



Supporting ECTs from Informal Support to Cause for Concern Guide

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✉ teachingschoolhub@xaviercet.org.uk

Xavier contacts and Website



Xavier Teaching School Hub Appropriate Body is responsible for ensuring ECTs are effectively supported and has the main quality assurance role within the induction process. The monitoring and support throughout induction should be sufficient so that an ECT's progress against the Teachers' Standards is not unexpected when an ECT reaches a formal assessment point.

Here at Xavier, we are proud of the support we give to our schools and ECTs, if you have any issues you would like to discuss or would like any guidance regarding our Support Plan and Cause for Concern Process please contact us.

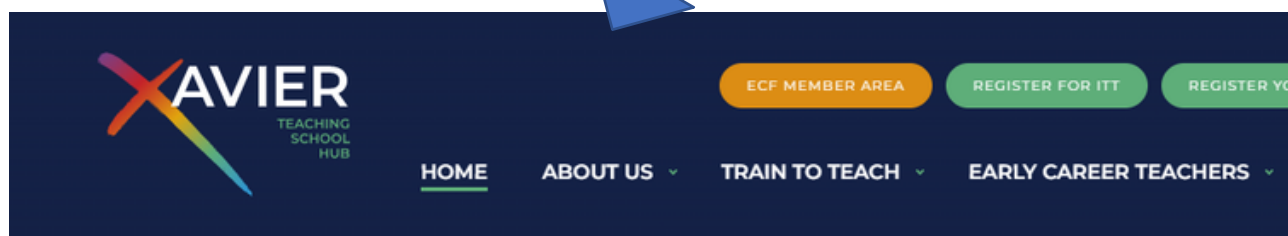
We endeavour to reply to any concerns within 24hours, you can contact us by;

- Email – Sophie Hunter Appropriate Body Lead s.hunter@xaviercet.org.uk
- Email – Kate Du Toit Appropriate Body administrator k.dutoit@xaviercet.org.uk
- Telephone – 01932 578687

On our Xavier Teaching School Hub website [Xavier Teaching School Hub - Secure Area \(xaviercet.org.uk\)](https://www.xaviercet.org.uk) there is an Induction Tutor area in the ECF Members Secure Area of our website, where you will find all pro forma documentation for the monitoring of assessment and support which are included this document.

Username - xavierecf@xavier.org.uk

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What should I do when a problem arises?

Where an induction tutor determines that an ECT is not making satisfactory progress against the Teachers' Standards, they should clearly outline the support 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 and the support with the appropriate body to monitor and track.

We need to grow great teachers and invest in their development for a dedicated period of time to ensure they have the opportunity to address their weaknesses and improve. It's important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

Suggested informal support

- Look to network for support and capacity.
- Being open and honest with ECTs at the very start.
- Ensure reasonable adjustments are in place at the start of induction for any ECTs with health, mental health issues or neuro diversities.

These are some of the steps schools have taken to ensure ECTs are successful

- The stronger teacher in a year group teach the core subjects across the piece, so the children learn with parity.
- Move the strongest TA into the ECTs classroom
- Change the mentor to recognise the need of the ECT after a short period of time.
- HT or member of SLT to coach the ECT while they are developing

Early Intervention Support



Info-gathering

- When a concern is raised the most important first step is to gather information that may help resolve the issues and understand the context. It may be worth considering:
 - What do you know about the ECT's ITT training experience?
 - If they are a ECT who has previous terms completed in a different school, have you read their previous reports
 - Ensure reasonable adjustments are in place at the start of induction for any ECTS with health, mental health issues or neuro diversities.
 - Has anyone discussed with them their prior experiences and the impact of these?
 - What targets have they previously worked on? Did you receive a transition document from ITT training or looked at their previous AB reports (on ECT Manager) if they have joined you from another school?

Concerns

- What do you know about them? Homelife? Commitments out of school? What motivates them in their role?
- When you look at the list of concerns raised, can you objectively identify a main area of concern to focus on?
- With the information you have, does the concern appear to be valid? How can you avoid any assumptions?
- If so, is this a consistent issue or one which is a one off?
- What is the context of the concern? Challenges in class? Level of support from mentor?
- Who do you need to speak to first? Next? What information do you need?

