

Heart of Mercia Academies Trust

Early Career Teacher Entitlement (ECTE) Handbook 2026–2027

Guidance for Early Career Teachers, Mentors and Induction Tutors

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HEART OF
MERCIA

ACADEMIES TRUST

ECTE HANDBOOK 2026-2027

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High Expectations
for All

Collaboration
and Respect

Evidence Informed
Practice

Making a Difference
Together

PROFESSIONAL LEARNING RESOURCES

Heart of Mercia Academies Trust maintains a centralised ECTE Shared Resource Area containing:

- UCL Early Career Teacher Entitlement materials
- Professional studies resources
- Mentor guidance materials
- Instructional coaching resources
- Observation templates
- Progress review documentation
- Assessment documentation
- Practitioner inquiry guidance
- Professional reading and research resources
- Trust ECTE programme materials

Access to the Shared Resource Area is provided to the Induction Tutor within each academy.

Induction Tutors are responsible for:

- Sharing relevant materials with ECTs and mentors
- Ensuring staff have access to programme resources
- Supporting engagement with professional learning materials
- Communicating updates and changes to academy colleagues

The Shared Resource Area is reviewed and updated annually to ensure materials remain current and aligned with national guidance and Trust priorities.

All programme materials are maintained and updated annually by the MAT ECTE Lead, Mrs S Johnson.

Welcome

Welcome to the Heart of Mercia Academies Trust Early Career Teacher Entitlement (ECTE) Programme.

We are committed to providing every Early Career Teacher (ECT) with a high-quality induction experience that enables them to develop the knowledge, skills and professional confidence required to thrive in the classroom and contribute positively to the wider life of their academy.

The first years of teaching are among the most important in a teacher's professional journey. Research consistently demonstrates that structured support, expert mentoring and sustained professional development have a significant impact on teacher effectiveness, wellbeing and retention. For this reason, Heart of Mercia Academies Trust has developed a comprehensive induction programme that combines evidence-informed professional learning, instructional coaching, subject-specific support and practical classroom application.

Our programme is delivered through a school-based model using the UCL Early Career Teacher Entitlement materials. These materials provide a strong evidence base for professional learning while allowing academies within the Trust to contextualise training to meet the needs of their students and communities.

The programme is underpinned by the Teachers' Standards and supports ECTs in developing expertise through reflection, collaboration, deliberate practice and professional dialogue. Throughout the two-year induction period, ECTs will receive guidance and support from experienced colleagues, mentors, induction tutors and senior leaders.

We believe that every teacher deserves access to high-quality professional learning from the start of their career and that investing in our teachers ultimately improves outcomes for all learners.

Context

In line with statutory guidance from the Department for Education, Heart of Mercia Academies Trust provides a two-year Early Career Teacher Entitlement (ECTE) programme for all eligible Early Career Teachers.

The programme combines:

- Evidence-informed professional development
- Weekly mentoring
- Instructional coaching
- Structured self-study
- Professional studies sessions
- Classroom observation and feedback
- Subject-specific support
- Opportunities for collaboration across the Trust

The programme is designed to support ECTs in meeting the Teachers' Standards by the end of their induction period while also developing the habits, knowledge and professional judgement associated with highly effective teaching.

The Appropriate Body maintains responsibility for quality assurance throughout the induction process and ensures that all statutory requirements are met.

Early Career Teacher Entitlement

All Early Career Teachers employed within Heart of Mercia Academies Trust are entitled to:

Professional Support

- A named Induction Tutor
- A trained mentor
- Weekly mentor meetings
- Regular instructional coaching
- Subject-specific guidance and support
- Access to experienced colleagues and professional networks

Professional Development

- Access to UCL Early Career Teacher Entitlement materials
- Participation in Trust professional learning activities
- Opportunities to observe expert practitioners
- Collaborative planning and professional dialogue
- Professional reading and self-directed study
- Support with practitioner inquiry and action research

Protected Time

ECTs are entitled to a reduced timetable in addition to their normal planning, preparation and assessment allocation.

This includes:

- 10% timetable reduction during Year 1
- 5% timetable reduction during Year 2

This time should be used to support participation in induction activities and professional development.

Assessment and Feedback

ECTs are entitled to:

- Regular professional reviews
- Constructive feedback
- Formal assessments at the end of Year 1 and Year 2
- Clear targets and development priorities
- Appropriate support where concerns arise

Principles of the Heart of Mercia ECTE Programme

The Trust's Early Career Teacher Entitlement Programme is founded upon the following principles:

Evidence-Informed Practice

Professional learning should be informed by robust educational research and evidence.

