




# Bledington Primary School

## Early Career Teacher Policy

<b>Date of Ratification:</b> 19.01.22 12.10.23 04.07.24 28.01.26	<b>Written 21.09.2022</b> <b>Updated</b> <b>01.09.23</b> <b>25.06.24</b> <b>12.12.25</b>	<b>Signed:</b> COHEADTEACHERS 
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### Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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### **1. Introduction & Aims**

The staff and governors of our school recognise that the appointment of an ECT makes a valuable contribution to the development of our school. Through the development of a real partnership there is an opportunity to

bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the ECT. Governors and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching.

**The school aims to:**

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021 onwards
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure staff understand their role in the ECT induction programme

**The staff and governors will ensure that the induction period:**

- helps the ECT to build upon the knowledge, skills and understanding developed in Early Career Framework (see ECF)
- provides a foundation for longer-term professional development, within the context of individual needs
- helps the ECT to meet identified targets, particularly those relating to requirements for meeting the teachers' standards
- includes systematic, fair and rigorous assessment procedures, based on evidence of the ECTs professional practice over time
- provides sufficient and timely support to make improvements where needed.

**Our school has a responsibility to provide:**

- an appropriate timetable which is no more than 90% of the timetable, in addition to planning, preparation and assessment time (PPA)
- an induction tutor with the expertise, time and experience to support a new teacher
- a mentor to offer day to day informal help and support
- feedback on teaching and regular professional progress reviews which makes clear the ECT's performance against the standards
- a well-structured programme provided by delivery partner and appropriate body
- opportunities for the ECT to attend appropriate continuous professional development (CPD) including meeting other ECTs (e.g. LA or NCH events)
- opportunities for the ECT to observe other members of teaching staff to see effective practice and to visit other schools / settings where possible
- reasonable level of duties and responsibilities e.g. by delaying subject leadership.

**Length of the induction period:** ECTs will be required to complete a satisfactory induction period of the full-time equivalent of two school years, determined at the beginning of the induction. This policy assumes that an ECT is full time but the principles remain the same if they are part time.

**1. Roles and responsibilities**

Details in italics below are taken directly from: 'Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, Headteachers, school staff and governing bodies', Revised April 2018.

**The governing body:**

- should ensure the school complies with statutory guidance on ECT induction
- should be satisfied that the institution has the capacity to support the ECT
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process and
- can request general reports on the progress of an ECT on a termly basis.

**The headteacher** is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check that the ECT has been awarded QTS and whether they need to serve an induction period or is exempt

- agree, in advance of the ECT starting who will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- ensure the induction mentor is appropriately trained and has sufficient time to carry out their role
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure an appropriate ECF-based induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- maintain and keep accurate records of employment that count towards induction period
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction
- Make sure all monitoring and record keeping is done in the most streamlined way
- Make governing body aware of the support in place for the ECT
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension
- participate appropriately in the appropriate body's quality assurance procedures of the induction programme
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher should:

- obtain interim assessments from the ECT's previous post
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards
- notify the appropriate body as soon as absences total 30 days or more
- periodically inform the governing body about the institution's induction arrangements
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- provide interim assessment reports for staff moving in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution.

**The induction tutor (or the headteacher if carrying out this role) should:**

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff)
- carry out progress reviews in terms where a formal assessment doesn't occur
- inform the ECT following progress reviews of their progress against the relevant standards and share records with ECT, headteacher and relevant body
- inform the ECT during the formal assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments
- ensure that the ECT's teaching is observed and feedback provided
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress and take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in a streamline way and that the ECT's are not asked for evidence that requires the creation of new work

## **Mentor**

We aim to assign a mentor from within our school in order to supplement the induction tutor's role but this may be the same person. They should:

- Regularly meet with the ECT for a structure mentor session to provided targeted discussions and feedback (1 hour a week in Year 1 and an 1 hour a fortnight in Year 2)
- Work with the ECT, and colleagues within school who are involved in the ECT's induction, to ensure the ECT receives a high quality ECF-based programme
- Provide or arrange effective support the ECT more informally and in a non-judgemental capacity including subject-specific, phase specific, coaching and/or mentoring

- complement, rather than replace, the support, guidance and advice provided by the induction tutor and help the ECT put strategies into practice.
- Act promptly and appropriately if the ECT appears to be having difficulties

#### **The ECT should:**

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- provide evidence of their progress against the relevant standards
- participate fully in the agreed scheduled classroom observations, progress reviews and formal assessment meetings
- keep track/copies of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period

When the ECT has any concerns, they will:

- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution

#### **The appropriate body/Delivery partner**

The appropriate body has the main quality assurance role within the induction process. It also makes the final decision as to whether or not an NQT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.

### **3. Support, monitoring and assessment within the induction period**

The ECT will be given early support (ie before taking up their class) in key issues such as safeguarding, child protection, emergency procedures etc. in line with the school's induction policy for all new staff. As soon as possible after joining our school, the induction tutor and ECT will agree an induction programme for the term (based on 3 terms per year). This plan will include some key activities that are pre-planned, e.g. preparing for Parents' Evening or following up from areas of need highlighted during /since initial teacher training.

