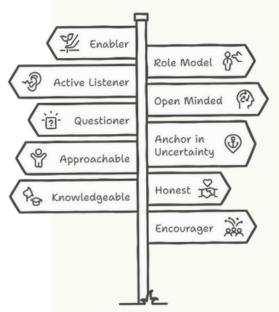


Engagement Log is here



Progress review meeting is here





Effective ECT Mentoring

-How can I be an effective mentor?



Recognise your own strengths and experiences both in the classroom and as a Mentor.



Understand the difference between mentoring and coaching and apply as appropriate.



Share your expertise with your ECT

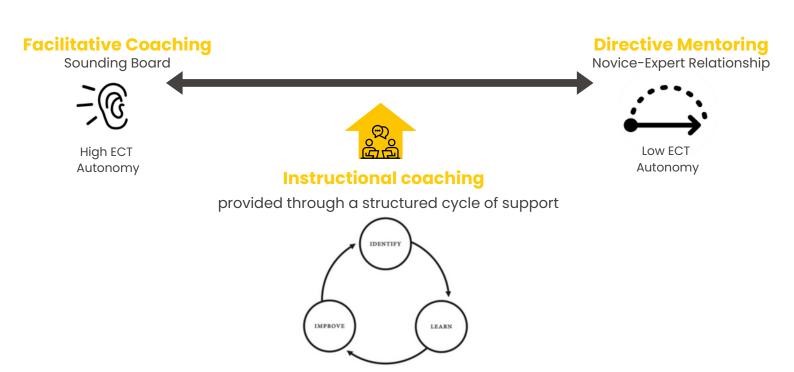


Show unconditional positive regard for your ECT - have a can do attitude



Use praise and notice their successes

The difference between mentoring and coaching

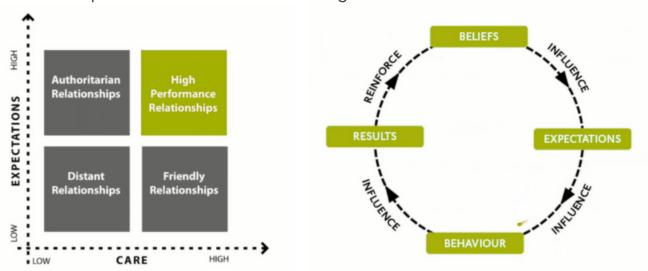


Effective ECT Mentoring

-Show unconditional positive regard for your ECT - have a can do attitude



The most effective mentors demonstrate high care and high expectations and this underpins their instructional coaching **because....**



.....our/ECT's beliefs influences our/their expectations which in turn effects our/their behaviour and therefore the impact we have on the children

-Use praise and notice their successes



By not challenging directly you are doing people a disservice.

If you don't say when you see a problem, they can't fix it.

It's purpose is to show what we want to do less of and when we can do better.



success looks like, what is valued and what to do more of. Praise is not saying 'good job.'

Praise is not to make people feel good or

to show you care personally.

Praise is a tool to show people what

Kim Scott, Radical Candor

3:1 - praise to criticism.

Be specific about what was great and why that matters.

In public - shows others what to do

You can add challenge into

praise - 'do more of'

Give lots of praise - using CORE

CONTEXT -Cite the specific situation.

RESULT What is the most meaningful consequence for you and

them?

OBSERVATION - / Factually describe what was said or done.

EXPECTED -What are the expected next steps?

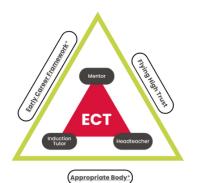


Calendar of CPL for Mentors

Spring 1 Spring 2 **Autumn 1** Autumn 2 Summer 1 Summer 2 Partnership Mentor Radical candor and effective feedback **Partnership Mentor Partnership Mentor ECT2 Mentor** Effective systems & coaching to ensure ECT progress Coaching - How does this role change & carry on into ECT2? ECF Blocks 11 & 12 **FRIDAY TUESDAY THURSDAY THURSDAY** 4th **26th** 8th 14th SEPTEMBER **JANUARY APRIL** JUNE 9am - 12pm 9am - 12pm 3.45pm - 4.45pm 1pm - 4pm Virtual HQ HQ HQ **Book here ECT2 Mentor ECT2 Mentor ECTI Mentor ECTP Summer** ECF Blocks 7 & 8 ECF Blocks 9 & 10 TUESDAY **TUESDAY THURSDAY** 14th **30th** 15th **APRIL SEPTEMBER JANUARY** 1.30pm - 3.30pm 3.45pm - 4.45pm 3.45pm - 4.45pm Virtual Virtual Book here **Book here** Book here **ECT1 Mentor ECT1 Mentor ECTP Spring ECTP Autumn** TUESDAY Choice of focus & 14th date with Flying High Partnership ECT SPECIALIST INPUT **OCTOBER Mentor Training** 9.30am - 3.30pm 2 Hours Trent Conference Centre Virtual **ECTP - ECT 1** Book here Book here

ECF - ECT 2

ECT



The DfE
Statutory
Induction
Guidance
document is
here



Role

The ECT is to play an active role in their Induction and show that they are taking some professional and personal responsibility.

