



MANOR
TEACHING SCHOOL HUB

*Proudly serving South Staffordshire,
Walsall and Wolverhampton*

ECT INDUCTION

Reduced Induction Request Form



Request for Reduced ECT Induction Period

Requests for reduced induction periods will only be considered in recognition of ECTs having previous teaching experience and exceptional circumstance. **Please read the information below, on page 3, for further information in this.**

All requests must be sent to Manor Teaching School Hub (info@manorteachingschoolhub.com) or Manor Teaching school Hub Appropriate Body Lead Ceri Porter (cporter@manorteachingschoolhub.com) the term before the due date of the proposed final assessment.

ECT Name:	Headteacher:	Date:
School:		
Start date of Induction Period:		
Proposed end date of Induction Period:		
Number of days induction is reduced by:		
I would like to request a reduced induction period for the above named ECT and confirm that he/she is consistently meeting the Teachers' Standards.		
Name		
<p>Reason for request to reduce the Induction Period:</p> <p>I recommend a reduction in induction period.has successfully completed the Assessment Only QTS program through the University of Wolverhampton, which has equipped her with the necessary pedagogical skills and teaching competencies required for the role.</p> <p>With six years of teaching experience across Key Stages 3 and 4 in her specialised subject of Art, has consistently demonstrated her ability to meet all relevant teacher standards. Throughout her time with us, she has shown exceptional classroom management, effective lesson planning, and a deep commitment to student learning and engagement.</p> <p>Given her extensive background and proven track record, I believe..... is more than capable of transitioning seamlessly - reducing her induction period would allow her to continue to contribute positively to our school community and enhance student-learning outcomes.</p>		
Details and evidence of ECT meeting each of the Teacher Standards:		
<p>Please note: All materials; documentation and paperwork mentioned under the teacher standards below are evidenced (hardcopy); available to view during initial meeting. Teacher standard crosslink's have been highlighted in each section.</p> <p>-----</p> <p>TS1</p> <p>.....has demonstrated strong progress in meeting Teacher Standard 1 through her effective use of school policies, resources, and classroom practices. Her classroom environment and displays (TS3) reflect a commitment to fostering an engaging and inclusive space that motivates pupils to take pride in their work. This aligns with the school's <i>Classroom Environment</i> and <i>Display</i> policies, which encourage creativity and active participation.</p>		



.....has also embraced the *Behaviour, Rewards, and Sanctions Policy* (TS6/TS7), successfully managing classroom behaviour while reinforcing high expectations, as seen through lesson observations. Her use of the *Behaviour Chart* (TS7) promotes a clear structure, helping pupils understand expectations and accountability.

Through careful implementation of the *Marking & Feedback Policy* and *Presentation Policy*,consistently provides constructive feedback and encourages students to maintain high standards in their work, evidenced in student sketchbooks. The *Assessment* procedures (TS6) ensure her assessments are both rigorous and supportive of pupil progress.

In addition,has contributed to wider school initiatives such as the *and specialist workshops* (TS8), showing her commitment to providing enriching experiences that challenge and inspire students beyond the classroom.

Overall, dedication to the *Art Department Aims & Purpose* (TS3) and adherence to the *Code of Conduct* demonstrate her ability to inspire, motivate, and challenge pupils in a structured, creative, and supportive learning environment, as seen through her lesson observations.

TS2

.....has consistently used *Student Self-Evaluation* and *Peer-Assessment* examples (TS4/TS6) to encourage reflection and self-improvement among her pupils. Her *Teacher Sketchbook Marking* (including literacy) provides constructive feedback that motivates students and helps them identify areas for growth. Additionally, her use of *Student End of Topic Feedback* (TS6) ensures that students are aware of their progress and areas for development throughout their learning journey, as evidenced in student sketchbooks.

.....effectively monitors student performance through *Teacher Grade + Topic Records* and *GCSE Official Grade Records*, maintaining high standards for accuracy and fairness in assessment. These records, combined with her use of the *Student-Teacher Progress Weekly Review*, enable her to track progress consistently and intervene when necessary to keep students on track.

..... commitment to student success is evident in her detailed planning for major assessments, such as the *KS4 Student (10 Hour) Exam Planning*, which ensures students are well prepared for their exams. She also incorporates *Knowledge Organisers* (TS3) into her teaching, providing students with clear, structured content to help them retain and apply knowledge effectively.

Her use of the *KS4 Student Target/Progress/Self-Evaluation Tracker* supports students in setting and achieving goals, promoting a sense of ownership over their academic progress.

