

**Northamptonshire
Teaching School Hub**

led by Brooke Weston Trust

Welcome!

AB Progress Review Webinar

22nd June 2026



Northamptonshire Teaching School Hub

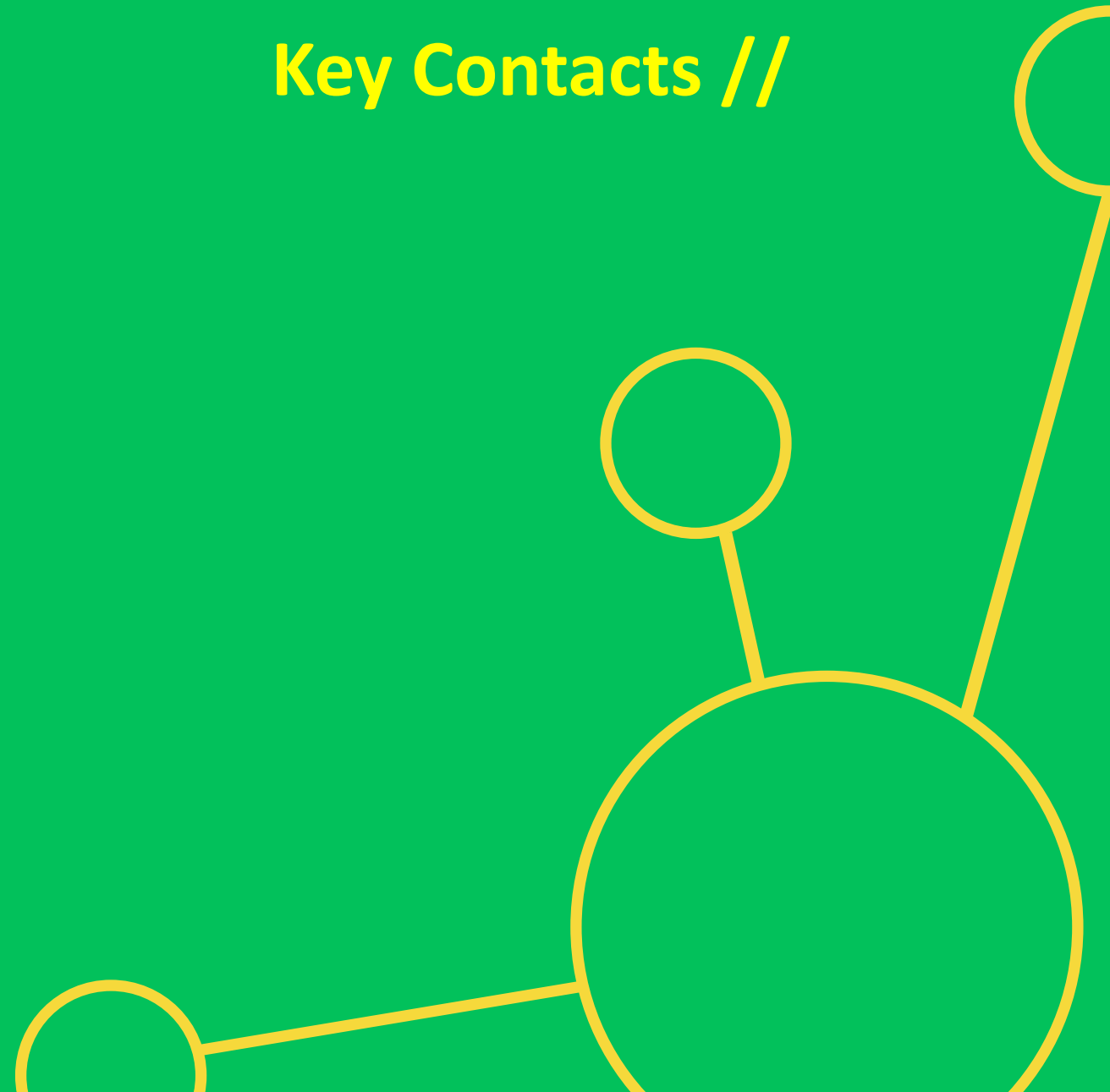