Instructional Coaching

Teachers improve through deliberate practice, feedback and reflection.

Professional Collaboration

Teaching is strengthened through collaboration, professional dialogue and shared expertise.

Inclusion

All learners deserve access to high-quality teaching that meets their individual needs.

Professional Growth

The programme is designed not simply to support successful completion of induction but to establish the foundations for a successful and fulfilling teaching career.

Wellbeing

Teacher wellbeing is essential to sustained professional effectiveness and is therefore considered throughout the programme.

Section 2: Programme Structure

Overview of the Early Career Teacher Entitlement Programme

The Heart of Mercia Academies Trust Early Career Teacher Entitlement (ECTE) Programme is a two-year programme of professional learning, mentoring and coaching designed to support Early Career Teachers in becoming highly effective practitioners.

The programme combines:

- UCL Early Career Teacher Entitlement materials
- Weekly mentor meetings
- Instructional coaching
- Subject-specific development
- Trust-wide professional learning
- Classroom observation and feedback
- Professional reading and reflection
- Practitioner inquiry

The programme is developmental rather than compliance-driven and is designed to support ECTs in applying evidence-informed approaches within their own classroom contexts.

Year 1 Programme

Purpose

The focus of Year 1 is to establish strong foundations for effective teaching through the development of classroom practice, curriculum knowledge and professional habits.

During Year 1, ECTs receive:

- A 10% reduction in teaching timetable
- Weekly mentor meetings
- Regular instructional coaching
- Professional studies sessions
- Opportunities to observe expert colleagues
- Access to UCL self-study materials

The programme focuses on helping ECTs develop confidence and consistency in the classroom while building a secure understanding of effective teaching.

Year 1 Professional Learning Themes

Autumn Term 1

Creating an Effective Learning Environment

ECTs will explore:

- Establishing routines and expectations
- Building positive relationships
- Creating a culture of high expectations
- Developing effective classroom habits
- Supporting student engagement

Autumn Term 2

Understanding How Students Learn

ECTs will explore:

- Cognitive science and memory
- Retrieval and retention
- Managing cognitive load
- Developing student independence
- Supporting long-term learning

Spring Term 1

Explanations, Modelling and Practice

ECTs will explore:

- Effective explanations
- Modelling expert thinking
- Scaffolding learning
- Guided practice
- Independent practice

Spring Term 2

Assessment and Feedback

ECTs will explore:

- Checking understanding
- Questioning techniques

- Formative assessment
- Responsive teaching
- Effective feedback

Summer Term 1

Adaptive Teaching and Inclusion

ECTs will explore:

- Meeting diverse learning needs
- Supporting disadvantaged learners
- Adaptive teaching strategies
- Inclusion and accessibility
- Supporting learner confidence

Summer Term 2

Curriculum Planning and Sequencing

ECTs will explore:

- Curriculum intent
- Curriculum sequencing
- Knowledge-rich planning
- Progression and coherence
- Long-term curriculum thinking

Year 2 Programme

Purpose

Year 2 supports ECTs in refining their classroom practice and developing greater professional expertise.

The emphasis moves from establishing effective routines to developing professional judgement, curriculum expertise and leadership of learning.

During Year 2, ECTs receive:

- A 5% reduction in teaching timetable
- Continued mentor support
- Instructional coaching
- Trust professional learning opportunities
- Support with practitioner inquiry
- Opportunities to contribute to wider academy development

Year 2 Professional Learning Themes

Autumn Term 1

Refining Classroom Practice

ECTs will focus on:

- Developing consistency
- Improving responsiveness
- Refining explanations
- Improving student participation
- Increasing challenge

Autumn Term 2

Curriculum Implementation

ECTs will explore:

- Curriculum evaluation
- Sequencing for progression
- Interleaving and retrieval
- Subject-specific pedagogy

- Curriculum adaptation

Spring Term 1

Assessment Design

ECTs will focus on:

- Designing effective assessments
- Using assessment information
- Identifying misconceptions
- Improving learner outcomes
- Supporting progress over time

Spring Term 2

Supporting All Learners

ECTs will explore:

- SEND provision
- Inclusion strategies
- Learner wellbeing
- Motivation and engagement
- Removing barriers to success

Summer Term 1

Practitioner Inquiry

ECTs will undertake a practitioner inquiry project based upon an identified area of classroom practice.

