Haberdashers' ABRAHAM DARBY

Aspiration Respect Excellence

ECT Policy 2024-2027

1. Aims and Intentions

At Haberdashers' Abraham Darby we believe in supporting Early Career Teachers (ECTs) throughout their induction process to ensure that they are equipped with the skills and knowledge required to be an outstanding teacher. Our ECTs can expect a rigorous, well-planned, and sustainable programme of support, training and guidance which meets all statutory requirements outlined by the DfE.

2. Guide to Abbreviations in this policy.

Abbreviation	Term	Definition
DfE	Department for Education	The government department responsible for the provision of Education.
ECT	Early Career Teacher	A teacher in the first two years of their career. Previously referred to as NQT (Newly Qualified Teacher).
ITT	Initial Teacher Training	Training received by a prospective teacher. This can be university or School Based training
ITTECF	Initial Teacher Training and Early Career Framework	The statutory framework that underpins the induction period for trainee teachers and ECTs. (this has replaced the previous ECF – Early Career Framework)
QTS	Qualified Teacher Status	Awarded upon successful completion of ITT.
STEP	The Shropshire and Telford Education Partnership	The chosen Appropriate Body who will oversee, support and Quality Assure ECT induction.
TRA	Teachers Regulation Agency	Responsibility for the regulation of the teaching profession, including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a teacher reference number.
UCL	University College London	The delivery provider we use for delivery of the Initial Teacher Training and Early Career Framework.

3. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Early Careers Teachers England. (Induction for early career teachers (England) - GOV.UK (www.gov.uk))
- The Initial Teacher Training and Early Career Framework. (Initial Teacher Training and Early Career Framework)
- The Education (induction arrangements for School Teachers) (England) Regulations 2012. (The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (legislation.gov.uk))

4. General Principles underlying this policy.

The induction process will be treated confidentially, Haberdashers' Abraham Darby will ensure that arrangements are in place to facilitate this, including the secure transfer of data between Haberdashers' Abraham Darby and the Appropriate Body (STEP). Information relating to an ECT's induction process will only be shared with those directly involved in the induction process.

Haberdashers' Abraham Darby is committed to ensuring consistency in treatment and fairness. We will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. Haberdashers' Abraham Darby is aware of the guidance on the Equality Act 2010 issued by the Department for Education (DfE).

5. Haberdashers' Abraham Darby's ECF delivery approach

Haberdashers' Abraham Darby follows a full induction programme and as such the ITTECF will be delivered by UCL who are accredited by the DfE to deliver their own designed and developed programme of face to face and online training for ECTs and their mentors, which is funded by the DfE. This will involve modules completed on UCL's online portal and requires both ECT's and mentors to complete the relevant modules for their year of ECT/ECT mentoring.

6. Prior to Induction

Prior to induction Haberdashers' Abraham Darby will ensure that the ECT has been awarded Qualified Teacher Status (QTS) and will request proof of this, as part of the appointment process.

The induction tutor will identify and agree an organisation to act at the Appropriate Body (STEP) in accordance with the guidance and notify them of the appointment of the ECT. The Appropriate Body (STEP) will determine a start date for the induction and provide the ECT with a named contact. They will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment.

The Principal will confirm with the Appropriate Body (STEP) whether the position is suitable for an ECT and enact the appropriate reduction of timetable (10% in Year One and 5% in Year Two) as in line with the DfE's guidance.

Following the post being judged as suitable for an ECT and the ECT being appointed, an appropriate member of staff will be appointed as induction tutor (Paula Gwilliam AVP: Teaching & Learning) who will be responsible for day-to-day monitoring and support as well as coordination and writing of

assessment. In addition, a suitable ECT Mentor will be appointed who will ideally work within the same subject specialism of the ECT. In exceptional circumstances where this is not possible then a member of staff outside of the specialism may be selected to be mentor.

7. Purpose of Induction

The induction period spans the gap between Initial Teacher Training (ITT) and a career in teaching. It gives people the chance to practice and hone skills that have been learned in ITT. Induction provides ECTs with a structured programme of professional development alongside ongoing support and professional dialogue and is guided by the requirements of the Initial Teacher Training and Early Career Framework (ITTECF). This programme also includes regular monitoring and assessment of an ECT's performance against the Teacher Standards (See Appendix A).

Training provided as part of the induction period, should ensure that an ECT can demonstrate performance against the Teacher's Standards by the end of the induction. At the end of the programme ECT should be equipped with all the tools and skills required to be an effective and successful teacher.

8. The Induction Period

The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based upon a school year of three school terms). Where an ECT is part time, this will be the full time equivalent of two standard school years, Haberdashers' Abraham Darby will agree with the Appropriate Body (STEP) the length of the induction period.
If an ECT completed more than one term in a setting that is deemed appropriate for induction, then upon confirmation from the Appropriate Body (STEP) then this can be counted towards induction at Haberdashers' Abraham Darby.