Current

- Have informal hints and tips been ignored, does the ECT perceive themselves differently from others?
- Are the ECT and mentor both receiving their full entitlement as outlined for induction? How do you know?
- Is the ECT receiving the right support from the most appropriate member of staff? How do you know? How is the relationship between ECT and Mentor
- Do they have someone of the staff body they can talk to both personally and professionally?
- Is the ECT aware of the situation? If not why not?
- Are there any outside contributing factors which are inadvertently impacting the situation? Ofsted?
- Consider are there any quick wins? What can be changed? What can be tweaked? Where are the solutions?

Discussions

- Speak to the ECT/mentor in the order you consider most appropriate for the situation. This first conversation is key- How this conversation is approached is really influential on the effectiveness of the ECTs progress.
- Sometimes it is worth asking them to do a 'brain dump' of all the things that are on their mind beforehand and then using time in the first meeting to discuss and prioritise these together.
- Often it is your role here to bring clarity, if they could have help in only one area what would it be any why?
- What can they change, what can they influence and what do they need to accept?
- Which areas is it acceptable to just be 'good enough' in and which need more time and attention?
- Are you the right person to support the situation or do you need any outside support in areas you may need expert advice in?

Early Intervention Support



Support

- Ensure ECTs are not overwhelmed by the support and actually understand what is expected of them.
- What would make them feel supported and give them the confidence to move forward?
- Is there anyone in the wider school community who has the expertise and different perspective to help?
- How is the ECT helping themselves?
- How will you agree and informally note down the support discussed?
- Is there a shared belief by all that with support in place, the ECT has the ability to make progress?



Follow up

- When is it appropriate to follow up? Little and often? Leave for longer to allow the support to be embedded?
- What information will you need to acquire in preparation for this follow up meeting?
Facts/opinions?
- Who will be there and why?
- Facilitate an open discussion which encourages reflection and accountability on all parts
- Celebrate the progress made and thank everyone involved for their time commitment to this support.
- Outline any next steps if required



Next steps

- Is further support or monitoring required? If so, will this be informal or does it need formalising?
- Who will be involved? Who has had the most impact so far? Does the current support need reviewing?
- Is a support plan required? If so please contact s.hunter@xaviercet.org.uk to inform us and we will provide support through the next steps.
- Induction tutor to log onto the secure member area of the website and download the self-reflection document for the ECT to complete with their mentor. Induction tutor to look at the flow diagram and support plan details to support them with the next steps.

What does satisfactory progress look like?



- ECTs have 6 terms to complete pass induction **confidently** and **consistently**.
- ECTs may make progress against the Teachers' Standards at different stages of induction.
- Although they have 6 terms to pass, it is not acceptable for an ECT to be inadequate against the Teachers' Standards for 2 years.
- Schools should recognise that ECTs do not need to be good or outstanding, they need to be satisfactory against the Teachers' Standards.

What we want to avoid

- ECTs leaving the profession during induction. – Induction is a 6-term journey, ECTs who are struggling are much more likely to leave the profession before the end of their 2-year induction. Everyone makes progress at different rates, it's important to invest in our ECTs.
- Lack of early intervention – Evidence has shown that the earlier we pick up on the small issue and grasp those nettles, the better the outcome for ECTs progress.
- Lack of transparency with the ECT. Nothing should be a surprise – ECTs should very much be part of the support plan discussions and process. This is not something done to them, but a collaborative approach measured against agreed targets
- ECTs being successful for the first year of induction, schools concerned with progress in the second year of induction
- The use of the language 'failing' - ECTs cannot fail induction until after the 6th term of induction. They are 'not on track' or 'not making satisfactory progress' at all other times during induction. Try to use this language when communicating with ECTs to avoid them feeling the support plan process as negative.
- Induction tutors being mentors – DfE guidance changed in 2023, where possible induction tutors should not be mentors.
- Induction tutors not having the capacity to support ECTs effectively. It is Head teachers' responsibility to ensure that induction tutors have the time to effectively support their ECTs and mentors over induction process.