Summer Term 2

Professional Growth and Future Development

ECTs will:

- Evaluate their induction experience
- Reflect on professional development
- Identify future career goals
- Share practitioner inquiry findings
- Plan next steps in professional learning

Mentoring and Instructional Coaching

Weekly Mentor Meetings

Each ECT will be allocated a trained mentor for the duration of the induction period.

Mentor meetings will normally take place weekly and provide opportunities for:

- Professional dialogue
- Reflection on practice
- Discussion of professional learning
- Review of classroom experiences
- Planning next steps for development

Mentoring is developmental and supportive and is separate from formal assessment processes.

Instructional Coaching

Instructional coaching forms a central part of the Heart of Mercia ECTE Programme.

The coaching cycle will typically include:

Step 1: Observation

A brief observation or learning walk focusing on an agreed area of practice.

Step 2: Feedback

A focused coaching conversation identifying strengths and opportunities for improvement.

Step 3: Deliberate Practice

Rehearsal and refinement of specific teaching techniques.

Step 4: Review

Evaluation of impact and identification of future development priorities.

The purpose of coaching is to support professional growth through incremental improvement and evidence-informed practice.

Observation and Professional Learning

ECTs are encouraged to observe a range of colleagues across their academy and, where appropriate, across the Trust.

Observation opportunities may include:

- Expert practitioners
- Subject specialists
- Curriculum leaders
- SEND specialists
- Pastoral leaders

Professional learning activities may include:

- Collaborative planning
- Lesson study
- Professional reading
- Curriculum development work
- Teaching and learning forums
- Trust-wide development events

Practitioner Inquiry Project

Purpose

The Practitioner Inquiry Project provides ECTs with an opportunity to investigate an aspect of teaching and learning that is relevant to their professional context.

The project encourages critical reflection, evidence-informed decision-making and professional curiosity.

Structure

ECTs will:

Identify a Focus Area

Examples might include:

- Student participation
- Retrieval practice

- Assessment strategies
- Learner motivation
- Adaptive teaching
- Independent learning

Review Relevant Research

ECTs will draw upon:

- UCL materials
- Educational research literature
- Trust professional learning resources

Implement a Small-Scale Intervention

ECTs will trial an approach designed to improve practice or learner outcomes.

Evaluate Impact

ECTs will gather evidence and reflect on the effectiveness of their intervention.

Share Learning

ECTs will present their findings to colleagues as part of the Trust's commitment to professional learning and continuous improvement.

Programme Completion

Successful completion of the programme will demonstrate that the ECT has:

- Met the Teachers' Standards
- Engaged fully with professional learning opportunities
- Reflected on and developed their practice
- Contributed positively to their academy community
- Established strong foundations for ongoing professional growth

The completion of induction marks the beginning of a teacher's continuing professional journey within Heart of Mercia Academies Trust.

Section 3: Roles and Responsibilities

The successful induction of an Early Career Teacher is a shared responsibility involving the ECT, Mentor, Induction Tutor, Principal/Headteacher, Academy Leadership Team and Appropriate Body.

All parties have a responsibility to ensure that the induction process is supportive, developmental and focused on enabling the ECT to become a successful and confident practitioner.

The Early Career Teacher

The ECT is expected to take an active role in their professional development and engage fully with the opportunities provided through the induction programme.

ECTs are expected to:

Professional Engagement

- Provide evidence of Qualified Teacher Status (QTS)
- Participate fully in the Early Career Teacher Entitlement programme
- Engage with UCL professional learning materials
- Attend all scheduled training sessions and meetings
- Make effective use of their reduced timetable entitlement

Professional Development

- Reflect on their classroom practice
- Act on feedback and coaching advice
- Identify professional development priorities
- Contribute to professional discussions
- Maintain professional records where required

Assessment and Review

- Participate in progress reviews
- Participate in formal assessment meetings
- Provide evidence from normal classroom practice where appropriate
- Discuss strengths and areas for development openly and honestly

Professional Conduct

- Demonstrate commitment to the Teachers' Standards
- Maintain high standards of professionalism
- Seek support when required

- Raise concerns promptly where necessary

The Mentor

Purpose of the Role

The Mentor plays a key role in supporting the ECT's professional development throughout induction.

The role is developmental rather than judgemental and is separate from formal assessment processes.

The Mentor provides support, guidance, coaching and professional challenge.