9. Roles and Responsibilities

- **The ECT will:**
  - provide evidence that they have QTS and are eligible to start induction.
  - meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
  - agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
  - provide evidence of their progress against the Teachers' Standards.
  - participate fully in the agreed monitoring and development programme.
  - raise any concerns with their induction tutor as soon as practicable.
  - consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
  - keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings.
  - agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
  - retain copies of all assessment reports

- **The ECT mentor will:**
  - regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
  - work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ITTECF-based induction programme.
  - provide, or broker, effective support, including phase or subject specific mentoring and coaching.
  - take prompt, appropriate action if an ECT appears to be having difficulties.

- **The Induction tutor will:**
  - provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
  - carry out regular progress reviews throughout the induction period.
  - undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
  - carry out progress reviews in terms where a formal assessment does not occur.
  - inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher/Principal and appropriate body.
  - inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
  - ensure that the ECT's teaching is observed, and feedback provided.
  - ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
  - take prompt, appropriate action if an ECT appears to be having difficulties.
  - ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

- **The Principal will:**
  - check that the ECT has been awarded QTS.
  - clarify whether the teacher needs to serve an induction period or is exempt.
  - agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
  - notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
  - ensure that the requirements for a suitable post for induction are met.
  - ensure the induction tutor has the ability and sufficient time to carry out their role effectively.
  - ensure that the mentor has the ability and sufficient time to carry out their role effectively.
  - ensure an appropriate ITTECF-based induction programme is in place.
  - ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body.
  - ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body.
  - maintain and retain accurate records of employment that will count towards the induction period.
  - ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
  - make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
  - make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.
  - participate appropriately in the appropriate body's quality assurance procedures.
  - retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/Principal is expected to:

- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post.
- act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- notify the appropriate body as soon as absences, within each year of induction, total 30 days or more.
- periodically inform the governing body about the institution's induction arrangements.
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period.
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.
- in addition to the above, headteachers/Principals of FE institutions, independent schools, academies, and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

- **The Appropriate Body will:**
  - assure itself that Headteachers/Principals (and governing bodies where appropriate) are aware of and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ITTECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable.
  - check that the monitoring, support, assessment, and guidance procedures in place are fair and appropriate.
  - retain full responsibility for regulatory duties and powers including overseeing induction and must directly take all decisions on agreeing reductions and extensions with the ECT and recommendations to pass or fail induction which would all be based on its own consideration of relevant evidence.
  - make direct decisions in every case concerning the suitability of posts and institutions, appropriate action where schools are not complying with requirements or actions taken to support ECTs' progress.
  - maintain oversight of and accountability for all activities undertaken by third parties, and ensure services are conducted according to the agreed operating policies and processes of the appropriate body and this statutory guidance.
  - the appropriate body should, on a regular basis, consult with headteachers/Principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that:

- the Headteacher/Principal have put in place an ITTECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.
- the Headteacher/Principal (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.
- the monitoring, support, assessment, and guidance procedures in place are fair and appropriate.
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- induction tutors have the ability and sufficient time to carry out their role effectively.
- mentors have the ability and sufficient time to carry out their role effectively.

- headteachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates or wishes to introduce.
- any agreement entered into with either an FE institution or an independent school's governing body is upheld.
- the Headteacher/Principal has verified that the award of QTS has been made; the school is providing a reduced timetable in addition to PPA time.
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- ECTs' records, progress reviews and assessment reports are maintained.
- the Headteacher/Principal has obtained or has been provided with interim assessments, any formal assessment and progress reviews from the ECT's previous post.
- the school is submitting progress reviews and assessment reports (including any interim assessments) on time.
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- agreement is reached with the ECT, and the headteacher/Principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- agreement is reached with the ECT, and the headteacher/Principal is consulted in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements where a reduced induction period may be appropriate.
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required, and the relevant parties are notified.
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing (see para 2.41).
- retain all relevant documentation/evidence/forms on file for six years.
- the appropriate body should also (as local capacity, resources and agreements allow):
- respond to requests from the Headteachers/Principal to obtain interim assessments, any formal assessment and progress reviews from the ECTs previous post.
- respond to requests from schools and colleges for guidance, support, and assistance with ECTs' induction programmes.
- provide information to the headteacher on the types of induction available.
- respond to requests for assistance and advice with training for induction tutors and mentors.

- **The Governing Body:**
  - should ensure compliance with the requirement to have regard to this guidance.
  - should be satisfied that the institution has the capacity to support the ECT.
  - should ensure the headteacher/Principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
  - must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
  - can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
  - can request general reports on the progress of an ECT.

- **The Teaching Regulation Agency will:**

Statutory

- hear appeals.
- ensure that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- record the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

10. Absences

If an ECT is absent during the induction for a period of 30 days on more per year of induction (or equivalent for a part time teacher), the induction tutor will notify the Appropriate Body (STEP) as soon as the absences total this number. The induction period will then automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be completed at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

The above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted, and their performance assessed against the Teacher Standards (See Appendix One).

