

**Northamptonshire
Teaching School Hub**

led by Brooke Weston Trust

Welcome!

AB Progress Review Webinar

3rd March 2026



Northamptonshire Teaching School Hub

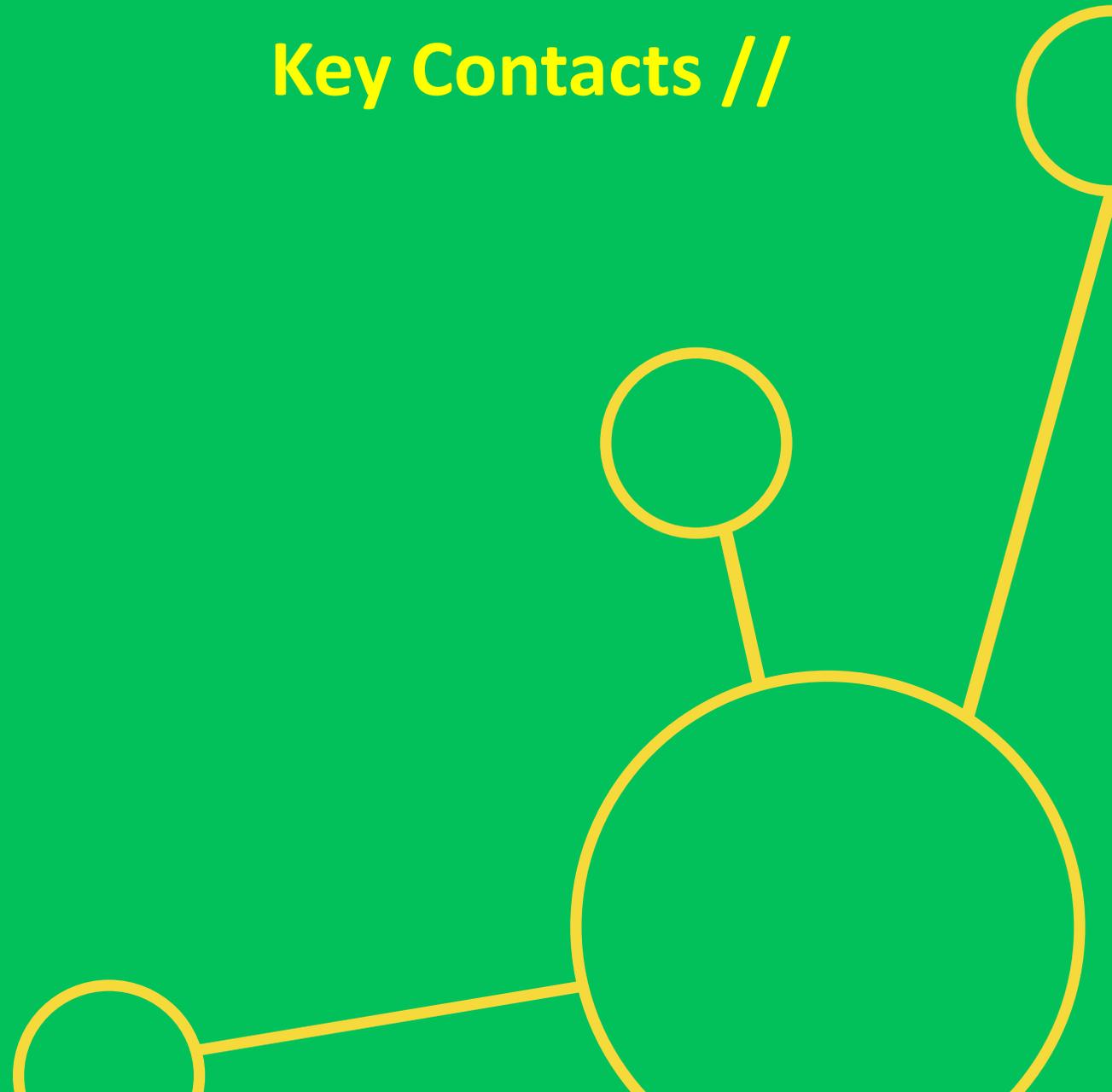
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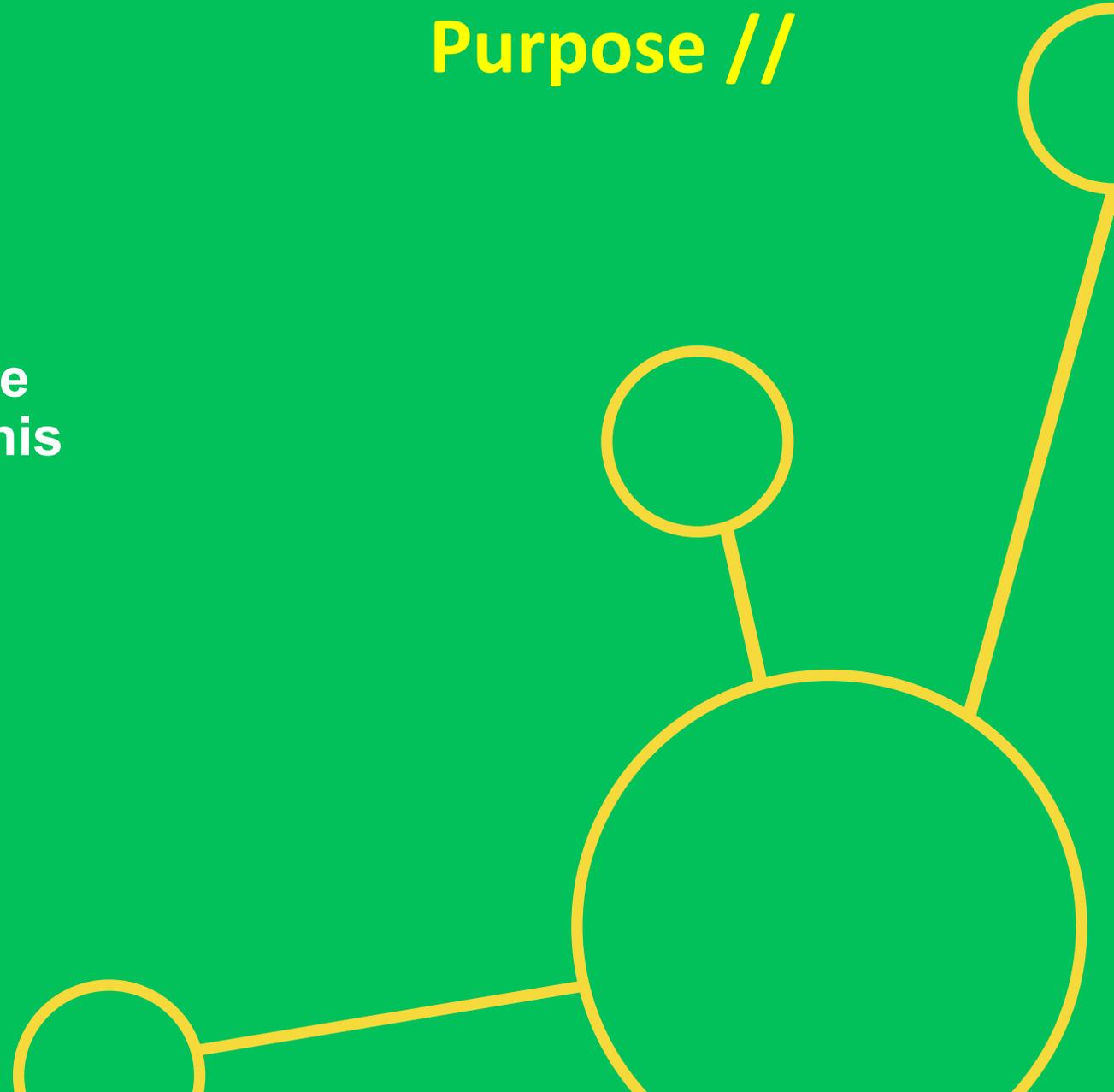
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Purpose //