.....has demonstrated a strong commitment to ensuring all students succeed, as seen in her handling of *Assessment Evidence – Special Considerations* and *Interventions* (TS5). By identifying and addressing individual needs, she ensures that students requiring additional support are given the necessary tools and resources to thrive.

Her participation in *Controlled Assessment Marking – OCR + Criteria* (TS3) shows her dedication to maintaining consistent, high standards across all assessments, ensuring students receive fair and objective evaluations of their work.

.....'s engagement with school-wide initiatives, such as the *School Careers Assembly and Presentations* (TS8) and *Back to School Activities for Art* (TS8), reflects her commitment to students' overall development. These activities help students connect their learning to future career pathways and personal growth, encouraging them to aim high both academically and personally. Her role in *Form Duty & Planning* (TS8) further demonstrates her contribution to a well-rounded school experience for students.



Collaboration



Integrity



Innovation



Impact

.....has effectively met Teacher Standard 2 by promoting good progress and outcomes through thoughtful assessment, targeted feedback, and comprehensive tracking. Her well-planned lessons, proactive support for students with additional needs, and involvement in broader school activities ensure that her pupils are well prepared for success both inside and outside the classroom, as seen through lesson observations.

TS3

..... has demonstrated strong subject knowledge and curriculum understanding, meeting Teacher Standard 3 effectively. Her contribution to the department's success is evidenced by the *Outstanding Ofsted Feedback (March)*, which highlights her role in maintaining high standards in the art curriculum.'s active participation in the *Meeting with the Head Teacher – Department Review (TS8)* shows her commitment to aligning her teaching with school-wide goals and further improving the department's outcomes.

Her work with *Mentoring (Primary)*, which takes place each week, alongside professional email exchanges (TS8), demonstrates her ability to share and apply her expertise across different key stages.has also shown strong organisational skills through her effective handling of *Cover Work Organisation*, ensuring continuity in teaching even during absences, when required.

Additionally, has integrated inclusive teaching strategies by making use of *SEND Registers, Intervention Registers, and Personal Learning Plans (TS5)* to tailor her lessons, ensuring all students have access to high-quality art education. She works closely with the safeguarding team through meetings.

Overall, 's subject knowledge, curriculum understanding, and attention to diverse student needs have contributed significantly to her success in meeting Teacher Standard 3.

TS4

..... has effectively met Teacher Standard 4 by demonstrating strong lesson planning and delivery skills. Her use of *Teacher Planning* for both KS3 and KS4 ensures that her lessons are well organised and coherent. The *Lesson Plans* and *Scheme of Work (TS5)* she has developed provide clear objectives and structured activities, ensuring that students engage meaningfully with the content, as seen during lesson observations.

.....'s *KS3 Deep Questioning Activity* promotes critical thinking and deepens students' understanding, showcasing her ability to integrate challenging tasks into her lessons. Her *Lesson Teaching & Learning Outcomes* for both KS3 and KS4 (TS1) reflect her focus on achieving clear learning goals. Additionally,consistently reviews and refines her teaching through *KS4 Informal Reviews*; ensuring lessons are adaptive and responsive to student needs.

.....'s use of student work examples from KS3 and KS4 (TS4) further demonstrates her ability to assess progress and adjust lessons accordingly, as demonstrated practically and through her paperwork. Her planning is closely aligned with the *Curriculum Handbook* and *Curriculum Overview* for both key stages (TS3), ensuring curriculum objectives are met.

Overall, has shown strong skills in planning and teaching well-structured lessons, effectively engaging students and promoting positive learning outcomes.

TS5

.....has effectively met Teacher Standard 5 through her commitment to adapting her teaching to support the diverse needs of her students. Her *Example Lesson Resources for Year 8 on*, evidenced demonstrate her ability to create engaging and accessible materials that cater to different learning styles and abilities.



Collaboration



Integrity



Innovation



Impact

..... actively seeks feedback on her teaching practices, as evidenced by her participation in *Lesson Observations and Feedback* (TS6/TS7/TS8). This reflective practice enables her to continuously improve her instructional strategies based on observed strengths and areas for development. Her contributions to the *Department Teaching and Learning Audit* highlight her engagement with departmental evaluations to enhance overall teaching quality.

Her *Department Plan and Subject Review* (TS4) showcases her understanding of curriculum goals and her commitment to integrating best practices in art education. Additionally, her development of *Integrated Research Tasks* aligns with the curriculum objectives and encourages students to apply their knowledge in meaningful ways (TS4).