Mentor Responsibilities

Mentors will:

Provide Regular Support

- Meet with the ECT weekly
- Maintain regular professional dialogue
- Provide encouragement and challenge
- Support the ECT's wellbeing and professional confidence

Deliver Instructional Coaching

- Undertake regular observations and learning walks
- Facilitate coaching conversations
- Support deliberate practice activities
- Help ECTs implement evidence-informed approaches

Support Professional Learning

- Discuss UCL materials and self-study activities
- Help ECTs connect research to classroom practice
- Encourage professional reflection
- Support participation in wider professional development opportunities

Support Practitioner Inquiry

- Guide the ECT's practitioner inquiry project
- Support action planning and evaluation
- Encourage engagement with educational research

Liaise with the Induction Tutor

- Share relevant information regarding professional development
- Identify concerns at an early stage

- Contribute to support plans where necessary

The Induction Tutor

Purpose of the Role

The Induction Tutor has overall responsibility for coordinating, monitoring and supporting the induction programme.

The Induction Tutor works closely with mentors, academy leaders and the Appropriate Body to ensure that all statutory requirements are met.

Induction Tutor Responsibilities

The Induction Tutor will:

Coordinate Induction

- Oversee the induction programme
- Ensure statutory requirements are met
- Maintain induction records
- Monitor programme quality

Monitor Progress

- Conduct progress reviews
- Coordinate assessment arrangements
- Review evidence from observations and professional discussions
- Monitor engagement with professional development

Support ECTs

- Provide guidance and support
- Ensure ECTs understand programme requirements
- Signpost additional support where required
- Coordinate intervention where concerns arise

Quality Assurance

- Liaise with mentors
- Liaise with academy leaders
- Liaise with the Appropriate Body
- Ensure consistency across the Trust

The Principal / Headteacher

The Principal or Headteacher has overall responsibility for ensuring that ECTs receive a high-quality induction experience.

They will:

Provide Strategic Oversight

- Ensure suitable induction arrangements are in place
- Ensure the ECT has a suitable post for induction
- Ensure mentors and induction tutors have sufficient time to fulfil their responsibilities

Support Professional Development

- Promote a culture of professional learning
- Ensure access to Trust professional development
- Support observation and coaching opportunities

Monitor Progress

- Ensure progress reviews are completed
- Ensure formal assessments are completed
- Ensure support is provided where concerns arise

Quality Assurance

- Work with the Appropriate Body
- Monitor the quality of induction provision
- Ensure compliance with statutory requirements

Academy Leadership Teams

Academy leaders contribute significantly to the development of Early Career Teachers.

They may:

- Provide coaching and support
- Facilitate observations
- Lead professional learning activities
- Support curriculum development
- Contribute to assessment discussions
- Promote a culture of continuous improvement

Academy leaders are expected to create an environment in which ECTs can develop professionally and feel supported throughout induction.

The Appropriate Body (Prince Henry's High School)

The Appropriate Body provides independent quality assurance for statutory induction.

The Appropriate Body will:

Quality Assure Induction

- Ensure induction arrangements meet statutory requirements
- Monitor the quality of support provided
- Review formal assessment outcomes

Monitor Progress

- Review progress review information where required
- Consider recommendations made by the academy
- Ensure decisions are fair and evidence-informed

Make Final Decisions

The Appropriate Body is responsible for determining whether:

- An ECT has successfully completed induction
- An extension is required
- An ECT has failed to meet the Teachers' Standards

Provide Advice and Guidance

The Appropriate Body may provide advice and guidance to:

- ECTs
- Mentors
- Induction Tutors
- Academy leaders

where concerns or queries arise during induction.

Shared Responsibilities

All stakeholders involved in induction are expected to:

- Promote high expectations
- Support professional growth
- Foster reflective practice
- Encourage collaboration
- Maintain confidentiality where appropriate
- Act in the best interests of learners
- Uphold the values of Heart of Mercia Academies Trust

The Trust believes that successful induction is built upon positive professional relationships, high-quality professional learning and a shared commitment to continuous improvement.

Section 4: Assessment, Progress Reviews and Support Procedures

Principles of Assessment

The purpose of assessment during induction is to support professional growth and determine whether an Early Career Teacher has demonstrated the Teachers' Standards consistently and securely by the end of the induction period.

Assessment is intended to be:

- Developmental
- Evidence-informed
- Fair and transparent
- Supportive of professional growth
- Based upon normal professional practice

The UCL Early Career Teacher Entitlement materials support professional development but are not assessment tools. Assessment is based solely on the Teachers' Standards.

Observation of Teaching

Classroom observation forms an important part of the induction process and provides opportunities for professional reflection, feedback and coaching.