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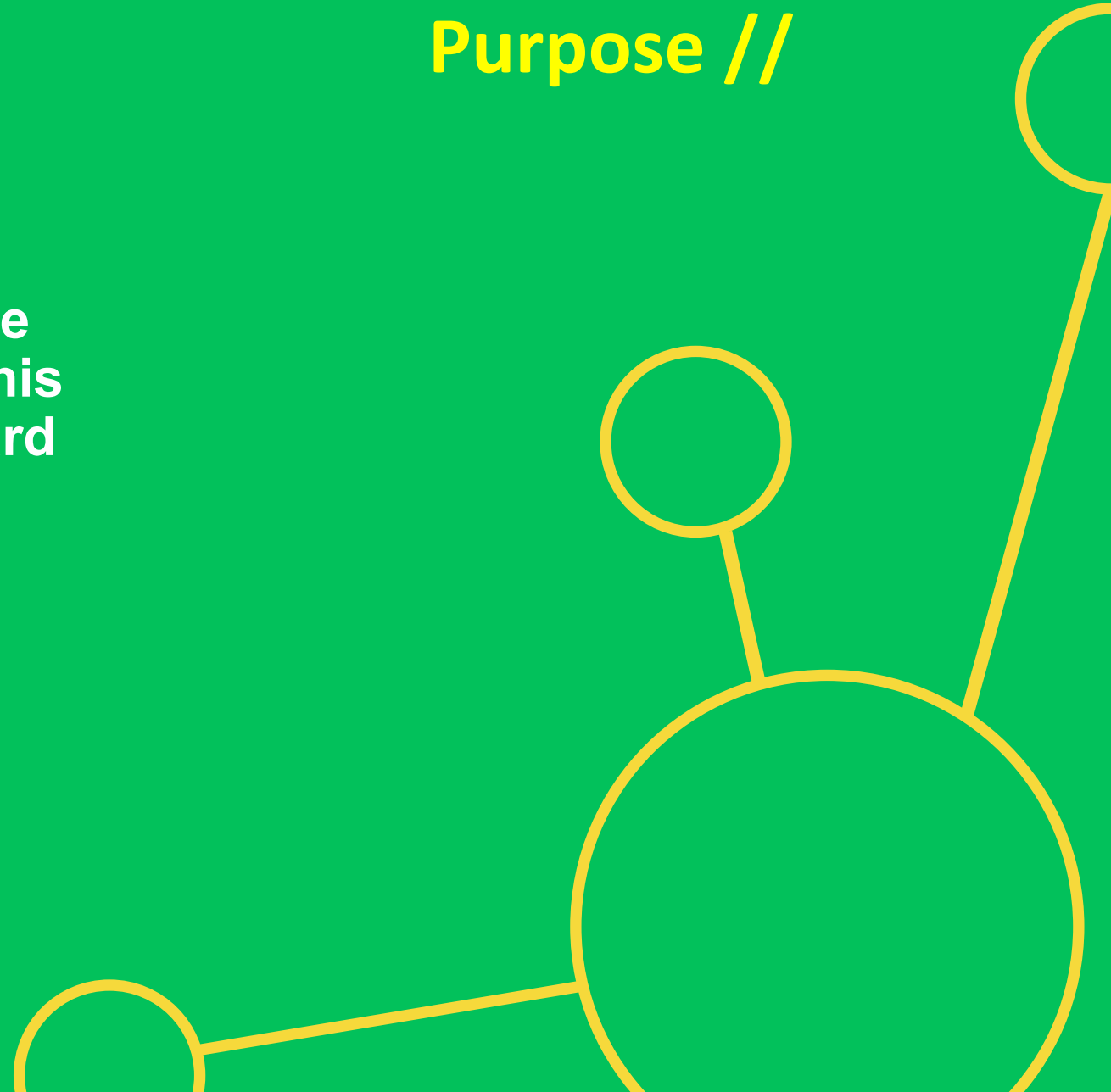
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1. Reminder of what you should be focussing your comments on in this Interim/Final Assessment (Standard Starters)

