



ECF Induction Tutors' Bulletin Autumn 2023

DELIVERING HIGH-QUALITY TEACHER TRAINING AND DEVELOPMENT ACROSS RYEDALE, SCARBOROUGH AND YORK



Welcome

Welcome to your first Induction Tutor Bulletin.

The aim of this termly bulletin is to keep you up to date with key information you need to support the successful implementation of the Early Career Framework at your school.

The induction tutor role includes:

- Ensuring **conditions** in school enable the implementation of the programme.
- Managing and communicating with key **stakeholders**.
- **Assigning mentors** to coaches.
- Supporting mentors and teachers to **engage meaningfully** with the programme.
- Tracking and monitoring the **quality of instructional coaching** taking place between mentor and teacher.
- Tracking and monitoring the **engagement of mentors and teachers** on the programme.
- Providing **supportive accountability**.

ECT Programme Principles - a reminder

- Key learning broken down into small, manageable chunks
- Underlying features applicable to all settings
- Clear modelling of effective practice
- Multiple opportunities to return to key learning
- Practice and feedback
- Contextualised by mentors
- Familiar routines



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Key Induction Tutor Role: Communicate with Stakeholders

If an ECT is leaving:

1. Update the DfE portal here: <https://manage-training-for-early-career-teachers.education.gov.uk/>
2. Tell us at Pathfinder—please include if the ECT is moving to another school or leaving the profession/ taking a career break
3. Tell us if their mentor would like to continue with their mentor training
4. If your appropriate body is Pathfinder, we will inform the named person who will contact you with any further action required.

If you are changing an ECT's mentor:

1. Update the DfE portal, adding details of the new mentor here: <https://manage-training-for-early-career-teachers.education.gov.uk/>
2. Tell us at Pathfinder – please include the name and email address of the leaving mentor and the name and email address of the new mentor and the date this is effective from
3. Please be aware that the new mentor will begin their own 2 year training journey at this point
4. Assign the new mentor to your ECT once onboarded and visible in your Steplab

Pausing an ECT on the ECF programme

1. Click 'Manage' tab from the left hand menu on the Steplab home page.
2. Click on 'Manage Staff'
3. Find the name of the ECT you wish to pause.
4. Once you are look at the ECT you want to pause, look at the column called 'Programme'. Click the programme for the teacher that you are pausing them on.
5. Click the button called 'Pause programme' under the heading 'Quick actions'. You will be prompted to enter a reason. Then click 'Save'.

Setting your school's term dates on Steplab

1. Click into the 'Manage' tab from the left-hand menu of the Steplab homepage.
2. Click on 'Edit term dates'
3. You will be taken to a dashboard—click on the correct academic year on the left hand side.
4. Hover your cursor over the text on the term dates—you can rename term dates and edit dates through the drop-down menu that opens.
5. When you have finished, click 'Save Changes'



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ECT Expected Participation

In Year 1, ECTs are expected to:

- Engage in weekly self-study
- Engage in weekly instructional coaching
- Attend 2 conferences
- Attend 3 clinics

In Year 2, ECTs are expected to:

- Complete the Year 2 diagnostic tool
- Engage in fortnightly self-study, including completing any outstanding modules from Year 1, revisiting Year 1 self-study content and engaging with further reading and Stretch content as appropriate
- Engage in fortnightly instructional coaching
- Attend 1 conference
- Attend 3 clinics

Mentor Expected Participation

In Year 1, Mentors are expected to:

- Observe their ECT for 15 minutes, then lead an instructional coaching meeting for 45 minutes
- Engage in self-directed study, for instance working through the modules in the mentoring and coaching development area on Steplab
- Attend two conferences and one clinic

In Year 2, ECTs are expected to:

- Fortnightly, observe their ECT for 15 minutes, then lead an instructional coaching meeting for 45 minutes
- Engage in self-directed study, for instance working through the modules in the mentoring and coaching development area on Steplab
- Attend 1 clinics



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Statutory Induction—Completing Progress Reports

Although many ECTs are on slightly different time lines, all our ECTs will be due either a progress review or formal assessment by the end of this term.

You will receive email reminders from ECT Manager when a review form is due to be completed for an ECT. These will begin a week before the report is due and continue until this is complete. When a review becomes due it will appear on your dashboard—click on 'Fill in' to access the online form.

You will be asked to include details of the following term's contract, whether the ECT is continuing as well as the days served and number of days absent over the course of the term—please ensure that these details are accurate, especially if the contract end date has changed. This is an opportunity to celebrate the achievements and progress of your ECT and to identify next steps.

Statutory Induction—What to do if an ECT is struggling

Statutory guidance states that where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review. We encourage you to get in touch with us whenever concerns arise that may mean an ECT will not be 'on track' at their next review point, allowing us to offer advice and support.



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