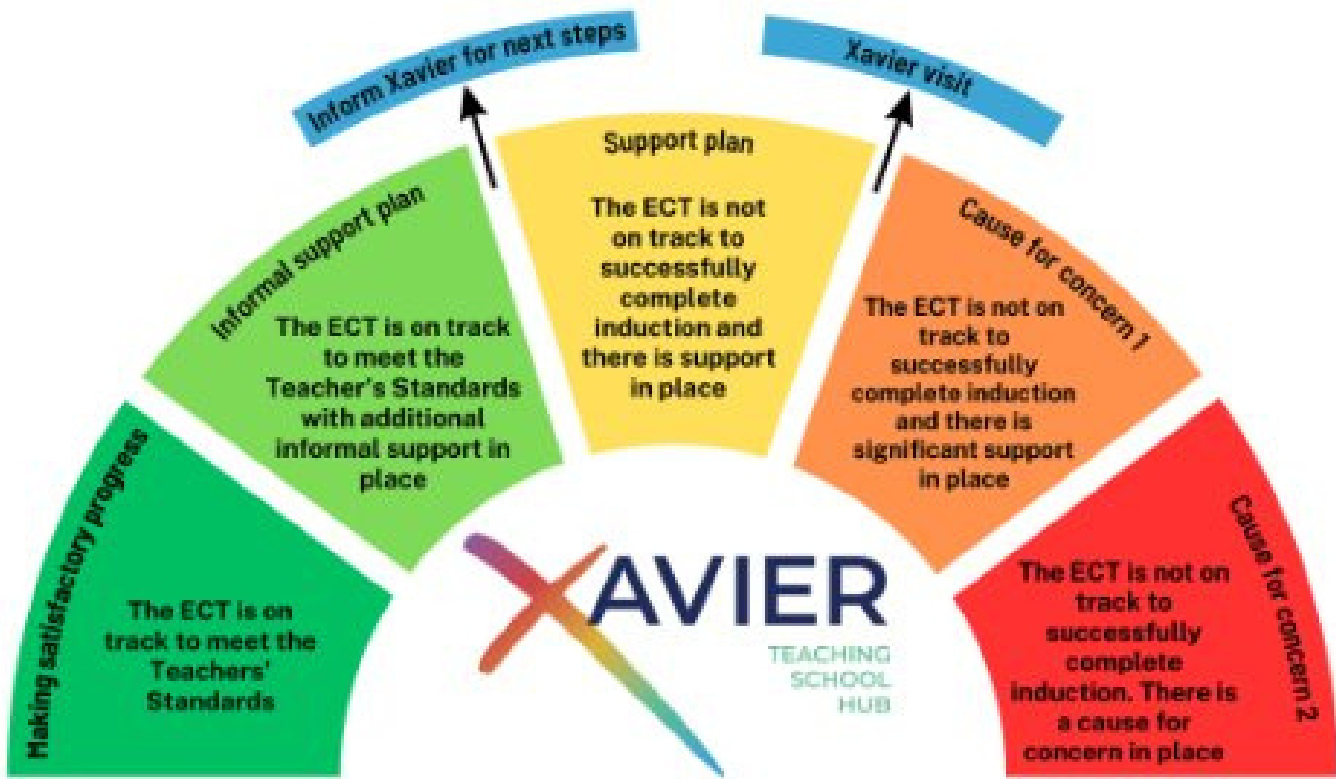
Supporting ECTs



Step by step guide to formal assessment

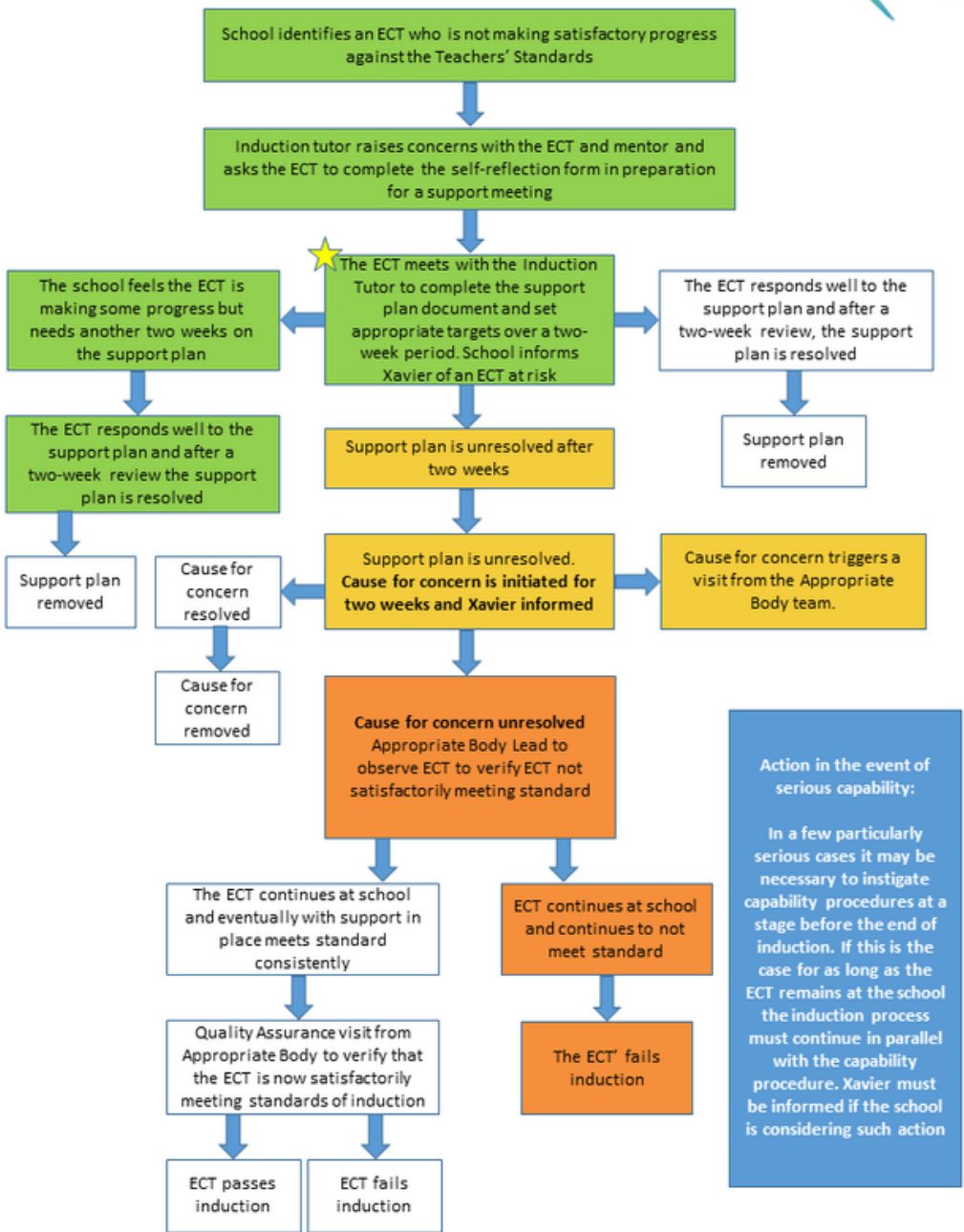
- Xavier AB have a clear structure to ensure ECTs are well supported after their school have identified they are not making expected progress. This is clearly shown in the following **support and cause for concern flow diagram**.
- Support plans are used to formalise support that is often being given informally, a support plan is active for a 2-week period and reviewed at the end of the 2-week time frame. (We advise that ECTs are not put on a support plan too close to a half term or holiday period) ECTs need 2 full week in school to address the targets without breaks. For ECTs wellbeing leaving an ECT on a support plan over a holiday is not recommended, unless it is an ongoing plan.
- If some progress has been made after a 2-week support plan, schools can complete another support plan with more specific and targeted areas to consolidate development or consistency before considering moving an ECT onto a cause for concern. This decision is the schools to make, we recognise that not all ECTS follow a linear path, and schools have the autonomy to do what they see as the best, to support their ECTs in different situations.
- While ECTs are on a support plan, school leaders may feel it is more important for ECTs to use their ECT and mentor meeting time to focus on the areas of concern rather than strictly following the suggested ECT programme topics.
- If an ECT has not made progress on the support plan, a cause for concern level 1. (2-week process.) This process in a clear indication to the ECT that their lack of progress on the support plan is of concern and has been escalated to a more serious level.
- If the cause for concern process is unresolved an ECT can then be escalated onto a cause for concern level 2.
- Once this timeline of support has been completed and all paperwork added to ECT Manager can formal capability procedures be started and run parallel to the cause for concern paperwork with the same targets.

