



ECF Fidelity Checking Template: School-based Induction Programme

This form should be used by schools to evidence to the City of York ECT Appropriate Body how they have used the Early Career Framework to design and deliver training and mentor sessions. Guidance on using this form can be found in chapter 4 of the Appropriate Bodies Guidance: Induction and the Early Career Framework.

Form handling advice

- The member of staff responsible for planning the 2 year ECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body at ects@york.gov.uk for verification

Part 1 – Early Career Teacher(s):

Appropriate Body	
School	
URN	
Headteacher	

Schools with multiple Early Career Teachers (ECTs) can use this form to cover additional ECTs if appropriate

Full name of ECT	
TRN	
Induction start date	
Mentor (name and role/position)	
Induction tutor (name and role/position)	

Part 2 – School-based Induction Programme

Note: this form should not be used to describe in detail every session delivered over the entire induction period but should give CYC ECT AB a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme.

Staff planning induction are expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Overview: scheduling/sequencing

A. Give a termly overview of how the induction programme has been scheduled and sequenced across the full 2 year induction period.

This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.

[Suggested word count: 1000. Continue on separate sheet if necessary]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.



1. High Expectations (Standard 1 – Set high expectations)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

2. How Pupils Learn (Standard 2 – Promote good progress)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

4. Classroom Practice (Standard 4 – Plan and teach well structured lessons)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

5. Adaptive Teaching (Standard 5 – Adapt teaching)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

6. Assessment (Standard 6 – Make accurate and productive use of assessment)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

7. Managing Behaviour (Standard 7 – Manage behaviour effectively)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

8. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

Part 3 – Additional planning documents

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

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Part 4 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
Date (DD/MM/YYYY)	

GDPR statement on data collection: As documented in Statutory Guidance, ABs are responsible for the collection, retention and storage of data. ABs are responsible for submitting relevant data to the TRA via the DQT.

This form is based on DfE templates in the Guidance for Appropriate Bodies