



L.E.A.D.
Teaching School Hub
Lincolnshire

'WORKING IN PARTNERSHIP,
ACHIEVING THE HIGHEST
OUTCOMES FOR ALL'

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Additional Induction Support

Guidance 2026/27



Contents

Induction progress concerns (terms 1 to 4) – an overview	3
Induction progress concerns (terms 5 and 6) – an overview	4
Additional support timelines and actions – SIP 1	5
Additional support timelines and actions – SIP 2 and C4CSP	6
Escalation dial	7
Development target and Support Intervention Plan writing	8
Target setting guidance - Managing Behaviour	9
Target setting guidance - Promote Good Progress	10
Target setting guidance - Primary Reading	11
Target setting guidance - Primary Maths	12
Exemplar Support Intervention Plan 1	13
Capability and HR Procedures	17
Legislation	19
Appendix 1: Additional Support Quality Assurance Guidance	22



The following guidance is intended to assist in implementing the processes of support for ECTs who are assessed as 'not on track' to successfully complete their Induction Period.

The involvement of the AB throughout these support processes is highly recommended and we are committed to providing a service that will ensure;

- An external quality assurance of induction and support processes
- Clarity of understanding for all parties involved in the additional support processes
- The fairness and equitability of the implementation and evaluation of additional support mechanisms.

Induction progress concerns (terms 1 to 4) – an overview

School identifies a reason(s) for a concern with an ECT undertaking statutory induction with L.E.A.D. Teaching School Hub Appropriate Body. School contacts L.E.A.D. Teaching School Hub Appropriate Body in the first instance to discuss the concern.



If the concern is in relation to **unsatisfactory progress** being made towards the **Teachers' Standards**, the **AB** will advise a **Support Intervention Plan (SIP)** being put into place with an identified start / mid-point review and end date. We recommend a 6-8 week timescale for the support plan with a review at the half way point. This must be signed by all parties and submitted to and approved by the AB. The AB Contact will follow this up with the relevant parties.

Please note: An Assessment/Progress Review cannot be submitted where the ECT is identified as 'not making satisfactory progress' without a support plan being in place and approved by the Appropriate Body.



SUPPORT INTERVENTION PLAN 1

POSITIVE/GOOD PROGRESS

If after the end date, the **Support Intervention Plan 1 (SIP 1)** has been effective and the ECT is **on track to make satisfactory progress by the end of the induction period**, no further action is needed. The IT will confirm this with all parties. An Induction Tutor can opt to maintain support through an extended SIP1 to ensure improvements are fully embedded/sustained.

LIMITED/NO PROGRESS

If after the end date, the **Support Intervention Plan 1 (SIP 1)** has been **ineffective** and the ECT remains **not on track to make satisfactory progress by the end of the induction period**, a **Support Intervention Plan 2 (SIP 2)** will need to be submitted.

This may trigger an AB Quality Assurance visit from the AB and will help determine next steps.



SUPPORT INTERVENTION PLAN 2

POSITIVE/GOOD PROGRESS

If after the end date, the **Support Intervention Plan 2 (SIP 2)** has been **effective** and the ECT is **on track to make satisfactory progress by the end of the induction period**, no further action is needed or de-escalation support to be considered if appropriate.

LIMITED/NO PROGRESS

If after the end date, the **Support Intervention Plan 2 (SIP 2)** has been **ineffective** and the ECT remains **not on track to make satisfactory progress by the end of the induction period**, a **Cause for Concern Support Plan (C4CSP)**



CAUSE FOR CONCERN SUPPORT PLAN (C4CSP)

If the **AB** is in agreement with the school that there is a genuine concern with regards to the ECT's performance against the Teachers' Standards, a **cause for concern support intervention plan** will be put into place with an identified start / mid-point review and end date. The AB will work with the school to co construct the plan to ensure that intensive support is constructed that is tailored to the needs of the ECT at the appropriate level.

This plan continues to be reviewed.

*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 second/final assessment. For further information please see the Statutory Information.

Induction progress concerns (terms 5 and 6) – an overview

Additional Support - Cause for Concern Phase

If the need for additional support is identified in the final 2 terms of the induction period (terms 5 and 6) the additional support journey should adhere to the following protocols.