Progress against the Teachers' Standards



Supporting ECTs formally

ECT Cause for Concern Flowchart



★ A support plan is designed to formalise targets that need to be achieved by the ECT in areas of their teaching that is not meeting standard. It also asks schools to show what **extra support** they will put in place in order for ECTs to meet these targets in a two-week time frame.

Appropriate targets– Priority targets should be achievable in the two-week time frame.

Appropriate targets should be achievable in the two-week time frame.

Support plans and how to make them successful



Most support plans and cause for concern processes are proven to be highly successful, with teachers developing well, to go on to successfully pass induction and thrive in the teaching profession.

Where support plans work

- The first conversation is key - How this conversation is approached is influential to the effectiveness of the support plan. The induction tutor should oversee the process and not the mentor. The mentor should have an input but should be impartial and supportive and not the one to start this process.
- Use the Support plan self-reflection document as a tool to unpick the ECTs understanding of how they are progressing - The support plan self-reflection should guide the ECT to reflect on their progress over the terms and look at what has been working well and any areas of development, the self-evaluation can then lead your discussion in the support plan meeting and help write the targets together.
- It's vital this process is seen as a supportive process and not a pathway to a disciplinary, ECTs cannot respond positively and become defensive. Unless the ECT is on board with the whole process it can become ineffective.
- Collaboratively set the ECT 3 measurable targets, against a Teachers' Standards for them to work on over the 2-week support plan.
- Ensure the targets are small, measurable and achievable in the 2-week timeframe. As induction tutors you are very experienced teachers, and sometime targets are used that are too complicated and overwhelming for the ECTs. Remember where they are in their careers and ensure that the ECT understands the targets set.
- If you do not feel confident with writing the support plan, please do engage with us here at Xavier, we are happy to support you to write effective targets and manage the process. Be patient, progress takes time and understanding. We have a moral obligation to do our absolute best to ensure ECTs are successful at the end of induction even if that journey is a little rocky.

Target exemplar



Teachers' Standard	Target	Extra support offered
4. <i>Impart knowledge and develop understanding through effective use of lesson time</i>	Use a visual online timer on your PPT slides for pupils (and ECT) to ensure 'best use of time' for different activities.	an expert at effective use of lesson time • Offer support to ensure the ECT knows the IT of how to imbed the online timer into

Support plan exemplar



In this example of a support plan, we can see targets that relate to a specific teacher standard. The expectations are clear and manageable in a 2-week time period. The targets should be discussed with the ECT to ensure that they understand how to show progress against them and the extra support that the school is offering. At the end of the 2-week support plan a meeting should be arranged to review the targets with the ECT and the mentor.

Teachers' Standard	Targets	Extra support offered
<u>TS1: Set high expectations which inspire, motivate and challenge pupils</u>	At the start of a lesson – plan for and create clear and concise expectations of behaviour. Choose 5 learning behaviours that you would like to see in the lesson and go over this with the class (<i>e.g. 1 – Sitting appropriately, 2 – no calling out, 3 – inside voices, 4 – sharing with a partner, 5 – quiet when teacher is talking</i>). Use expectation games where appropriate – see separate document for this. At the start of the learning task, reintroduce expectations. What do you want to see in their work? How will they work? (<i>For example: 1 – Neat handwriting, 2 – Use of adverbials, 3 – Sharing with partner, 4 – Taking turns, 5 – ten-minutes to complete task etc.</i>). Before a transition – set out clear expectations with the class. (Let the pupils know what you are looking for – see PowerPoint for slide to use if you would like). Explain the instructions prior to children moving out of seats. Use non-verbal cues to signal transition time. Use a timer on the board to show pupils how much time they have for a transition/tidy up. Follow up 'chair check' with a warning – then introduce a consequence if this behaviour is repeated (1 minute off breaktime if needed reminding)	Mentor support – modelling the setting of clear expectations at the start of lessons (and for lesson activities). Mentor support – modelling transitions using clear expectations at the start and use of a timer. Observe other KS2 teachers using non-verbal cues to coordinate transition times – look at how KS1 use non-verbal cues during transitions. Continue to observe teachers in KS2 to see their behaviour management strategies. Adapt timetable to allow time to invest these strategies with the class. Mentor meetings to discuss and reflect on what is working etc.