Observations may be undertaken by:

- The Mentor
- The Induction Tutor
- Senior Leaders
- Other designated colleagues

Observations should:

- Be developmental in nature
- Focus on agreed aspects of practice
- Be followed by professional discussion

- Include clear strengths and next steps
- Support professional learning

Observation evidence may include:

- Lesson visits
- Learning walks
- Instructional coaching observations
- Joint practice development activities
- Curriculum planning discussions

Feedback should be timely, constructive and focused on improving outcomes for learners.

Progress Reviews

Progress reviews take place throughout the induction period to ensure that ECTs receive regular feedback and support.

Progress reviews are not formal assessments.

Their purpose is to:

- Monitor professional development
- Identify strengths
- Identify areas for further development
- Review agreed targets
- Ensure appropriate support is in place

The Induction Tutor will normally complete one progress review each term where a formal assessment is not scheduled.

Following each review, the ECT will receive:

- A summary of progress
- Agreed development priorities
- Any additional support arrangements

- Confirmation of whether progress is on track

There should be no surprises at formal assessment points.

Formal Assessments

ECTs will receive two formal assessments during induction:

Assessment 1

At the end of Year 1 (Term 3)

Assessment 2

At the end of Year 2 (Term 6)

Formal assessments will be informed by:

- Classroom practice
- Observation evidence
- Professional discussions
- Progress review records
- Mentor feedback
- Professional engagement

Assessment judgements will be made against the Teachers' Standards.

Formal assessment reports will:

- Summarise strengths
- Identify development needs
- Record progress against the Teachers' Standards
- Make recommendations regarding induction

ECTs will receive copies of all formal assessment documentation.

Evidence for Assessment

The Trust does not require ECTs to create extensive portfolios or additional evidence solely for assessment purposes.

Assessment should be informed by evidence generated through normal professional practice, including:

- Observation records
- Coaching discussions
- Planning documentation
- Assessment information
- Professional reflections
- Curriculum development work
- Contributions to academy life

The emphasis should remain on improving practice rather than collecting paperwork.

Additional Support

The Trust is committed to supporting all ECTs to succeed.

Where concerns arise regarding progress, additional support will be provided promptly and constructively.

Support may include:

- Increased mentoring
- Additional coaching sessions
- Additional observations
- Professional learning opportunities
- Subject-specific support
- Joint planning opportunities
- Additional meetings with the Induction Tutor

The purpose of support is to help ECTs make successful progress and achieve positive outcomes for learners.

Support Plans

Where progress is judged to be below expectations, a formal support plan may be implemented.

The support plan will clearly identify:

Areas for Development

Specific aspects of practice requiring improvement.

Success Criteria

Clear expectations linked to the Teachers' Standards.

Support Arrangements

Additional mentoring, coaching and professional development opportunities.

Timescales

Review dates and monitoring arrangements.

Responsibilities

The responsibilities of both the ECT and those providing support.

The ECT will be fully involved in discussions regarding support plans.

Unsatisfactory Progress

If concerns remain following implementation of a support plan:

- The ECT will be informed promptly
- The Appropriate Body will be notified where required
- Additional support measures may be introduced
- Progress will continue to be monitored closely

The Trust is committed to ensuring that concerns are addressed at the earliest possible stage and that ECTs receive every reasonable opportunity to improve.

At all times the process will remain supportive, fair and transparent.

Completing Induction

An ECT successfully completes induction when they have:

- Completed the required induction period
- Met the Teachers' Standards consistently
- Demonstrated effective professional practice over time
- Engaged appropriately with professional development and support

The final recommendation regarding completion of induction will be made by the Principal or Headteacher and submitted to the Appropriate Body.

Decisions of the Appropriate Body

The Appropriate Body will determine whether the ECT:

Has Successfully Completed Induction

The ECT has met the Teachers' Standards and successfully completed induction.

Requires an Extension

Additional time is required before a final judgement can be made.

Has Not Met the Teachers' Standards

The ECT has not met the requirements for successful completion of induction.

The Appropriate Body will communicate its decision in accordance with statutory guidance.

Appeals

ECTs have the right to appeal against decisions made regarding induction in accordance with national statutory procedures.

Information regarding appeal arrangements will be provided where relevant.

Raising Concerns

ECTs are encouraged to raise concerns at the earliest opportunity.

Concerns may be discussed with:

- Their Mentor
- Their Induction Tutor
- Their Principal or Headteacher
- A designated Trust representative (ECTE MAT Lead – Mrs S. Johnson)
- The Appropriate Body where necessary Mr (A Duffy Prine Henty's High School)

The Trust is committed to resolving concerns quickly, professionally and fairly.