.....'s *KS4 GCSE Subject Planning* and the provision of *Extra Art Sessions* letters reflect her proactive approach to supporting student progression and ensuring they receive the necessary resources for success. She has also emphasised the importance of online safety in her lessons, as shown through her incorporation of *E-Safety Rules* and *Integrating Online Safety in*, ensuring students are aware of the importance of responsible digital practices.

Overall,has demonstrated a strong ability to adapt her teaching to meet the individual strengths and needs of her students, fostering a supportive and inclusive learning environment. Relevant documentation and paperwork have been evidenced.

TS6

.....has effectively met Teacher Standard 6 through her comprehensive approach to assessment, demonstrating a clear understanding of how to use assessment data to inform teaching and support student progress. Her identification of *Curriculum Gaps for KS3 and KS4* (TS4/TS5) showcases her commitment to ensuring that all areas of the curriculum are addressed and that students are receiving a well-rounded education.

The *Lesson Evaluation* process she uses (TS4) allows her to reflect on her teaching methods and the effectiveness of assessments, leading to continuous improvement in her practice. Additionally,’s use of *KS3 Skills and Targets Tracker*—an end-of-topic tool—provides her with valuable data to monitor student progress and adapt her teaching strategies accordingly.

..... has maintained detailed records of *Year 11 Predicted Grades* and *Year 7-11 Progress Reports*, ensuring that she tracks student achievement over time. Her preparation for *Year 11 Assessment* demonstrates her commitment to equipping students with the knowledge and skills needed for their GCSEs. Furthermore, her involvement in *Cross-link School Moderation for GCSE* and the *OCR External Moderation* process reflects her dedication to maintaining high standards of assessment and ensuring consistency in grading.

Her engagement with *KS3 Assessment Reports* on the Online System highlights her use of technology to streamline assessment processes and keep track of student performance. The development and delivery of her *CPD Training on Scaffolding* (TS8) further illustrates her commitment to sharing best practices with colleagues, enhancing overall assessment strategies within the department.

.....also uses *Assessment Trackers (Knowledge & Skills)* to monitor student-learning outcomes effectively, while her *Teacher Homework and School Work Tracker* ensures she maintains accountability in assigning and assessing homework.

Overall, has demonstrated a robust understanding of how to make accurate and productive use of assessment to enhance student learning and achievement. Her comprehensive tracking, reflection, and commitment to continuous improvement underscore her effectiveness in this area.



Collaboration



Integrity



Innovation



Impact

TS7

..... has demonstrated a strong ability to manage student behaviour and create a positive, safe learning environment, effectively meeting Teacher Standard 7. Her use of afor tracking positive behaviour and achievements encourages students to engage actively and strive for excellence in their work. This system is complemented by the use of *Praise Cards*, which serve as tangible recognition of students' efforts and contributions, reinforcing positive behaviour in the classroom.

.....also maintains an*Dept detention Log*, which helps her track and address any instances of misbehaviour, ensuring that appropriate consequences are communicated clearly and consistently. Her use of the *Attitude to Learning Chart* allows for a structured assessment of student engagement and effort, facilitating meaningful conversations with students about their behaviour and academic performance.

The establishment of *Classroom Rules for*creates a clear framework for expected behaviours, promoting a respectful and focused classroom atmosphere. By communicating these rules effectively, fosters an environment where students understand the importance of respect and collaboration.

In addition, her attention to *Student Safety & Welfare Forms* ensures that all necessary precautions are taken to safeguard the wellbeing of her students, reflecting her commitment to creating a secure and nurturing learning space.

Overall,’s proactive and structured approach to behaviour management contributes significantly to a positive and productive classroom environment, demonstrating her ability to uphold high standards of conduct while supporting student learning.

TS8

..... has effectively met Teacher Standard 8 by actively engaging in the wider professional responsibilities of her role and contributing to the overall success of the art department. Her organisation of *Trips & Clubs* demonstrates her commitment to providing enriching extracurricular opportunities that enhance students' learning experiences and foster a sense of community within the school.

Thereflects her initiative in encouraging student participation in external events, which promotes not only individual student talent but also the school's reputation in the wider community. Additionally, her efforts in drafting the *for KS4 Resources* ensure that students and parents are well informed about essential tools and materials, supporting students' preparation for their courses.