It is essential that the AB is involved at this stage, to ensure external quality assurance for all parties involved in the support process.

suggested approach is due to the proximity to the end of induction period and therefore the **risk of the ECT failing their induction**.

If the concern is in relation to unsatisfactory progress being made towards the Teachers' Standards, the AB will advise a Cause for Concern Support Plan (C4CSP) being put into place with an identified start / mid-point review and end date. We recommend a 6-8 week timescale for the support plan with a review at the half way point. This must be signed by all parties and submitted to and approved by the AB. The AB Contact will follow this up with the relevant parties.



C4CSP Mid-point review

Induction Tutor and ECT meet to review progress against the success criteria in the C4CSP. We would recommend RAG rating these success criteria and then identifying specific elements to focus on for the remainder of the plan period



C4CSP End review

Induction Tutor and ECT meet to review progress against the success criteria in the C4CSP. We would recommend revisiting the RAG rating completed at the mid-point review.

Possible outcomes from C4CSP review

Majority of success criteria met (Positive/Good progress)

– no further support, ECT on track to pass induction at Final Assessment



Limited number of success criteria met

– Decision as to whether the ECT has met the Teachers' Standards to an appropriate level and passes induction at the final assessment. This should take into consideration whether the remaining areas for development can be suitably managed through the school's post induction appraisal processes.



Majority of success criteria not fully met (Limited/No progress)

– To consider the need for an extension to the induction period.

Additional support intervention and cause for concern timelines and actions

To be read in conjunction with the L.E.A.D. Escalation Policy and the Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies April 2025

As soon as an Induction Tutor feels that an ECT requires support above and beyond that which might normally be expected within the induction period, or as soon as an Induction Tutor identifies that an ECT is **not on track** to meet the Teachers' Standards by the end of their Induction, a SIP 1 should be considered.

The additional support systems within ECF should be part of the supportive professional dialogue that sits at the heart of the induction process.

Where the wider context has compromised the implementation of one or more of the 'steps' - e.g. long term absence, the additional support pathways set out below may be adjusted on a case by case basis. These adjustments must be agreed with the central AB Team.

Support Intervention Plan 1 (SIP 1)

6-8 weeks duration / Mid-point review at 3-4 weeks

SCHOOL ACTIONS

- Induction Tutor communicates to ECT the identified need for additional support and which of the Teachers' Standards the support will relate to.
-
- Induction Tutor to write and submit SIP 1 to AB
Once this has been reviewed by the Appropriate Body, SIP 1 signed by all school parties involved
 - School uploads SIP 1 to ECT Manager
- AB involvement:* AB provide feedback to Induction Tutor on Support Intervention Plan 1
-
- Induction Tutor leads mid-point review
 - All school parties sign mid-point review
 - School uploads reviewed SIP 1 to ECT Manager
-
- Induction Tutor leads SIP end-point review
 - All school parties sign end-point review
 - School uploads reviewed SIP 1 to ECT Manager - with outcomes 1 or 2
- AB involvement:* AB catch-up call to the school/with Induction Tutor – impact of SIP 1 and next steps.
-
- SIP 1 outcomes
 1. Positive/ Good progress made against SIP 1 targets - No further additional support
 2. Limited/No progress made against SIP 1 targets - Move to SIP 2

AB involvement: The AB representative may have increased involvement at SIP1, dependent on the wider context. This will be agreed with the Headteacher, Induction a Tutor and central AB Team.

Support Intervention Plan 2 (SIP 2)