1. Reminder of what you should be focussing your comments on in this progress review

2. Q&A/open discussion



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Assessment Dates 2025-2026

(Standard Starters)

Term 1 (4) Progress Review- 5th December

Term 2 (5) Progress Review 2- 13th March

Term 3 (6) Assessment- 30th June

Induction Tutor check list//

Essential

- Ensure that you have observed your ECT(s) at least once this term, and your observation is as near to the progress review completion date to give an accurate judgement about where they currently are in their practice.
- Shared written and verbal feedback from said observations linked directly to the ECT's progress against the Teachers' Standards- strengths and development areas
- Met/in process of meeting mentor(s) to gather wider feedback about ECT's progress – combine with feedback meeting from observation where possible
- Monitor ECT and mentor engagement in the ECF training
- Upload Progress Review 2 to ECT manager by **Friday 13th March**

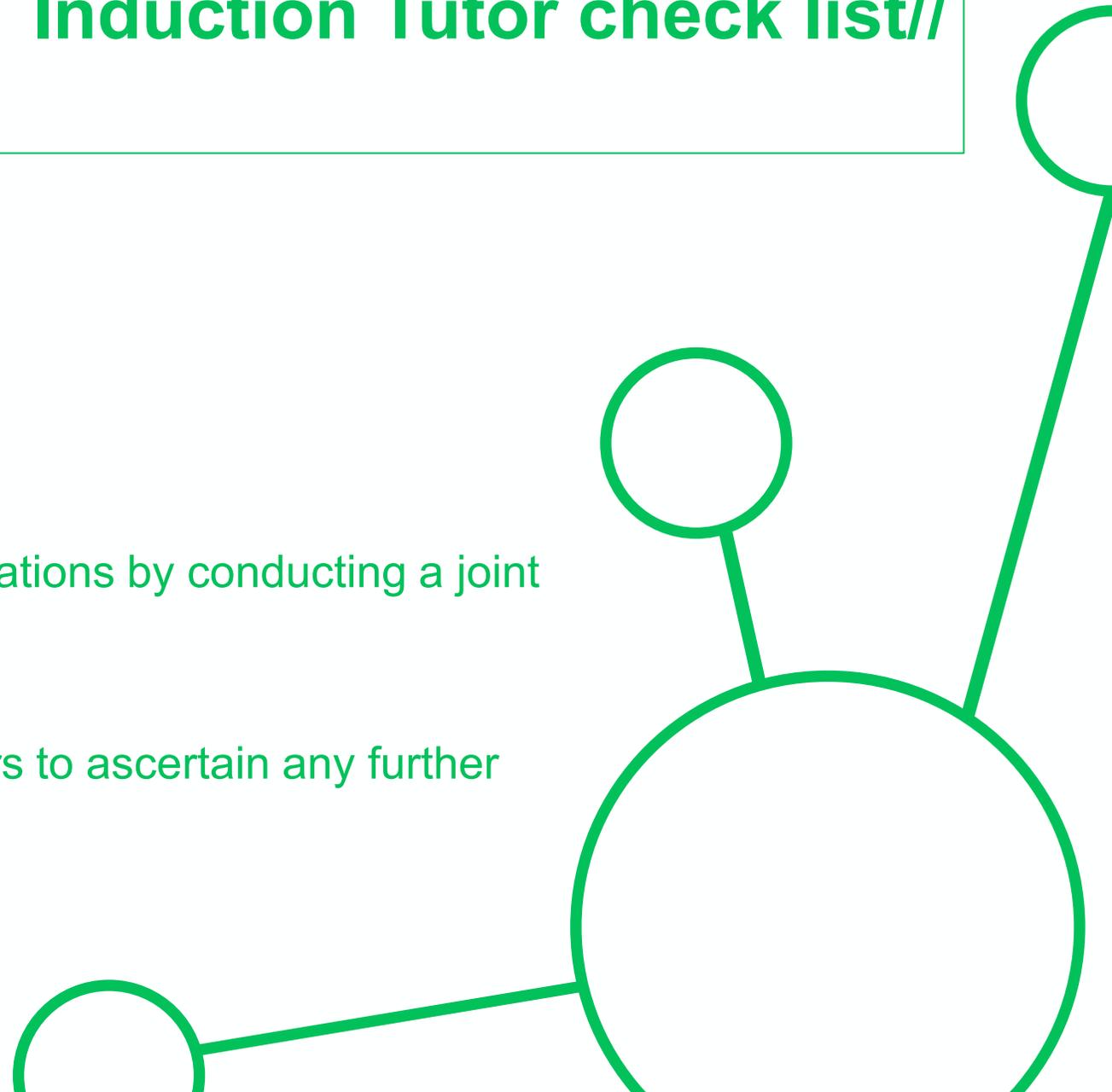
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Induction Tutor check list//

Best practice

- Quality assure mentoring (formative) observations by conducting a joint observation.
- Gather as much data from ECTs and mentors to ascertain any further training or support needs.



