



# Early Career Teachers (ECTs) Induction Policy

Date approved: 12.10.2022  
Signed by Chair of Governors: Mr Jon Rigby

J. C. Rigby

Date approved:  
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Signed by Headteacher: Mrs Natasha Wilmore

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N. Wilmore



**St John Fisher**  
Catholic High School

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# Early Career Teachers (ECTs) Induction Policy

*"I have come that they may have life and have it to the full"*

John Chapter 10

We believe that everyone is made in the image and likeness of God. This is a gift that we share with all human beings. We believe everyone is a loved creation of God and that every person has a lesson they can teach someone else. "The Lord blesses our work so that we may share its fruits with others". (Deuteronomy 14:28-29). In this belief we are all continually learning and growing so that we can flourish as professionals. Our care for the development of the ECTs and those who support them is central to our community and is an essential part of our catholic social teaching on human dignity and the dignity of work and participation. We actively encourage those involved in supporting ECT development to promote that "No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven." (Matthew 5: 15-16).

## Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of an Early Career Teacher (ECT). Our school's induction process ensures that the appropriate guidance, support and professional development to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individualised programme explicitly linked to the Early Career Teacher Entitlement (ECTE).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/978358/Early-Career\\_Framework\\_April\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. Our school has decided to adopt the Provider led programme through the Cambridgeshire & Peterborough Teaching School Hub. Our delivery partner is Teach First. This programme will include ongoing monitoring and assessment of performance against the Teacher Standards.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

## Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate coaching and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage and enable reflection on an ECT's own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to provide regular feedback on practice both verbal and written by an induction tutor;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success. Our school is fully committed to the training and development of the induction tutor and mentor in addition to the ECT.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body will be fully aware of the contents of the DfE's Statutory Guidance on Induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its statutory and non-statutory obligations. The governing body will be kept aware and up to date about induction arrangements and the progress made by ECTs during induction.

The school's Induction Leader is Natasha Wilmore.

The school's Induction Tutor is Pauline Helcoop, supported by Rachael Bennett.

The Governor with responsibility for ECTs is Helen Birch.

### **The Headteacher**

The Head teacher at St John Fisher Catholic High School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme and assessment of ECTs has been delegated to an induction tutor, the Head teacher may also observe each ECTs during the year. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 10% release time in Year One and 5% in Year Two of induction);
- ensuring the ECT is accessing the ECTE
- recommending to the Appropriate Body (AB) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring progress reports are submitted to the AB in Terms 1, 2, 4, and 5 and assessment reports at the end of Terms 3 and 6).

While the Head teacher may or may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor. In addition to the statutory requirements the Head teacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### **Induction Tutor**

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising access to the ECTE, opportunities to participate in additional support, e.g. Professional Study

Groups, providing support and guidance and the rigorous but fair assessment of ECT performance. It is the role of the Induction Tutor to ensure all Mentors are adequately trained in order to fulfil their role to a high standard, to quality assure the work of Mentors and to line manage the Mentors. The Induction Tutor also has responsibility for completing the progress reviews and assessment reports for all ECTs during induction.

## **Mentor**

In addition to the Induction Tutor (who has the responsibility for the formal assessment of the ECTs) a Mentor is appointed to provide on-going support on a daily basis and to work alongside the ECT as they engage with the ECTE. The Mentor holds regular meetings with the ECT and contributes to the judgements about the ECTs performance against the Teachers' Standards helping to provide the Induction Tutor with evidence to support the progress made by the ECT. It is also the role of the Mentor to support the ECTs engagement in the ECTE and ensure this learning impacts positively upon the ECTs progress towards meeting the Teacher Standards.

*(The two roles of Induction Leader and Mentor may sometimes be undertaken by the same person in smaller schools)*

## **Entitlement**

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs at St John Fisher Catholic High School are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits made to the school, prior to taking up appointment, with time to discuss the ECTE, developments needed and how they will be assisted in meeting their targets.
- Help and guidance from an Induction Tutor who is adequately prepared for the role and will co-ordinate the induction programme.
- Regular meetings with Mentors, Senior Managers, Subject Leaders and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Time to observe experienced colleagues teaching both within this school and visiting other settings, where appropriate.
- A reduction of 10% of the average teacher's workload in Year One and 5% in Year Two. This time is used primarily for participating in the ECF and is in addition to the statutory 10% non-contact time (PPA) already allocated to teachers.
- Have teaching observed by experienced colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