Commitment to Professional Growth

Heart of Mercia Academies Trust believes that assessment should support professional growth rather than act as a barrier to development.

The induction process is designed to help Early Career Teachers become confident, reflective and highly effective practitioners who are equipped for long-term success within the profession.

Throughout induction, the emphasis remains on learning, improvement and providing the highest quality education for all learners.

Section 5: Appendices and Practical Guidance

Appendix 1: Teachers' Standards Summary

The Teachers' Standards form the basis of assessment throughout the induction period.

ECTs are expected to demonstrate progress towards meeting all standards consistently and effectively by the end of induction.

Part One: Teaching

Standard 1

Set high expectations which inspire, motivate and challenge learners.

Standard 2

Promote good progress and outcomes by learners.

Standard 3

Demonstrate good subject and curriculum knowledge.

Standard 4

Plan and teach well-structured lessons.

Standard 5

Adapt teaching to respond to the strengths and needs of all learners.

Standard 6

Make accurate and productive use of assessment.

Standard 7

Manage behaviour effectively to ensure a good and safe learning environment.

Standard 8

Fulfil wider professional responsibilities.

Part Two: Personal and Professional Conduct

Teachers are expected to maintain high standards of ethics and behaviour, demonstrate professionalism and uphold public trust in the profession.

Appendix 2: Indicative Annual Induction Timeline

Year 1

Autumn Term

- Induction programme launch
- Mentor allocation
- Baseline professional discussion
- Instructional coaching begins
- UCL Module 1 and Module 2

Spring Term

- Continued mentoring and coaching
- UCL Module 3 and Module 4
- Professional review
- Observation cycle

Summer Term

- UCL Module 5 and Module 6
- Formal Assessment 1
- Professional reflection and target setting

Year 2

Autumn Term

- Review of Year 1 outcomes
- Professional growth planning

- Curriculum development focus

Spring Term

- Continued coaching and mentoring
- Practitioner inquiry planning
- Subject-specific development

Summer Term

- Practitioner inquiry completion
- Presentation of findings
- Formal Assessment 2
- Completion of induction

Appendix 3: Weekly Mentor Meeting Structure

Mentor meetings should normally take place weekly and last approximately 45–60 minutes.

Suggested Structure

Welcome and Wellbeing Check

- Professional wellbeing
- Workload and support needs
- General reflections

Review of Previous Actions

- Progress against agreed targets
- Reflection on coaching activities
- Review of classroom implementation

Professional Learning Discussion

- UCL materials
- Current professional studies focus
- Research-informed discussion

Planning Next Steps

- Coaching focus
- Observation focus
- Professional development priorities

Agreed Actions

- Clear next steps
- Timescales
- Support required

Brief records should be maintained to support continuity and professional development.

Appendix 4: Instructional Coaching Cycle

The Trust's coaching model follows a simple four-stage cycle:

Stage 1: Identify

Identify a specific aspect of practice for development.

Examples:

- Questioning
- Retrieval practice
- Behaviour routines
- Explanations
- Assessment techniques

Stage 2: Observe

Gather evidence through:

- Learning walks
- Lesson visits
- Professional discussion

Stage 3: Deliberate Practice

Rehearse and refine agreed techniques through coaching conversations and practice activities.

Stage 4: Review

Evaluate implementation and identify future development priorities.

The emphasis is on incremental improvement and sustained professional growth.

Appendix 5: Practitioner Inquiry Guidance

Purpose

The Practitioner Inquiry Project provides ECTs with an opportunity to investigate an aspect of teaching, learning or curriculum development that is relevant to their own context.

The project should:

- Be manageable in scope
- Focus on improving practice
- Draw on educational research
- Generate meaningful reflection

Suggested Structure

Step 1 – Identify a Question

Examples:

- How can retrieval practice improve retention in my subject?
- How can structured questioning increase participation?
- How can adaptive teaching support lower prior attainers?
- How can metacognitive strategies improve independent learning?
- How can feedback improve student outcomes?

Step 2 – Explore Research

Use:

- UCL Early Career Teacher Entitlement materials
- Trust professional learning resources
- Relevant educational literature
- Subject-specific research

Step 3 – Implement

Trial an agreed strategy or intervention.

Step 4 – Evaluate

Consider:

- What changed?
- What evidence is available?
- What impact was observed?
- What would you do differently?

Step 5 – Share Learning

Present findings to colleagues and reflect on future application.