2. Q&A/open discussion

Purpose //



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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- 7th July

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 **7th July 2026**

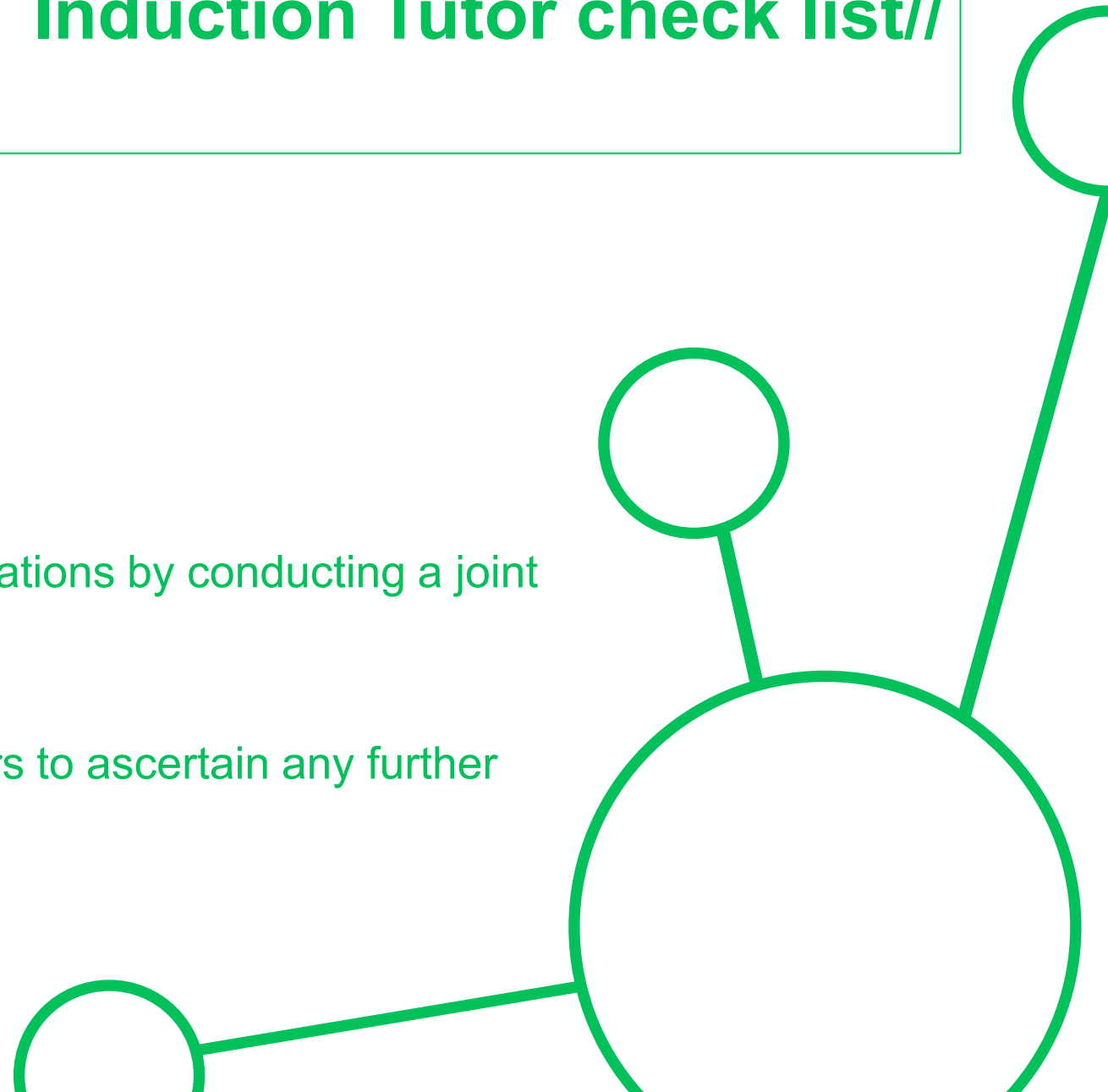
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Induction Tutor check list//

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.