## **Lesson Observation, and Target Setting**

These will be followed and completed in accordance with the DfE's guidelines on ECT induction as also outlined in the ECT Induction Handbook provided by the Appropriate Body. In summary each ECT is observed formally once each half term. Targets are reviewed during each half term at the weekly meetings. In addition targets and progress towards meeting the Teacher Standards is reviewed formally at the end of each term at a review meeting. The review meeting is where the end of term progress report or formal assessment report is shared with the ECT and the ECT is invited to add their comments to the report before it is submitted to the Appropriate Body (AB). Those in attendance at the end of term review meetings include the ECT, Mentor and Induction Tutor. The Head teacher may also attend these meetings.

## Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress, book scrutiny) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned including a copy of each of the end of term progress / assessment reports.
- Assessment reports at the end of Terms 3 and 6 will give details of:
  - ✓ areas of strength (linked to the Teacher Standards)
  - ✓ areas requiring development (linked to the Teacher Standards)
  - ✓ evidence used to inform judgements,
  - ✓ targets for the next period of induction (linked to the Teacher Standards)

Engagement in the ECTE will be reviewed each term. However, this is a programme of CPD to support effective progress towards meeting the Teacher Standards. The ECTE is not and will not be used as an assessment tool.

## At Risk Procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay (the school will not wait until the end of term when the assessment report is submitted to the Appropriate Body).

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head teacher and Appropriate Body ECT Induction Manager will support the Induction Leader and ECT. Such support will take the format of a review of the support plan, observing the ECT in the classroom and planning an appropriate programme to ensure satisfactory completion of induction and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

## Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact. Details are included in The ECT Induction Handbook given to all schools by the AB.

This policy was agreed and adopted in November 2024. It will be reviewed

- as part of the school's development cycle by September 2025.

- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in the DfE's statutory guidance for induction and Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

We will adopt the Appropriate Body's 'Policy for Escalating ECTs not meeting Teacher's Standards' attached as an Appendix.

**Reviewed by Full Governing Body:** January 2025

**Next Review Date:** October 2026

**Staff Member Responsible:** Assistant Headteacher

# **Policy for Escalating ECTs not meeting Teacher's Standards**

**2025-2026**



## Introduction

The aim of ECT induction is to provide targeted support, aligning with the Early Career Framework (ECF), promoting continuous improvement, and ensuring that the ECT has the necessary resources for success. In employing an ECT, schools are committing to support, train and develop the ECT to meet the Teachers' Standards. Regular and effective communication and collaboration among all stakeholders is essential throughout the process. As soon as a concern is raised the school should contact and inform the Appropriate Body (AB).

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work.

		Inform AB				
ON TRACK		LEVEL 1 – LIGHT TOUCH	LEVEL 2 – SUPPORT PLAN 1	LEVEL 3 – SUPPORT PLAN 2	LEVEL 4 – CAUSE FOR CONCERN	LEVEL 5 – RISK OF FAILING
MAKING SATISFACTORY PROGRESS		NOT MAKING SATISFACTORY PROGRESS			CAUSE FOR CONCERN	
The ECT is exceeding satisfactory progress against the Teachers' Standards	The ECT is on track to meet the Teachers' Standards	A concern has been raised by the mentor an area of the Teachers' Standards is not being met.  The mentor will develop a 2 – 4 week plan focused on concern	Insufficient progress has been made in meeting the Teachers' Standards.  Support plan created with Induction Tutor for 4 – 6 weeks	Progress has been made, but areas of concern remain and the ECT is not meeting Teachers' standards.  Support plan extended for 4 – 6 weeks	Progress is still not being made. There are significant concerns that the ECT is not meeting the Teachers' Standards.  Action plan for 6 weeks	Progress has still not been made, there are significant concerns and the ECT is at risk of not passing their induction.  AB will meet ECT, Mentor and Induction Tutor to discuss options.

*\*please note an ECT can be determined as not on track at all Progress Review Points and the first formal assessment. The judgement as to whether 'the ECT has made satisfactory/unsatisfactory progress within the induction period' are made at the final assessment. For further information please see the Statutory Information.*

The ECT is evaluated by the school against the Teachers' Standards. Once an ECT has been on a Cause for Concern, rigorous monitoring and support must remain in place. The Appropriate Body's role is to be fair and objective and ensure that the ECT is receiving the support they need to be successful in their induction.