Appendix 6: Useful Contacts and Programme Resources

Academy-Based Contacts

Mentor

The Mentor is the ECT's primary professional development contact and is responsible for:

- Weekly mentoring meetings
- Instructional coaching
- Professional dialogue and reflection
- Support with UCL materials and self-study
- Guidance on classroom practice and professional development

Induction Tutor

The Induction Tutor is responsible for:

- Coordinating induction arrangements
- Monitoring progress
- Conducting progress reviews
- Coordinating formal assessments
- Liaising with mentors and academy leaders
- Ensuring statutory requirements are met

Principal / Headteacher

The Principal or Headteacher has overall responsibility for induction arrangements within their academy and ensures that ECTs receive appropriate support, mentoring and professional development.

Trust Contacts

MAT Early Career Teacher Entitlement Lead

Mrs S Johnson

MAT ECTE Lead

The MAT ECTE Lead is responsible for:

- Strategic leadership of the Trust's Early Career Teacher Entitlement Programme
- Annual review and development of programme content
- Quality assurance across academies
- Supporting Induction Tutors and Mentors
- Coordinating Trust-wide professional learning opportunities
- Maintaining programme documentation and resources
- Ensuring consistency of provision across the Trust

Shared ECTE Resource Area

Heart of Mercia Academies Trust maintains a centralised ECTE Shared Resource Area containing:

- UCL Early Career Teacher Entitlement materials
- Professional studies resources
- Mentor guidance materials
- Instructional coaching resources
- Observation templates
- Progress review documentation
- Assessment documentation
- Practitioner inquiry guidance
- Professional reading and research resources
- Trust ECTE programme materials

Access to the Shared Resource Area is provided to the Induction Tutor within each academy.

Induction Tutors are responsible for:

- Sharing relevant materials with ECTs and mentors
- Ensuring staff have access to programme resources
- Supporting engagement with professional learning materials
- Communicating updates and changes to academy colleagues

The Shared Resource Area is reviewed and updated annually to ensure that materials remain current, relevant and aligned with national guidance and Trust priorities.

All programme materials are maintained and updated annually by the MAT ECTE Lead, Mrs S Johnson.

External Contacts

Appropriate Body

The Appropriate Body is responsible for:

- Quality assurance of statutory induction
- Monitoring induction arrangements
- Reviewing formal assessment outcomes
- Providing advice and guidance where required

Current Appropriate Body contact details will be issued annually.

Teaching Regulation Agency (TRA)

The Teaching Regulation Agency is responsible for:

- National induction regulations
- Appeals relating to induction outcomes
- Teacher regulation matters

Information regarding appeals and statutory procedures can be obtained through the Appropriate Body or the Department for Education.

Accessing Support

ECTs are encouraged to seek support at the earliest opportunity.

Concerns should normally be discussed in the following order:

1. Mentor
2. Induction Tutor
3. Principal / Headteacher
4. MAT ECTE Lead
5. Appropriate Body (where appropriate)

The Trust is committed to ensuring that all Early Career Teachers receive timely support, professional guidance and access to high-quality development opportunities throughout their induction period.

Appendix 7: Trust Professional Learning Expectations

All ECTs are expected to engage with:

- UCL Early Career Teacher Entitlement materials
- Trust professional learning events
- Subject-specific development opportunities
- Collaborative planning opportunities
- Professional reading and reflection
- Coaching and mentoring activities
- Practitioner inquiry

Access to Programme Materials

All programme materials are stored within the Heart of Mercia Academies Trust ECTE Shared Resource Area.

Access is provided to each academy's Induction Tutor, who is responsible for ensuring that ECTs and mentors can access the appropriate materials and resources throughout the programme.

Resources are reviewed and updated annually by the MAT ECTE Lead, Mrs S Johnson, to ensure alignment with:

- UCL Early Career Teacher Entitlement materials

- Trust priorities
- Current educational research
- National statutory guidance

Participation in professional learning is an important part of successful completion of induction.

Appendix 8: Programme Evaluation

At the end of each academic year ECTs, Mentors and Induction Tutors will be invited to evaluate:

- Professional learning activities
- Mentoring arrangements
- Coaching provision
- UCL materials
- Trust support structures
- Shared resource provision
- Overall induction experience

Feedback will be used to continually improve the Heart of Mercia Academies Trust Early Career Teacher Entitlement Programme.

Conclusion

Heart of Mercia Academies Trust is committed to ensuring that all Early Career Teachers receive high-quality support, mentoring and professional development throughout induction.