11. Assessment of ECTs

ECTs are exempt from normal appraisal procedures during their induction period and will join the school-based appraisal process after completion of ECT Year Two.

Formal assessment meetings will take place in the final term of the ECT's First Year (Term Three) and the final term of their second year (Term Six) and will be carried out by the Induction Tutor. This can either be a triangulation meeting with the ECT Mentor as well **or** The ECT and Mentor can meet in their mentor meetings prior to the Formal Assessment meetings to write notes to be shared with the Induction Tutor to further inform the Formal Assessment.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period (Two Progress Review's per year) and drawn from the ECTs work as a teacher from their induction programme including formal observations and informal drop in's. ECT's will be privy to the evidence used to inform the Final Assessment at all times.

After each formal assessment meeting, a formal assessment report will be completed on STEP's ECT Manager platform, and this will clearly show how the ECT is performing against the Teacher Standards (Appendix 1). The induction tutor will also recommend to the appropriate body (STEP) in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the Teaching Standards (Appendix 1).

The ECT will be expected to add their own comments and the formal assessment report will be signed by the Principal, Induction Tutor and the ECT.

The report will then be viewed by the Appropriate Body (STEP) for Quality Assurance purposes.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

12. Procedures undertaken when an ECT is considered at risk.

If it becomes clear during the induction period that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.

The Support Plan will be shared with the Appropriate Body (STEP) to Quality assure and review. (Appendix 2)

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment as long as it is not the final formal assessment the induction tutor will:

- Continue to deliver progress reviews.
- Revise the ECT's objectives and support plan in line with the Teachers' Standards.
- Share these with the ECT, Headteacher/Principal and Appropriate Body.

In the event of Serious Capability problems

Should it become necessary to instigate capability procedures before the end of an ECT's induction period (with the possibility of the ECT being dismissed before completing their induction), the induction processes will be carried out in parallel with any capability or disciplinary procedures. STEP will also be informed in this instance.

An ECT's right to appeal

In the case of an ECT failing their induction, or having their induction period extended, STEP will advise them of their right to appeal. This will include who to appeal to and the time limit for doing so. The appeals body in England is the Teacher Regulation Agency.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school, or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

13. Continuous professional development

As part of our commitment to our ECT's here at Haberdashers' Abraham Darby we run a CPD sessions known as TALENT, that run on selected Wednesdays on a range of different topics. ECT Year one colleagues are required to attend twice a month and Year two ECT colleagues are required to attend once a month. This is a mandatory part of the ECT's training, and any known absences should be notified to Paula Gwilliam (AVP Teaching & Learning/Induction Tutor) as soon as possible. The TALENT programme for each academic year is found within the Staff Handbook which is circulated at New Staff Induction and stored on SharePoint for all other staff. The TALENT programme is also shared via email at the start of the Academic Year ensuring that all ECTs are aware of their required slots.

As of September 2026 the TALENT programme has been further refined to create a more bespoke two-year CPD programme that rolls alongside the ECT journey. ECT Year 1 and ECT Year 2 sessions are denoted and attendance is only required in the relevant year.

The two-year CPD model is deliberately sequenced to align with the ITTECF, ensuring Year 1 teachers focus on establishing strong routines, behaviour, and core teaching practice, while Year 2 moves towards refinement, curriculum understanding, and wider professional responsibility. This staged approach reduces cognitive overload and maximises long-term impact on teaching quality and student outcomes.

14. Links with other policies and procedures

- Staff Performance Appraisal: Teaching Staff
- Pay Policy Teachers
- Teaching & Learning Policy

Appendix One: Teacher 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 these 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
- 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

Appendix Two: Support Plan Template

Points for development from last Observation
1. 2. 3. 4.

Support Strategies to be put in place:		**Evidence to support**
target	**support**	
1		
2		
3		
4		
5		
6		
7		
Timescale for Support: 6 weeks		
Date Agreed:		

Week	Targets to be met	Achieved	Evaluation of progress by ECT and Tutor
Week 1			***Success criteria:*** Agreed:
Week 2			***Success criteria:*** Agreed:
Week 3			***Success criteria-*** Agreed:

Week 4			***Success criteria*** Agreed:
	Interim Review- cover progress so far		Areas for development; Agreed:
	ECT Comment: I am		
Week 5			***Success criteria-*** Agreed
Week 6			**Success criteria** Agreed:

Comments at end of support plan:

Signed: Date:
Signed: Date:

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed regularly and/or in the light of changes in National Curriculum requirements and DfE guidance/regulations. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course every three years by the named person responsible below, who shall be accountable for that action.

ECT Policy	
Named Responsibility of Policy	Miss P Gwilliam – Assistant Vice Principal T&L
Date of Policy	September 2024
Date of Next Review	September 2027
Updated:	July 2026