Capability and HR



- Only when the support plan and cause for concern process have been completed and the ECT has had the opportunity to successfully meet the targets set over the appropriate timescale can further actions be taken.
- Schools HR should be informed of any ECTs reaching the Cause for concern stage of the process and encourage ECTs to consult their union for support.
- We advise schools that ECT contracts should be temporary for the 2 years of induction and changed to permanent at the end of the induction process. Some schools also have a 6-month probationary period within their ECT temporary contracts.
- ECTs are employees of your school and therefore any capability procedures should follow the school's own policy with the ECT cause for concern running parallel to this.
- Please inform s.hunter@xaviercet.org.uk for any support plan and cause for concern issues.

ECTE Support Plan self-reflection form



Note to ECT: If during your ECT year a Support Plan is deemed necessary to enable you to progress and meet standard, you will be asked to attend a support plan meeting with your Induction Tutor and Mentor. In preparation for this meeting, it would be helpful for you to complete the following document in readiness to discuss your needs.

Reflecting on the term so far, what would you consider to be the strengths in your practice?

Reflecting back on the term so far, in your opinion, what do you feel are the areas for concern and priorities for improvement/development? (Which lesson focus/priority targets are not being met?)

What support do you need to help you to progress further and meet standard?

Is there anything else we would benefit from knowing about?

ECTE Support Plan



ECT:	School:	Subject:
Mentor:	Induction Tutor:	Assessor:
Date initiated:	Review date:	

What is the nature of the concern raised?	Please tick as appropriate
Lack of Progress against Teachers' Standards	
Failure to meet Part Two (Lack of professionalism)	
Professional Misconduct	
Personal responsibility over your Professional development	

Extra support required to meet Teachers' Standards			
Teachers' Standards	Agreed success criteria in order to resolve concern, achievable in the support plan time frame	Extra support and intervention offered: ECTs are entitled to extra support, above and beyond their statutory entitlements. (Please identify what support is being offered and by whom)	Met Yes/ No

Cause for Concern



ECT:	School:	Subject:
Mentor:	Induction Tutor:	Assessor:
Date initiated:	Review date:	

What is the nature of the concern raised?	Please tick as appropriate
Lack of Progress against Teachers' Standards	
Failure to meet Part Two (Lack of professionalism)	
Professional Misconduct	
Personal responsibility over your Professional development	

Extra support required to meet Teachers' Standards			
Teachers' Standards	Agreed success criteria in order to resolve concern, achievable in the support plan time frame	Extra support and intervention offered: ECTs are entitled to extra support, above and beyond their statutory entitlements. (Please identify what support is being offered and by whom)	Met Yes/ No

Cause for Concern 2



ECT:	School:	Subject:
Mentor:	Induction Tutor:	Assessor:
Date initiated:	Review date:	

What is the nature of the concern raised?	Please tick as appropriate
Lack of Progress against Teachers' Standards	
Failure to meet Part Two (Lack of professionalism)	
Professional Misconduct	
Personal responsibility over your Professional development	

Extra support required to meet Teachers' Standards			
Teachers' Standards	Agreed success criteria in order to resolve concern, achievable in the support plan time frame	Extra support and intervention offered: ECTs are entitled to extra support, above and beyond their statutory entitlements. (Please identify what support is being offered and by whom)	Met Yes/ No