By responding to training, observation and feedback, they are able to reflect and successfully develop their practice in order to grow into unique, exceptional and sustainable practitioners who meet teacher standards.

Expectations

- Timetable professional learning opportunities in ECT time
 - Engagement in and completion of ECTP (ECT1) / ECF (ECT2) each term
 - Observing good practice in school/other schools
- Attend Partnership CPL undertaking pre and post tasks
- Engage with peer network and on TEAMS
- Attend ECTP (ECT1) / ECF (ECT2) training
- Raise any concerns they may have (link to page)

| Section | Sect

Engagement Log is <u>here</u>



Progress review meeting is <u>here</u>





ECT2 ECF Padlet is <u>here</u>

Who to contact:







Calendar of CPL for ECTs

ECT 1

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Partnership ECT1

Summer 2

Partnership ECT1 T&L lesson design & QFT (including SEND adaptations)

THURDAY
25th
SEPTEMBER
9am-4pm
HQ

Partnership ECT1 Behaviour routines and norms

TUESDAY

25th

NOVEMBER

1pm - 4pm

HQ

Book here

ECTP Spring

TUESDAY

10th
FEBRUARY
9.30am - 3.30pm
HQ (alternative available)
Book here

Partnership ECT1 EYFS & KS1

18th
MARCH
9am - 12pm
HQ

Checks for Understanding strategies and effectiveness THURSDAY

APRIL
1pm - 4pm
HQ
Book here

Development in FOTI

Partnership ECT1
Communication - parents
colleagues, challenge

TUESDAY 30th

JUNE
1pm - 4pm
HQ
Book here

ECTP AUTUMN

Book here

THURSDAY

9th
OCTOBER
9.30am - 3.30pm
Trent Conference Centre
Bookhere

Partnership ECT1 KS2

Book here

WEDNESDAY

18th

MARCH

Ipm - 4pm

HQ

Book here

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ECTP Summer

THURSDAY

30th

APRIL

9.30am - 3.30pm

HQ (alternative available)

Book here

ADDITIONAL 'New to' Sessions

Teaching Sequence For Writing

17 Sept 2025

9am-4pm

HQ, Chilwell

Book Here

Flying High Partnership ECT 1 Programme



Additional cost

ECT 2

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Partnership ECT2 Subject Leadership in Practice

WEDNESDAY

15th

OCTOBER

Ipm - 4pm

HQ

Book here

ECF Blocks 7 & 8

TUESDAY

11th

NOVEMBER

9.30am - 3.30pm

Trent Conference Centre

Book here

ECF Blocks 9 & 10

TUESDAY
20th
JANUARY
9am - 12pm
HQ
Book here

Partnership ECT2

WEDNESDAY

18th

MARCH

9am - 12pm

HQ

Book here

ECF Blocks 11 & 12

11th
JUNE

9am - 12pm HQ Book here

Partnership ECT2 Understanding Fluidity of lesson design

TUESDAY
20th
JANUARY
1pm - 4pm
HQ
Book here

Partnership ECT2 KS2

WEDNESDAY

18th

MARCH

Ipm - 4pm

HQ

Book here

Partnership ECT2 Modelling worked examples THURSDAY

JUNE
Ipm - 4pm
HQ
Book here

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ADDITIONAL 'New to' Sessions

Teaching Sequence For Writing

17 Sept 2025 9am-4pm HQ, Chilwell

Subject Leadership

29 Sept 2025 1pm-4pm HQ, Chilwell

Book Here

Flying High Partnership ECT 2 Programme



Only if relevant

£ Additional cost

ECT has concerns

ECT has concerns about the induction, mentoring and support programme

Raise within the school with your Mentor, Induction Tutor &/or Head Teacher

ECT concerns are still not resolved (after giving them an appropriate amount of time to be acted upon)

Raise concerns with a member of the Early Career Team
Lisa Vann and/or Hannah Moss

ECT concerns are still not resolved (after giving them an appropriate amount of time to be acted upon)

Support is provided and the ECT's concerns are resolved

ECT continues the Induction Period

ECT concerns are still not resolved

Contact Susanna Russell in the Flying High Teaching School Hub, Appropriate Body Team. srussell@flyinghightrust.co.uk

AB investigate involving all parties and provide a written report



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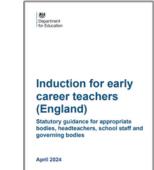
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Common misconceptions - Page 23

Teachers' Standards - Page 24





FAQs...