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How to navigate ECT Manager//

Go to 'Your ECTs'

Main menu, list of ECTs

**Click 'view ' for each ECT and there is a
link to get to the ECT's page**

**There is a link to click to complete the
progress review in the section**

Important things to note:

- Absences
- Remaining at the school or not
- ECT Comments

Completing the Progress Review//

You must complete all relevant parts:

- Confirm if the ECT is on track to complete induction successfully
- Give a clear, prosaic overview of their practice inc. strengths and areas for further development
- Confirm that the ECT has been informed if they are being marked as *not on track*
- Confirm that a support plan has been put in place if the ECT is not on track
- Confirm that the ECT is staying at the school
- ECT comments and answers Statutory Entitlements Questions
- Signatures of the Induction Tutor, ECT, and Head

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Eddie has continued to make strong progress this term, demonstrating increasing confidence in using assessment and feedback to inform his planning and next steps (TS6). By consistently engaging with assessment and feedback sheets, he ensures that his planning directly addresses identified gaps and builds securely on pupils' prior knowledge (TS5, TS4).

Dedicated time is built into the 'assessment and feedback' section of each lesson to revisit key learning and address misconceptions. Eddie also draws on previous assessment information to organise seating zones strategically, grouping pupils for independent tasks, teacher-led input, or collaborative learning and deploying his TA and LSA to support with smaller group work (TS8). This approach ensures that all learners receive appropriately targeted support and challenge (TS5, TS1).

i) you are writing an account of

NB. If you are completing an *interim* or *assessment* then you will be required to write more extensively against all the teacher standards.

Examples of progress reviews are on the NTSH website in the AB section.

Part Two. Personal and Professional Conduct

This resource outlines suggested “how” steps that exemplify what upholding this section of the Teachers’ Standards might look like in practice.

However, the precise actions and support strategies should always be context-specific and shaped by the culture, systems, and values of the school, as well as the individual behaviours and professional needs of the Early Career Teacher (ECT).

In essence, this document provides illustrative examples, not compliance checklists, supporting induction leads to focus on *professional growth through clarity, dialogue, and reflection*.

Teachers’ Standard, and sub-section	Suggested Actions to demonstrate (How)	Rationale for Teachers’ Standard and subsections (Why)
<p>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.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Model honesty and fairness in all professional interactions. Maintain confidentiality when handling sensitive pupil, staff, or school information. Declare and manage any potential conflicts of interest transparently. Take responsibility for mistakes and communicate solutions proactively. Arrive punctually and meet all professional commitments and deadlines. Follow through on actions and communicate if unforeseen delays occur. Dress and present oneself appropriately for the school context. 	<p>Teachers’ conduct influences public confidence in education and models integrity for pupils.</p> <p>Collective professionalism and teamwork enhance pupils’ experiences and school culture.</p>

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NTSH Website

Appropriate Body Guidance and Useful links

Please see below some useful documentation for Schools and ECTs to use for induction.

A link to the DfE's guidance on Induction for Early Careers Teachers can be found [here](#).

NTSH AB Handbook 2025-26



ECT Induction - ECT - IT Meeting Notes



ECT Induction - TSEF EXAMPLE



In this section

What is the
Appropriate Body?

Register for the
Appropriate Body
service

Appropriate Body
Guidance and
Useful links

AB assessment

Useful Documents

On the AB page you will find:

- Example progress Reviews
- Support plan templates
- AB 2025-2026 Handbook
- Teacher Standards Evidence forms (TSEF)

Anything else you need? Let me know!

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Questions?



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THANK YOU //

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