6-8 weeks duration / Mid-point review at 3-4 weeks

SCHOOL ACTIONS

- Induction Tutor communicates to ECT the identified need for additional support and which of the Teachers' Standards the support will relate to.
-
- | | |
|---|---|
| <ul style="list-style-type: none"> • Induction Tutor to write and submit SIP 2 to AB
Once this has been reviewed by the Appropriate Body, SIP 2 signed by all school parties involved • School uploads SIP 2 to ECT Manager | <p><i>AB involvement:</i> AB provide feedback to Induction Tutor on Support Intervention Plan 2</p> |
|---|---|
-
- | | |
|--|--|
| <ul style="list-style-type: none"> • Induction Tutor leads mid-point review • All school parties sign mid-point review • School uploads reviewed SIP 2 to ECT Manager | <p><i>AB involvement:</i> AB to complete Additional Support Quality Assurance (ASQA) visit of the school. This visit will include quality assurance of the Induction Tutor undertaking a lesson observation/giving feedback to the ECT. The AB role is not to make a judgement on the quality of provision in the classroom.</p> |
|--|--|
-
- Induction Tutor leads SIP end-point review
 - All school parties sign end-point review
 - School uploads reviewed SIP 1 to ECT Manager - with outcomes 1 or 2
-
- SIP 2 outcomes
 1. Positive/Good progress made against SIP 2 targets - No further additional support or de-escalation support
 2. Limited/No progress against SIP 2 targets - Move to Cause for Concern

Cause for Concern Support Plan (C4CSP)

6-8 weeks duration / Mid-point review at 3-4 weeks

SCHOOL ACTIONS

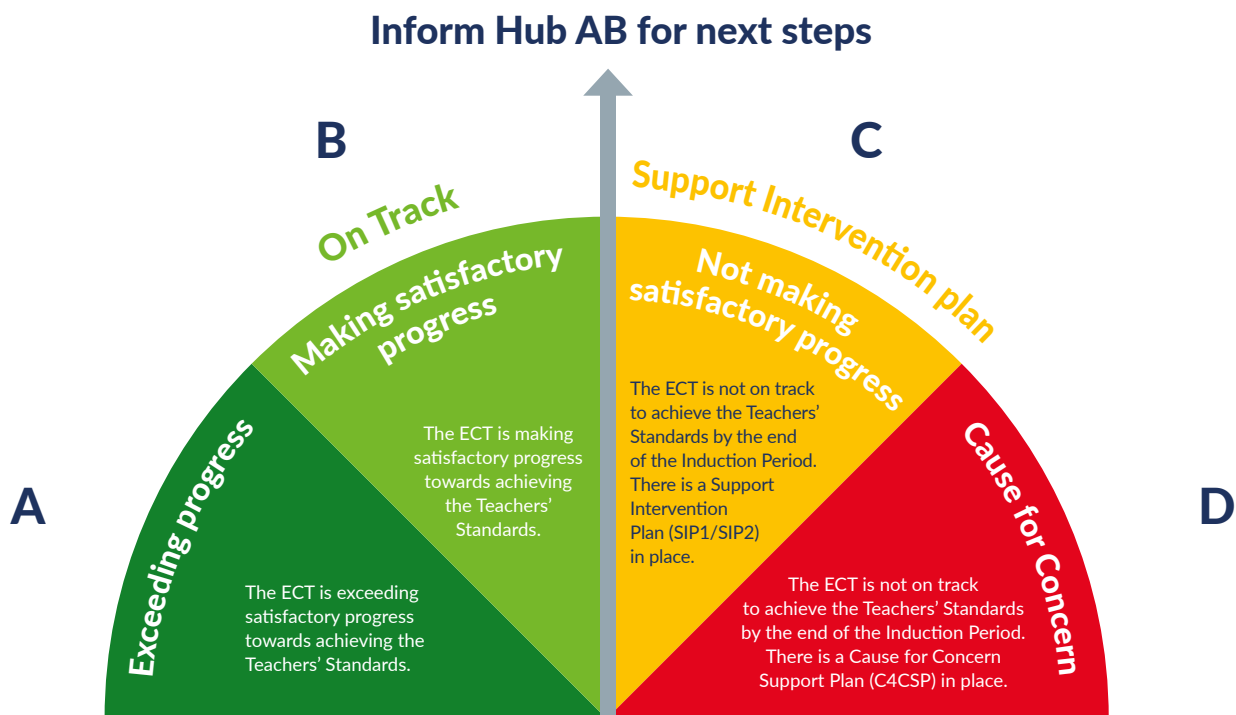
- Induction Tutor communicates to ECT the identified need for additional support and which of the Teachers' Standards the support will relate to.
-
- | | |
|---|---|
| <ul style="list-style-type: none"> • Induction Tutor to write and submit C4CSP to AB • C4CSP signed by all school parties involved • IT uploads C4CSP 2 to ECT Manager | <p><i>AB involvement:</i> AB provide feedback to Induction Tutor on C4CSP</p> |
|---|---|
-
- | | |
|---|---|
| <ul style="list-style-type: none"> • Induction Tutor leads mid-point review • All school parties sign mid-point review • Induction Tutor uploads reviewed C4CSP to ECT Manager | <p><i>AB involvement:</i> AB to attend midpoint or end review meeting. AB involvement throughout the C4CSP process will depend on the complexity of each ECT context.</p> |
|---|---|
-
- | | |
|---|---|
| <ul style="list-style-type: none"> • Induction Tutor leads C4CSP end-point review • All school parties sign end-point review • Induction Tutor uploads reviewed C4CSP to ECT Manager | <p><i>AB involvement:</i> AB to attend midpoint or end review meeting. AB involvement throughout the C4CSP process will depend on the complexity of each ECT context.</p> |
|---|---|
-
- C4CSP outcomes
 1. Positive/Good progress made against C4CSP targets - No further support/Consider de-escalation support
 2. Limited/No progress against C4CSP targets – Extension to C4CSP