**Most importantly the aim of the support plan is to provide extra support to help the ECT get back on track to meet the Teachers' Standards and not a capability plan.**

## **Level 1 – Light Touch**

If a concern has been raised up by the mentor, the mentor will discuss this with the Induction Tutor, but at this point it will be in the hands of the mentor. The mentor should seek advice from the specialists in their school if they lack confidence to develop an effective plan.

### **Actions:**

- Mentor meets with the ECT to clearly communicate concerns.
- Mentor develops a **2 - 4 week plan** (seek advice from specialists as appropriate) focusing on a key area for improvement.
- Mentor sets clear targets, outlines steps to achieve them, and defines success criteria.
- Ensure the plan aligns with the Early Career Framework (ECF) and incorporate supporting CPD, for example school focuses, i.e. walkthrus.
- Mentor to support ECT in planning observations of expert teachers to highlight good practice linked to concerns.
- Mentor to have weekly discussions with the ECT to monitor progress and tweak the plan as necessary to support progress.
- Update the AB

## **Level 2 – Support Plan 1**

If no progress has been made step up to Induction Tutor. Induction Tutor informs AB. AB contacts ECT to check ECT is clear on the reasons for not meeting the Teacher's Standards and to confirm the level of support.

### **Actions:**

- Induction Tutor meets with the ECT to discuss concerns and targets.
- Induction Tutor and mentor develop a **4 - 6 week plan** focusing on Teacher's Standards not met. Seek guidance from Head of Department or other specialists, i.e. SENDCo where appropriate.
- Set clear targets, outline steps to achieve them, and clearly define success criteria.
- Aligns the plan with the ECF and other CPD.
- Plans joint observation of good practice with opportunities for narration and discussion of the practice seen.
- Weekly discussions with the ECT to monitor progress (IT may want to meet instead of mentor).
- Update the AB

## **Level 3 – Support Plan 2**

If some progress has been made, but there are still some areas of concern, then a further support plan should be put in place. If this is an ECT1 then extending support plans to accelerate progress can be repeated further. If this is an ECT2 with less time left, it may be better to escalate quicker to support them in not failing their induction.

### **Actions:**

- If concerns persist after Support Plan 1, Induction Tutor to contact the AB, and a meeting with the AB, IT and ECT to be arranged as appropriate.
- Induction Tutor develops an extended **4 - 6 week plan** with additional support measures. This may include visiting another school to gain specific observations.
- Ensure all plans align with the ECF/ECTP and CPD to support the ECT.
- Update the AB

#### **Level 4 – Cause for concern**

If progress is still not being made, then the level will be raised. Induction Tutor to contact AB and organise a meeting with AB, IT, Mentor and ECT to discuss options for the ECT. AB could observe and quality assure the observation process to ensure consistency of judgements.

##### **Actions:**

- AB meets with the ECT, Mentor, and Induction Tutor to address ongoing concerns.
- Together reviews progress and discusses potential interventions.
- Create a **6 week action** plan to clearly outline what ECT needs to do to meet the Teacher's Standards and monitor weekly.
- Induction Tutor to update AB weekly.

#### **Level 5 – At risk of failing**

This stage is likely to be an ECT 2 who is closer to the end of the induction period. If there are significant reasons why the ECT is failing, for example illness, lack of prior support etc. then it may be a point to discuss extending the ECT's Induction.

##### **Actions:**

- If the ECT is at risk of failing, AB meets with the ECT, Induction Tutor, and Mentor to discuss the options, which could include but not limited to pausing induction, ECT moving to a new school, Induction extension or rigorous support plan.
- Together develop a comprehensive plan to address specific concerns and challenges.
- Explore additional support measures and interventions.
- Induction Tutor to update the AB weekly

#### **Level 6 – School Capability Procedures**

This should be an absolute last resort, but the guidance states:

“In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

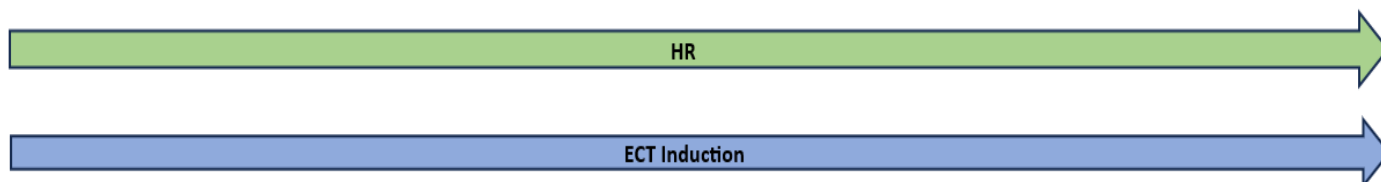
Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.”