Completing the Interim or Final Assessment //

You must complete all relevant parts:

- **Confirm if the ECT is on track to complete/has completed induction successfully**
- **Give a clear, prosaic overview of their practice inc. strengths and areas for further development against each of the Teachers' Standards**
- **Confirm that the ECT has been informed if they are being marked as *not on track (Interim/Term 3)***
- **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**

Example Assessment //

End of Induction Assessment Example- Successful in meeting the Teachers' Standards

TS1 – Set high expectations which inspire, motivate and challenge pupils

Xxx has created a warm, motivating and highly engaging classroom environment where pupils feel supported and ready to learn. They use assessment information and personal knowledge of pupils effectively to ensure that every child can access the learning each day. Working walls are used purposefully to celebrate pupils' work and provide clear reference points that help pupils who need reminders or additional support.

Xxx maintains consistently high expectations and rewards pupils in line with school systems; the pride pupils show when they meet these expectations has been a pleasure to see. They work well with colleagues to extend learning beyond the classroom—for example, during the KS2 geography unit on rivers, pupils produced thoughtful and well-presented homework that demonstrated strong engagement with the topic.

Relationships with pupils are a significant strength. Pupils respond positively to xxx's teaching style, and the positive, joyful atmosphere observed in lessons reflects this. Pupils feel confident to share ideas, understand when to focus, and enjoy social moments appropriately. This is the result of the xxx's clear routines, strong organisation and calm, structured approach.

Area for Development: Continue to refine strategies for stretching the most confident learners, ensuring they are consistently challenged through targeted questioning and extension tasks.

TS2 – Promote good progress and outcomes by pupils

Xxx has ensured that pupils make strong progress across all subjects. They use a range of assessment strategies to inform teaching and put in timely support where needed. Recent data shows that the majority of pupils are on track to meet end-of-year expectations, with particularly strong outcomes in reading and maths. Xxx can confidently discuss each pupil's strengths and next steps, and they work closely with the team to organise targeted small-group interventions.

End of Year 1 of Induction (Interim) Assessment- on track

TS1 – Set high expectations which inspire, motivate and challenge pupils

Xxx has established a positive and supportive classroom environment where pupils feel valued and motivated to learn. They set clear expectations and use praise effectively to encourage effort, resilience and good learning behaviours. Routines are becoming increasingly secure, and pupils respond well to the xxx's calm and consistent approach. Their growing understanding of pupils' needs enables them to plan learning that is appropriately pitched and accessible. Pupils feel confident to participate, share ideas and take risks in their learning.

Area for Development: Continue to develop strategies that stretch higher-attaining pupils through deeper questioning and more demanding tasks.

TS2 – Promote good progress and outcomes by pupils

Xxx has made a strong start in supporting pupils' progress across the curriculum. They use a range of assessment strategies to check understanding and are beginning to use this information to plan next steps. Pupils are generally on track to meet expectations, and the xxx can discuss individual strengths and areas for development with growing confidence. They work with colleagues to organise small-group support and are developing their ability to match interventions to pupils' needs.

Xxx is building positive relationships with families and shows sensitivity to pupils' well-being, helping those experiencing anxiety or challenges at home to remain engaged in learning. They work closely with the SENDCo to ensure pupils with SEND are included in whole-class learning and supported

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 2026-2027 Handbook
- Teacher Standards Evidence forms (TSEF)

Anything else you need? Let me know!

2026-2027 Termly Review/Assessment dates:

4th December

11th March

7th July

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- ECT Conferences- w.c 14th September
- ECT2 Conference- 29th June or 10th September
- Mentor Conferences- 21st September
- ECTE Lead webinar- 11th September @ 10.00-12.00pm

- ECTE Lead event- Next Thursday
@ NTSH 16.00-17.30pm

Dates for your Diary



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Questions?



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THANK YOU //

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Making a judgement about an ECT not being on track:

- Remember, they are on a journey and process that covers 2 years
- Induction Tutors can contact the AB outside of main progress review dates for advice and support
- Induction Tutors then log the ECT as not yet meeting standards at the next assessment point
- Visit by NTSH AB Lead/ Sub-Lead in subsequent term