AB involvement: AB to continue a higher level of involvement with support if an extension to C4CSP is required.

The Escalation Dial

- A** = The ECT is exceeding satisfactory progress towards achieving the Teachers' Standards.
- B** = The ECT is making satisfactory progress towards achieving the Teachers' Standards.
- C** = The ECT is not on track to achieve the Teachers' Standards by the end of the Induction Period.
There is a Support Intervention Plan (SIP1/SIP2) in place.
- D** = The ECT is not on track to achieve the Teachers' Standards by the end of the Induction Period.
There is a Cause for Concern Support Plan (C4CSP) in place.

This allows us as an Appropriate Body to rigorously monitor the progress of the ECTs and to ensure that the schools and ECTs are receiving the bespoke level of support that is required.



Following a period of more intensive support (SIP 2 or C4C) and good progress being made, we would recommend that careful consideration be given to the de-escalation of support - a lower level of support plan might be an appropriate approach to this.

Development target and Support Intervention Plan writing

The following pages exemplify the writing of specific professional development targets based on the Teachers' Standards. The first four examples illustrate the compilation of the targets themselves and this is followed by an exemplar of the targets set out in a Support Intervention Plan 1 (SIP 1)

The underlying principles that underpin these examples are that all parties involved in the writing, delivery and implementation of the plan have a clear understanding of the different elements involved (Target, Actions, Support and Impact)

'Setting and agreeing on goals.

When conscious, specific and sufficient goals are set during professional development, it is more likely that practice will change and performance will improve. Goals often work best when the behaviour change is explicitly described.'

EEF Guidance on planning professional development 2022



Support Intervention Plan: exemplar target setting process

(MANAGING BEHAVIOUR)

Teachers Standard 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.



Using approaches which are appropriate to pupils' needs

Target – To make effective use of a Behaviour Support Plan in order to ensure improved engagement and progress for Pupil A



Actions

- To work with the SENCo and Pastoral Lead to identify areas of need, motivators and successful strategies (beyond the school's Behaviour Management Policy) for Pupil A
- To meet with Pastoral Lead and Pupil A's parents/carers to share and discuss the BSP
- To consistently apply the strategies set out in the BSP
- To make effective use of any additional adult support in ensuring the consistent delivery of the BSP
- To meet with Pastoral Lead and Pupil A's parents/carers to review the impact of the BSP

Support

- SENCo and Pastoral Lead to support in the writing of the BSP
- Observation of the effective implementation of BSPs in other classes within the Key Stage.
- Pastoral Lead to support meetings with Parents/carers of Pupil A



Impact/measurement of impact

- Learning drop-ins show the improved engagement of Pupil A
- Learning outcomes from Pupil A show increased levels of pride and evidence of progress (responding to feedback and overcoming barriers in learning)
- Fewer incidences of dysregulation and the need for repeated negative sanctions

Support Intervention Plan: exemplar target setting process

(PROMOTE GOOD PROGRESS)

Teachers Standard 2

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- *guide pupils to reflect on the progress they have made and their emerging needs*
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study



Guide pupils to reflect on the progress they have made and their emerging needs

Target – To support pupils in their active engagement in a learning dialogue, enabling them to overcome barriers, make accelerated progress and understand their next steps in learning.