##### **Actions:**

- In serious cases, initiate capability procedures according to the school's HR policies.
- Continue the induction process in parallel with the capability procedure.
- Inform the appropriate body.

## **HR v ECT Induction**

All organisations have their own policies and processes relating to HR, the below table is an example of the way in which HR processes work alongside the ECT induction. This may not match your school HR processes, but will give you an idea of what needs to be done if there is a concern with the ECT.



Timeline	Autumn Term Year 1	Spring Term Year 1	Summer Term Year 1	Autumn Term Year 2	Spring Term Year 2	Summer Term Year 2	Autumn Term Year 3
Statutory ECT induction	YES	YES	YES	YES	YES	YES	NO
Probation Policy *	YES	YES	NO	NO	NO	NO	NO
Disciplinary incl. conduct	Covered in probation policy	Covered in probation policy	YES	YES	YES	YES	YES
Performance Management	NO	NO	NO	NO	NO	NO	YES
Capability	Covered in probation policy	Covered in probation policy	YES	YES	YES	YES	YES

PLEASE NOTE: The length and conditions of the probationary period will differ depending on individual school policy.

## **Conclusion**

This escalation policy is designed to provide a structured and supportive framework for addressing concerns regarding ECTs not meeting Teacher's Standards. However, ECT situations may differ and as such it is important to keep transparent and open dialogue with the ECT and AB to ensure the best fit for the individual. Regular communication, collaboration, and using the Early Career Framework are key components of this process.

**Ultimately the aim is to facilitate the professional growth and success of the ECT while maintaining the integrity of the induction process. It is an important aspect of the ECT Induction to retain teachers in the profession and train them to be high quality practitioners.**

## **Raising concerns**

Where to direct your concern:

**Is your complaint with the school where you are completing your induction?**



**Follow the steps in line with your school's complaints policy or whistle blowing policy depending on the nature of your complaint.**

**If this does not resolve your complaint, please contact the Appropriate Body for next steps.**

**Is your complaint about the service you are receiving from the Appropriate Body?**



**Follow the AB complaints policy which is located on our Teaching School Hub website.**

## **Changes to Progress Reviews:**

Progress reviews are check ins, designed to ensure that ECTs have opportunities to be regularly assessed so that there are no surprises at the end of the year. Part-time ECTs will still be required to have a progress review completed termly.

From September 2025 progress reviews will no longer require a written report in the case of ECTs on track. Instead, you will be required to only rate each of the Teachers' Standards as follows:

Exemplary	The ECT consistently exceeds the expectations at this stage of induction. They demonstrate high levels of skill, initiative, and reflective practice, with clear evidence of impact on pupil progress and classroom practice. They are performing at a level well above what is typically expected at this point.
Strong	The ECT is securely meeting all expectations and in some areas, exceeding them. They demonstrate confidence, consistency, and growing independence in their practice. There is clear evidence of effective teaching and positive impact on pupil outcomes.
Secure	The ECT is meeting the expected standards for their stage of induction. They are making steady progress. While there may be areas for continued development, they are on track to successfully complete their induction.
Attention needed	The ECT is making some progress, but there are areas where improvement is required to meet the expected standards. Targeted support and monitoring are needed to help them stay on track. Concerns may be emerging but are not yet critical.
Cause for concern	The ECT is not currently meeting the expectations, and there are significant concerns about their progress. Without immediate and sustained improvement, they may be at risk of not successfully completing their induction. A formal support plan should be considered or already in place.

For those that are 'Attention needed' or 'Cause for Concern' in any Teacher Standard will require a written statement to outline the areas of concern.

A support plan must be submitted alongside and "Not on Track" ECT.

All progress reports will still require targets to be included.