Our Early Career Teacher Entitlement Programme is designed not only to support successful completion of induction but also to establish the foundations for a successful and fulfilling career in education.

Through evidence-informed professional learning, instructional coaching, collaborative practice and professional reflection, ECTs will develop the knowledge, skills and confidence required to make a lasting difference to the lives of young people.

We look forward to supporting you throughout your professional journey within Heart of Mercia Academies Trust.

ommendation and all available evidence including any written representations from the ECT.

USEFUL FORMS

Notes page from weekly ECF training <i>Bullet points/brief notes are advised</i>	
Session Focus:	Date:
Notes from Training session (key terms, concepts, and research points)	
What has been your key learning from this session?	
What are you going to do/try? How will you achieve this?	
To be filled in before the next session and after observation	
Comments from observation (if appropriate)	
What worked well?	

Further discussion with mentor/induction tutor (if any)	
What will you adapt/continue to do?	

Record of Mentor Meeting with Mentor

ECT:	Date:
Mentor:	
ECF Focus (Behaviour, Instruction, Subject). Link to weekly self-study ECF materials – details on year plan.	Relevant Teacher Professional Standards
Review of previous targets (discussion with ECT and evidence through observation and use of online learning material/reading):	
Targets met: Y/N Details of further development with specific actions and timescale if no:	
Targets for next mentor meeting (set 2 targets related to current ECF study and 1 specific to ECT, if applicable) 1. 2. 3.	
Items for discussion for next week's meeting (this can include transactional items or up and coming events): 1. 2.	

3.

Y1 ECTs will meet weekly. Y2 ECTs will meet fortnightly. A copy should be sent to your Induction Tutor and a copy saved for your portfolio of evidence. It can be handwritten, scanned, or photocopied.

ECT INSTRUCTIONAL COACHING OBSERVATION FORM

ECT:	Date:
Mentor:	
ECF Focus Link to weekly self-study ECF materials – details on year plan.	Relevant Teacher Professional Standards
Review of previous targets (using evidence from observation)	
Targets met: Y/N Details of further development action if no:	
General comments about the lesson (linked to Teaching Standards)	
Targets and actions for next observation (set 2 targets related to current ECF study and 1 applicable to ECT) 1. 2. 3.	

Pre-Observation Proforma			
Teacher initials:	Observer:	Teaching group:	Date:
Quality of Education			
1. How does the content of this lesson fit into the sequence of learning? 2. What are the intended learning outcomes for this lesson and/or unit of work? 3. What is the challenge/application of new knowledge/skill expected? 4. How are these resources or activities intended to help the pupils/students achieve the anticipated outcomes?			
Teacher: Professional Learning Focus			
1. What have you been focusing on/trying? 2. What has been your new learning? 3. What are you focusing on in particular, in this lesson? 4. What are you hoping I will observe linked to your focus?			
Targeted Students/Pupils:			
1. Who are they? Why? 2. What have you been trying with them in previous lessons? 3. What changes have you seen?			
Your reflection of the lesson (to be filled in prior to feedback):			

ECT Lesson Observation Form

Teacher:		Subject:	Level:
Date:	Topic:		Absences dealt with: Y/N

Observer's comments

Focus and Teachers' Standards – consider objectives set in review meeting. Please comment on these areas in your feedback.	
1.	
2.	
WSFC priority 1: Promote positive value-added attainment for students (WSFC T and L strategy)	
WSFC priority 2: Successful student interventions to raise aspirations/destinations	
Observer's comments:	Questions for post lesson
discussion	Positive opening question:
Areas for development- these should feed into review meetings with induction tutor/subject lead	Suggestions for addressing the targets (refer to the Teachers' Standards booklet where appropriate)
Summary of key strengths:	
The induction tutor should retain a copy of this observation and the ECT/QTS teacher should be given a copy to keep in their ECT portfolio.	

ECT Professional Review Meeting with Induction Tutor (termly to feed into AB review)

Name of ECT:

Name of Mentor:

Date:

Overall progress made against Standards/since last review (general statements)

Part 1: Teaching Review of progress in each of the Part 1 Standards (with evidence)

Part 2: Personal & Professional Conduct (evidence observed/noted)

Areas for development (linked to Teaching Standards)

Progress made in meeting objectives previously identified with evidence (n/for very first professional review)		
Agreed steps to be taken to help meet (new) objectives with specific actions and timescale		
Any other matters to note (including managing work/home balance)		
Date of next professional review meeting:		
I confirm that the above has been discussed and agreed		
Date:	Signed: ECT	Induction mentor