Actions

- Clearly communicate learning intentions for every session – with explicit reference made to knowledge and skills being developed
- Provide verbal and written feedback that is clearly focussed on the shared Learning Intentions
- Explicitly model the process of meta-learning, identifying strengths and areas for development
- Ensure that there are opportunities for pupils to 'talk their learning' reflecting on specific learning sequences to identify barriers overcome and progress made.

Support

- Observation of the Induction Mentor – who will be exemplifying the communication of Learning Intentions (knowledge and skills) and revisits to these throughout the session.
- Observations in classrooms where the use of marking and feedback is a strength
- Release time to gather pupil voice (pupils from ECTs class) around impact of a learning dialogue in supporting pupils' ability to talk their learning/identify barriers overcome and progress made.



Impact/measurement of impact

- Book looks evidence clear communication of learning intentions, knowledge and skills within sessions and across a learning sequence.
- Pupils are able to talk their learning with increasing confidence – referencing where they have been successful and what they need to be able to do to improve further.

Support Intervention Plan: exemplar target setting process

(PRIMARY READING)

Teachers Standard 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, & how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of pupils, 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.



Adapt teaching to respond to the strengths and needs of all pupils

Target – To make effective use of fluency assessments, in order to use effectively a range of strategies to support pupils with their reading fluency and understanding of texts.



Actions

- To research current evidence-informed fluency strategies, considering when and how to use these to support pupils' reading fluency and knowing the importance of this.
- To look at the fluency assessments to identify areas of strength and areas that need to be developed. Use these assessments to support with partnering pupils in reading lessons.
- To read the next text being taught on the reading spine, identifying pivotal moments in the text where fluency strategies would support pupils with their understanding.

Support

- Observation of the reading lead – who will be exemplifying the use of fluency strategies to support both access and challenge.
- Reading lead to support in:
 - Modelling how to assess reading fluency
 - Identifying areas of strength and areas to develop when analysing fluency assessments and how to use this to make informed decisions when planning reading fluency lessons.
 - Identifying how to select which fluency strategy to support pupils, dependent on their need (e.g. planning in opportunities for repeated reads in order to develop accuracy and automaticity when encountering complex tier 2 and 3 vocabulary in a subject with complex language like science.)



Impact/measurement of impact

- Planning shows the identification of which fluency strategy to use and when.
- Pupils have made progress, shown on their fluency assessments.
- Pupils are able to demonstrate they can reading fluently when independently reading aloud.
- Observations show that fluency strategies are supporting all pupils to read fluently when independently reading aloud.

Support Intervention Plan: exemplar target setting process

(PRIMARY MATHS)

Teachers Standard 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.



Make use of formative assessment

Target – To make effective use of 'live marking' in Maths as an assessment for learning tool - with a focus on providing access and challenge across the attainment range.



Actions

- To work with the Maths lead to identify possible misconceptions and compile probing questions
- To use pre-planned 'probing' questions as part of live marking in maths to deepen pupil understanding of specific mathematical concepts – extending and challenging the higher attaining mathematicians.
- To use signposting to models and pictorial representations as part of your live marking in maths to enable lower attaining pupils to access and understand the mathematical concepts being explored.

Support

- Observation of the maths lead – who will be exemplifying the use of live marking to support both access and challenge.
- Maths lead to support in
 - identifying possible misconceptions in an area of maths at the planning stage
 - compiling pre-planned probing questions for a given mathematical concept
- Release time to gather pupil voice (pupils from maths lead's class) around impact of live marking in maths – to include scaffold questions to support the dialogue between ECT and pupils as well as the ECTs subsequent reflection.