## **Appendix**

### **I. Forms**

- i. Level 1 – Light Touch Support
- ii. Level 2 – Support Plan 1
- iii. Level 3 – Support Plan 2
- iv. Level 4 – Cause for Concern
- v. Level 5 – Risk of failing

## Level 1 – Light Touch Support

**Mentor:**

Date of meeting:

<b>Previous objectives</b>		<b>Evaluation of progress</b>		
<b>Related Teachers' Standards:</b>		<b>Reason for light touch support:</b>		
<b>Objective (linked to Teachers' Standards)</b>	<b>Success Criteria</b>	<b>Actions to be taken, and by whom:</b>	<b>Resources/support required:</b>	<b>Outcome from observation:</b>

<b>Evaluation of progress:</b>		<b>Next Objectives:</b>	
<b>End of Light Touch Support Date:</b>		<b>Is the ECT on track at end date?</b>	Yes      No
<b>Induction Tutor signature:</b>		<b>ECT signature:</b>	



## Level 2 – Support Plan 1

School		Dates of plan	
ECT		Term	
Objectives (linked to Teachers' Standards)			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
1				
	ECTs comment on progress:			
2				
	ECTs comment on progress:			
3				
	ECTs comment on progress:			
4				
	ECTs comment on progress:			
5				
	ECTs comment on progress:			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
6	ECTs comment on progress:			

<b>Evaluation of progress:</b>		<b>Next Objectives:</b>	
<b>End of Support Plan Date:</b>		<b>Is the ECT on track at end date?</b>	<div>Yes</div> <div>No</div>
<b>Induction Tutor signature:</b>		<b>ECT signature:</b>	

## Level 3 – Support Plan 2

School		Dates of plan	
ECT		Term	
Objectives (linked to Teachers' Standards)			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
1				
	ECTs comment on progress:			
2				
	ECTs comment on progress:			
3				
	ECTs comment on progress:			
4				
	ECTs comment on progress:			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
5	ECTs comment on progress:			
6				
	ECTs comment on progress:			

<b>Evaluation of progress:</b>		<b>Next Objectives:</b>	
<b>End of Support Plan Date:</b>		<b>Is the ECT on track at end date?</b>	Yes                  No
<i>Induction Tutor signature:</i>		<i>ECT signature:</i>	

## Level 4 – Cause for Concern

School		Dates of plan	
ECT		Term	
Objectives (linked to Teachers' Standards)			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
1				
	ECTs comment on progress:			
2				
	ECTs comment on progress:			
3				
	ECTs comment on progress:			
4				
	ECTs comment on progress:			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
5				
	ECTs comment on progress:			
6				
	ECTs comment on progress:			

<b><i>Date of meeting with AB, ECT, Mentor and Induction Tutor</i></b>	
Outline of meeting:	Outcome:

<b><i>Evaluation of progress:</i></b>		<b><i>Next Objectives:</i></b>	
<b><i>End of Support Plan Date:</i></b>		<b><i>Is the ECT on track at end date?</i></b>	Yes                  No
<i>Induction Tutor signature:</i>		<i>ECT signature:</i>	

## Level 5 – Risk of Failing

School		Dates of plan	
ECT		Term	
Reasons for risk of failing (linked to standards):			
Possible reasons for extension to induction:			

Week	Action/to be taken and by whom.	Resources required (including use of PD time/support provided)	Success Criteria	Evaluation of progress
1				
	ECTs comment on progress:			
2				
	ECTs comment on progress:			
3				
	ECTs comment on progress:			
4				
	ECTs comment on progress:			
5				
	ECTs comment on progress:			
6				
	ECTs comment on progress:			



<b><i>Date of meeting with AB, ECT, Mentor and Induction Tutor</i></b>	
Outline of meeting:	Outcome:

<b><i>Evaluation of progress:</i></b>	<b><i>Next Objectives:</i></b>			
<b><i>End of Support Plan Date:</i></b>	<table border="1"> <tr> <td><b><i>Is the ECT on track at end date?</i></b></td> <td>Yes</td> <td>No</td> </tr> </table>	<b><i>Is the ECT on track at end date?</i></b>	Yes	No
<b><i>Is the ECT on track at end date?</i></b>	Yes	No		
<b><i>Induction Tutor signature:</i></b>	<b><i>ECT signature:</i></b>			