- All answers taken from DfE detailed guidance

What can ECT time be used for?

This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme and for other professional development opportunities (inc FHP training)

NB: It can not be used to attend ECF training as this is statutory and paid for

I have an ECT on supply, what are they entitled to?

Less than 1 term- at school's discretion

Over 1 term- have to be registered, start their induction & have all ECT entitlements

NB: It can not be used to attend ECF training as this is statutory and paid for

How many days absence can an ECT have before a requirement to extend?

- ECTs can be absent for up to 30 days per year before they will be required to extend their Induction.
- If an ECT has 30days + absence in Year 1 then they will extend Year 1 before starting Year 2.
- Absence calculations reset after Year 1.

NB: Further guidance is in the Appropriate Body Handbook

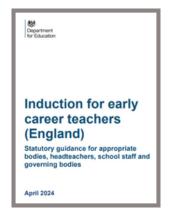
Statutory Leave

- Statutory Guidance



ECTs who have taken:

- statutory maternity leave,
- statutory paternity leave,
- shared parental leave,
- statutory adoption leave,
- parental bereavement leave,
- carer's leave



may decide whether their induction period should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) their induction period, and any such request must be granted. If an ECT chooses not to extend (or further extend) their induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an ECT in this situation seeks advice before making such a decision. DfE ECT Statutory Induction guidance

- Things to consider on return

Based on the guidance, we recommend you consider the following options:

- Continue the ECT's induction when they return (or extend it by the relevant amount of terms)
- Sign them off as soon as they return
- · Agree to sign them off, but allow a few weeks to allow them to get back into the flow of things/conduct formal observation before competing their final assessment

The Appropriate Body should be notified about whatever is agreed at the time of the agreement so that the right termly report is prepared and available to you to complete at the right time.

What if an ECT is leaving?

- Checklist

Action	By whom	
The ECT has been observed formally and a final discussion taken place.	Induction Tutor	
An interim assessment on ECT Manager has been completed. Ensure this is completed before the ECT leaves if possible.	Induction Tutor	
ECT has completed their comments	ECT	
Interim report has been submitted to the AB via ECT Manager	Induction Tutor	
ECT has a copy of all Induction progress reviews and assessment reports to take with them to their next school.	Induction Tutor & ECT	
There is a record of all induction progress reviews, assessment reports and any additional supportive documentation such as mentor notes, observations, targets etc stored in a confidential but accessible space.	Induction Tutor & Mentor	
DfE portal has been updated	Induction Tutor	
The Flying High ECF team has been informed if using EDT (ezouroulidi@flyinghightrust.co.uk)	Induction Tutor & Mentor	
The Flying High Early Career Team has been informed (Ivann@flyinghightrust.co.uk)	Induction Tutor & Mentor	

Common misconceptions

ECT

Each ECT should be registered both with **DfE**, which will give them access to the EDT portal where the Blocks and events are listed, **and** with ECT Manager for Appropriate Body purposes.

Each ECT should be registered to the year when they **started** their induction **not** necessarily when they started at your school.

Mentor

Mentors only need to be registered with **DfE**, <u>not</u>ECT Manager.

Each Mentor should preferably be registered to the year their ECT is in, not to the year the Mentor started mentoring.

Regardless of the way you choose to use the materials /complete the weekly meetings, your progress still needs to be reflected on the platform before the deadlines set by DfE.

All

- ECT, Mentor, Induction Tutor, Headteacher

On the EDT portal, **each user** should have their **own login** and only use their own account, not a colleague's one.

If you need to **reset your password**, please contact ezouroulidi@flyinghightrust.co.uk, **not EDT**

If **more than 2 weeks** have passed since your registration and you still don't have access to the platform, please contact ezouroulidi@flyinghightrust.co.uk asap.

Training events need to be **booked through the platform**. Each participant should book the event for themselves.

Training events need to be **booked through the platform**. Each participant should book the event for themselves.

All training events are compulsory.

Inform Trust early career team of any changes regarding ECTs and Mentors so we can keep an updated list of all participants. It is important we know who is accessing the programme.

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; forge 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 emerging 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 misunderstandings
- 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 within the relevant subject area(s).

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 be taught 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 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy 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, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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/publications/teachers-standards