Impact/measurement of impact

- Planning shows the identification of possible misconceptions/barriers in Maths
- Pupils are able to 'talk' their maths learning, referencing where live marking has enabled them to overcome a barrier or misconception
- Work scrutiny evidences the impact of live marking within maths sessions

Support Intervention Plan 1

Completed by the Induction Tutor and ECT

ECT: A N Other		Timeline: 6 weeks		
Induction Tutor: SL		Start date:	Mid-point review date:	End date:
Mentor: MD		03/06/2024	24/06/2024	08/07/2024
Area of Standards causing concern				
Context: Why does the school feel the trainee needs support? A N has completed the second term of their induction. The most recent progress review document (uploaded to ECT Manager) sets out the progress made by A N but also the Teachers' Standards that are still not being met consistently. We are keen to capture the additional support that we are providing for A N in order to ensure clarity around expectations, the support put in place and the impact measures that will be the focus for the mid and end-point reviews.				
TS 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.			
TS 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.			
TS 2	Promote good progress and outcomes by pupils - be accountable for pupils' attainment, progress and outcomes - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - encourage pupils to take a responsible and conscientious attitude to their own work and study			
Agreed target (linked to TS)		Action to be taken by ECT	Support from school	Expected Impact/success criteria
TS 6	Make use of formative assessment Target – To make effective use of 'live marking' in Maths as an assessment for learning tool – with a focus on challenging the higher attaining pupils and supporting access to lower attaining pupils.	- To work with the Maths lead to identify possible misconceptions and compile probing questions - To use pre-planned 'probing' questions as part of live marking in maths to deepen pupil understanding of specific mathematical concepts – extending and challenging the higher attaining mathematicians. - To use signposting to models and pictorial representations as part of your live marking in maths to enable lower attaining pupils to access and understand the mathematical concepts being explored.	- Observation of the maths lead – who will be exemplifying the use of live marking to support both access and challenge. - Maths lead to support in - identifying possible misconceptions in an area of maths at the planning stage - compiling pre-planned probing questions for a given mathematical concept - Release time to gather pupil voice (pupils from maths lead's class) around impact of live marking in maths – to include scaffold questions to support the dialogue between ECT and pupils as well as the ECTs subsequent reflection.	- Planning shows the identification of possible misconceptions/barriers in Maths - Pupils are able to 'talk' their maths learning, referencing where live marking has enabled them to overcome a barrier or misconception - Work scrutiny evidences the impact of live marking within maths sessions
Mid-point review date – 24/06/2024	Target review notes (Induction Tutor) - Target review notes (ECT) -			

Agreed target (linked to TS)		Action to be taken by ECT	Support from school	Expected Impact/success criteria
TS 7	Using approaches which are appropriate to pupils' needs Target – To make effective use of a Behaviour Support Plan in order to ensure improved engagement and progress for Pupil A.	- To work with the SENCo and Pastoral Lead to identify areas of need, motivators and successful strategies (beyond the school's Behaviour Management Policy) for Pupil A. - To meet with Pastoral Lead and Pupil A's parents/carers to share and discuss the BSP. - To consistently apply the strategies set out in the BSP - To make effective use of any additional adult support in ensuring the consistent delivery of the BSP. - To meet with Pastoral Lead and Pupil A's parents/carers to review the impact of the BSP.	- SENCo and Pastoral Lead to support in the writing of the BSP. - Observation of the effective implementation of BSPs in other classes within the Key Stage. - Pastoral Lead to support meetings with Parents/ carers of Pupil A.	- Learning drop-ins show the improved engagement of Pupil A. - Learning outcomes from Pupil A show increased levels of pride and evidence of progress (responding to feedback and overcoming barriers in learning). - Fewer incidences of dysregulation and the need for repeated negative sanctions.
Mid-point review date – 24/06/2024		Target review notes (Induction Tutor) - Target review notes (ECT) -		
TS 2	Guide pupils to reflect on the progress they have made and their emerging needs Target – To support pupils in their active engaged in a learning dialogue, enabling them to overcome barriers, make accelerated progress and understand their next steps in learning.	- Clearly communicate learning intentions for every session – with explicit reference made to knowledge and skills being developed. - Provide verbal and written feedback that is clearly focussed on the shared Learning Intentions. - Explicitly model the process of meta-learning, identifying strengths and areas for development. - Ensure that there are opportunities for pupils to 'talk their learning' reflecting on specific learning sequences to identify barriers overcome and progress made.	- Observation of the Induction Mentor – who will be exemplifying the communication of Learning Intentions (knowledge and skills) and revisits to these throughout the session. - Observations in classrooms where the use of marking and feedback is a strength. - Release time to gather pupil voice (pupils from ECTs class) around impact of a learning dialogue in supporting pupils' ability to talk their learning/ identify barriers overcome and progress made.	- Book looks evidence clear communication of learning intentions, knowledge and skills within sessions and across a learning sequence. - Pupils are able to talk their learning with increasing confidence – referencing where they have been successful and what they need to be able to do to improve further.
Mid-point review date – 24/06/2024		Target review notes (Induction Tutor) - Target review notes (ECT) -		