.....’s involvement in the *Fundraising Appeal* showcases her dedication to securing additional resources for the art department, reflecting her proactive approach to enhancing the educational experience for all students. Her successful *OCR External Visiting Moderation Application* highlights her ability to navigate and contribute to external assessments, ensuring the department meets required standards and maintains its reputation for excellence.

Overall,’s proactive involvement in these activities exemplifies her dedication to fulfilling her wider professional responsibilities and enhancing the educational landscape of the school.

Personal and professional conduct

..... has effectively met Teacher Standard Part Two by cultivating positive relationships and demonstrating high professional standards throughout her teaching practice. Her participation in *CPD Training, INSET, and various courses attended* shows her commitment to continuous professional development and her willingness to improve her skills, ultimately benefiting her students.



Collaboration



Integrity



Innovation



Impact

Her *Timetable* reflects her dedication to maintaining an organised and structured approach to her teaching, allowing her to manage her responsibilities effectively. Attendance at *OCR CPD Sessions* demonstrates her engagement with external training opportunities, ensuring she stays updated on best practices in education (TS8).

.....'s involvement in events such as the and the *Options Evening (Parents & Students)* highlights her commitment to building strong relationships with students and their families. These events foster a sense of community and support for students as they navigate their educational journeys.

Her active participation in duties such as *Cover Lessons Duty, Induction Day – Invigilation Duty, Form Teacher Duty, and Break Duty* reflects her readiness to take on additional responsibilities, contributing positively to the school environment. These duties are performed with professionalism, further reinforcing her commitment to high expectations and standards.

.....exemplifies professionalism in her daily interactions, dressing appropriately, being confident and proud of her work, and maintaining a friendly and courteous approach with students and colleagues. She consistently treats students with respect, creating a supportive and inclusive classroom atmosphere that encourages learning.

Overall, has demonstrated a strong ability to promote good relationships and maintain high professional conduct, ensuring a positive learning environment for her students and contributing to the overall success of the school community.

<p>Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction.</p> <p>Please confirm that the ECT will be provided with an ECF based programme throughout the induction period, including the statutory requirement for a reduced timetable in addition to PPA, a school based mentor and an Induction Tutor.</p>	<p>Y/N</p>
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Signed	Date
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ECT confirmation	
I understand that it is my right to serve the full induction if I wish to do so.	
I understand that after the induction period has been served, I relinquish my statutory entitlements to an ECF based programme.	
I understand that after the induction period has been served, I relinquish my statutory entitlements to a reduced timetable.	
Signed Date	

*Please see below for examples of where Manor Teaching School Hub AB, in line with DFE Guidance, will consider reducing the induction period.

Digitally signed forms will be accepted only if sent from the Headteacher's email address and copied to the ECT.



Determining and Reducing the Length of the Induction Period

Determining the length of the induction period

2.29 The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms.

2.30 The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector.

2.31 In some exceptional circumstances the length of an induction period may be reduced.

Reducing the induction period

3.2. Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience. An appropriate body in England has the discretion to consider reducing the 2 year length of the Induction period being served under the English legal framework (the 2012 regulations) in recognition of part of an induction served in Wales under the Welsh induction regulations subject to evidence of induction records.

3.3. In making such a decision they should take account of advice from the headteacher/principal and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions 9 the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 and the Education (Induction Arrangements for School Teachers) (Wales) (Amendment) Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route. In all cases, if a reduced induction is considered appropriate when determining the length by which the induction is to be reduced appropriate bodies are expected to consider the remaining progress that is to be made against the Teachers' Standards.

3.4. Where the length of induction is reduced to one term, only the final assessment meeting and report will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way.

3.5. Separately, ECTs serving induction on a part-time basis may, on completion of a minimum period covering but not equivalent to two full years, be able to have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory the headteacher/principal may consult with the appropriate body on whether a reduced induction is appropriate. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned. A



reduction, in these circumstances, should only be made on the basis that the ECT has met the Teachers' Standards.

(Statutory Guidance April 2024)

[Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121212/induction-early-career-teachers-2024.pdf)

Examples of where Manor Teaching School Hub AB will consider reducing the induction period

Significant teaching experience as a teacher in:

- an independent school;
- an academy or free school;
- an FE institution;
- a British School overseas;
- any other institution where induction may be served;

and/or

Significant teaching experience as:

- a part-time teacher who has completed a period covering but not equivalent to two full years;
- an unqualified teacher;
- a teacher who has gained QTS via the Assessment Only route;
- a teacher in a school where induction cannot normally be served;
- a teacher in a school that did not register them for induction;
- a teacher in an overseas school;