Support Intervention Plan End Review: **Part 1** 08/07/2024

Please respond to the following questions	Yes / No	Date	Comments / staff involved
Has the Support Intervention plan been implemented in its entirety – has the planned support been delivered?			
Has the Support Intervention Plan been reviewed with the ECT?			
Has the Support Intervention Plan been successful – enabling the ECT to meet the identified Teachers' Standards?			
Has the ECT been made aware of any continuing concerns and which Teachers' Standards they relate to? <i>If yes please complete Parts 2 and 3</i> <i>If no please go to Part 4</i>			

Areas of Concern: **Part 2**

What are the areas of concern? Please give a brief outline, with reference to the Teachers' Standards.	
What evidence has been used to make the judgement that additional support continues to be required?	

Additional Information: **Part 3**

Please provide any other comments/issues that may affect the induction process or the progress of the ECT. Personal details are not required.	
Are there any attendance issues/ill health/school context details that may be helpful for us to know?	

Outcome following review of Support Intervention Plan – Please highlight below: **Part 4**

POSITIVE/GOOD PROGRESS If after the end date, the Support Intervention Plan 1 (SIP 1) has been effective and the ECT is on track to make satisfactory progress by the end of the induction period, no further action is needed. School to inform AB Delivery Partner about the positive outcome (contact details below)	LIMITED/NO PROGRESS If after the end date, the Support Intervention Plan 1 (SIP 1) has been ineffective and the ECT remains not on track to make satisfactory progress by the end of the induction period, a Support Intervention Plan 2 (SIP 2) will need to be submitted. This will trigger an AB Quality Assurance visit and will help determine next steps. School to submit the SIP2 to their AB Delivery Partner (contact details below)
L.E.A.D Teaching School Hub AB sophielougher@leadtshub.co.uk	

Discussed and agreed with ECT: Start of review	Signed	Date
ECT Name:		
Induction Tutor:		
Mentor:		
Discussed and agreed with ECT: Mid-point review	Signed	Date
ECT Name:		
Induction Tutor:		
Mentor:		
Discussed and agreed with ECT: End of review	Signed	Date
ECT Name:		
Induction Tutor:		
Mentor:		

Capability and HR Procedures

It is important to have due regard to how wider HR systems align with the first two years of a teacher's career. 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.

All organisations have their own policies and processes relating to HR. These HR systems should be implemented alongside induction as they provide different support and accountability structures to the ECF. An example model of the way in which HR processes work alongside ECT Induction can be seen below.



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 by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes
Performance Management	No	No	No	No	No	No	Yes
Capability	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes

* PLEASE NOTE: The length and conditions of the probationary period will vary according to the policy.

Where HR processes are enacted by the employer, the alignment and management of the two processes (e.g. areas of focus for development) are critical components to maximise success. The table below shows the responsibilities of each party in such cases.

Responsibilities and Actions - AB	Responsibilities Actions - School
To ensure that schools are providing support and induction entitlements to ECTs and are assessing ECTs' progress fairly during induction, i.e. against the Teachers' Standards and on the basis of evidence To continue to support the additional support process (SIP1/2 or C4CSP) To attend reviews within the additional support process – as set out in the L.E.A.D Additional Support Guidance. To signpost the school or ECT to their employer's own internal capability/conduct/ probationary or grievance policies and procedures as appropriate. The AB evidence base can be used within the HR process, however, the AB cannot conduct or be part of the HR process in any way. To ensure that the ECT is aware that the HR process is not part of induction	To ensure that the ECT is still receiving the induction support entitlement – including the full implementation of an ECT SIP1/2 or C4CSP To ensure that the school follows the appropriate HR/Capability Guidance To ensure that every ECT's progress is being assessed fairly and on the basis of evidence against the Teachers' Standards. To ensure that the ECT is aware that the HR process is not part of induction. To inform the AB that the HR process has been enacted for the ECT.

NB: Any conduct /safeguarding concerns need to be dealt with under the policies and procedures within the School/ MAT. The AB is not responsible for these aspects.

Legislation

The below is informed by the Appropriate Bodies guidance: induction and the early career framework - Published April 2024 (DfE).

The role of the appropriate body is to ensure that schools are providing support and induction entitlements to ECTs and are assessing ECTs' progress fairly during induction, i.e. against the Teachers' Standards and on the basis of evidence.

Where serious concerns are raised that fall outside of this, the appropriate body has no remit to advise the ECT or their employer on any HR procedures or decisions, such as in relation to capability, misconduct, or complaints between the ECT and their employer around the behaviour of staff. In such instances the appropriate body has no advisory role but may choose to signpost the school or ECT to their employer's own internal policies or grievance procedures as appropriate. These processes may run in parallel with induction but they are independent processes which are the responsibility of the employer not the appropriate body.

It is also not the role of the appropriate body to provide or confirm evidence about the ECT's conduct or progress to the employer directly for the purposes of any HR processes, although the employer, obtaining its own HR advice, may choose, to take into account any evidence or records produced for the purposes of induction as part of its HR processes.

The appropriate body should take care to ensure that, particularly where a support plan, progress review or a formal assessment record is disputed, they have cross checked evidence to ensure every ECT's progress is being assessed fairly and on the basis of evidence against the Teachers' Standards.

TERMINOLOGY

- SIP 1 – Informal Support Plan 1
- SIP 2 – Informal Support Plan 2
- C4CSP – Cause for Concern Support Plan
- ECT – Early Career Teacher
- IT – Induction Tutor
- AB – Appropriate Body

Appendix 1

Additional Support Quality Assurance Guidance

This appendix is to be used when the Quality Assurance process is undertaken at a setting where one or more ECTs are receiving additional support (grade C or D)

ECT Name:

School:

Induction Tutor:

Date of ASQA:

AB Team member conducting the ASQA:



The Induction Tutor	Y / N / NA	Further comments
Was the Support Intervention Plan 1 implemented in its entirety – was the planned support delivered?		
Has the ECT been actively involved in reviewing and target setting?		
What successes have there been because of SIP1 and the first phase of SIP2?		
Have any other staff been involved in delivering support for the ECT as part of the SIP1/2, and what impact has this had on ECT performance.		
What opportunities have there been for the ECT to observe more experienced colleagues?		
Has the ECT been made aware of any continuing concerns and which Teachers' Standards they relate to?		
What evidence was used to make the judgement that additional support continues to be required?		
Are there any other issues that may affect the induction process or the progress of the ECT?		
Additional notes from the IT		

The ECT	Further comments
Tell us about the school's feedback process and how is this supporting you in making progress against your SIP targets.	
How have your weekly/fortnightly meetings with your mentor supported you in achieving the success criteria in your Support Intervention Plan?	
Tell us about your role within the process of setting and reviewing targets for your SIP.	
What impact has the additional support plan had on your progress towards consistently meeting the Teachers' Standards?	

The ECT	Comments
Lesson observation feedback Clear, precise, and citing specific examples from the observation Feedback aligned with the SIP targets/success criteria Balance of positives and areas for further development Clear, recorded, next steps – maximum 3 ECT actively contributing to a developmental, learning dialogue A shared understanding of successes and next steps	
Additional comments following lesson observation feedback	

The report written following the Additional Support Quality Assurance visit is reflective of the practice observed during the visit and captures the activities and standards demonstrated on the day of the visit.