#### **The ECT induction programme**

- The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.
- For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.
- The programme is quality assured by Balcarras Teaching School Hub (BTSH), our 'appropriate body'.
- ECTs will receive the Education Development via UCL Extend
- The first observation will be within the first 4 weeks. Feedback will be written and will be against the standards, but will also include opportunity for discussion. Copies of the written feedback will be shared with the ECT, the tutor and the Headteacher. The information from this observation as well as from other monitoring e.g. drop-ins, planning, book looks, pupil voice, learning environment, curriculum provision, pupil progress etc will feed into the professional progress review meeting and will be used to update a tracker.
- The tracker is a yearlong accumulative document that records brief notes from mentor meeting, ECT's performance against each of the standards and is updated at each professional progress review meeting. The updates are as a result of discussion with the ECT, and the pooling of information from observations. The ECT is encouraged to reflect on their own performance and bring any additional evidence to each professional progress review meeting.

## Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not normally teach outside the age range and/or subjects they have been employed to teach

## Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

## Assessments of ECT performance

Formal assessment meetings will take place in term 2, 4 and 6 of the ECT's first year and the final term of their second year and will be carried out by the ECT's induction tutor to summarise performance to aid the preparation of termly assessment report and include discussions with ECT who may provide further evidence for consideration.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards, including whether progress is satisfactory at each stage. It is anticipated that in the first and second report, some standards will not yet be met. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

### **Additional support and CPD**

The mentor, induction tutor and Headteacher will work with the ECT to arrange training opportunities including the following:

- observing other teachers within our own school
- observing other teachers in other schools
- paired planning with mentor or tutor or subject leaders as appropriate
- CPD within our own school and local partnerships
- CPD with other ECTs at LA events
- additional activities to address any specific personalised objective

## **4. In the event that satisfactory progress is not being made**

If it becomes apparent that an ECT is not making satisfactory progress, the tutor will make contact with the appropriate bodies and the Headteacher or principal will ensure that additional monitoring and support measures are put in place. The ECT will be made aware of where they need to improve their practice, and given every opportunity to raise their performance.

If the ECT is showing that progress is slow in some areas, or if there are any concerns about performance, the tutor will seek support from the appropriate body and consider increasing support in an **action plan**. The plan will show the standard being addressed, additional support activities, expectations and deadlines

The Headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the standards
- an effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and
- the Headteacher / principal has explained to the ECT the consequence of failure to complete the induction period satisfactorily.

Contact with the appropriate body should be sustained whilst the action plan is being implemented and for many ECTs, this increased support brings about the required improvement.

### **Capability**

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the setting, the induction process and support continue in parallel with the capability procedure. The appropriate body will need to be kept informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another setting, as ECT's need to complete a full induction before their final induction judgement.

### Making an appeal

If an ECT fails induction, or has their induction extended, the LA will advise the ECT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

<https://www.gov.uk/government/publications/induction-appeals-procedures>

### 5. Appendix of key templates

See Appendix attached for the following key documents:

<b>A</b>	<b>Timelines of activities (Proposed)</b>
<b>B</b>	<b>Link to ECF</b>
<b>C</b>	<b>UCL extend ECF programme overview</b>
<b>D</b>	<b>Pictorial overview of induction period (NQT now ECT)</b>
<b>E</b>	<b>Example lesson observation/review form</b>
<b>F</b>	<b>Teaching standards</b>
<b>G</b>	<b>Example of mentor tracker</b>
<b>H</b>	<b>Blank Action Plan format (NQT now ECT) and example action plan</b>

### Appendix A: Timeline: Example only– please find up to date timetable in the current ECT handbook

#### ECT Timeline (Year 1 2022-2023)

Code: *Mentor/Induction Tutor/ ECT/Other*

<b>Autumn Term 1</b>	1	2	3	4	5	6	7
ECT Mentor Meeting	Wednesday 1-2pm				Wednesday 1-2pm		
UCL – online training/learning community			Mentor	Module 1			Module 1
Cluster Meeting			28/9/22 1.30-4pm				
Observation			XXX			12/10/22 (Maths)	17/10/22 (Phonics)
Progression Review							
Self-directed Study	This should be around 1 hour per week – guided by self or UCL programme						

<b>Autumn Term 2</b>	1	2	3	4	5	6	7
ECT Mentor Meeting	Wednesday 1-2pm						
UCL – online training/learning community	Module 2						Module 2
Cluster Meeting	2/11/22 1.30-4						
Observations				14/11/22 (RE Lead - Observing)	w/c 28/11/22 (By Head - Guided Reading)		
Progression Review							16/12/22
Self-directed Study	This should be around 1 hour per week – guided by self or UCL programme						

<b>Spring Term 1</b>	1	2	3	4	5	6	7
ECT Mentor Meeting	Wed 1-2pm	Wednesday 1-2pm					
UCL – online training/learning community	Module 3					Module 3	Module 3
Cluster Meeting	11/1/23 1.30-4						
Observations							
Progression Review							

Self-directed Study	This should be 1 hour per week – guided by self or UCL programme.				
<b>Spring Term 2</b>	1	2	3	4	5
ECT Mentor Meeting			Wednesday 1-2pm		
UCL – online training/learning community		Mentor			Module 5
Cluster Meeting	1/5/23 1.30-4				
Observations	27/2/23 PE		13/3/23 Science		
Progression Review					w/c 27/2/23
Self-directed Study	This should be around 1 hour per week – guided by self or UCL programme.				

<b>Summer Term 1</b>	1	2	3	4	5	6
ECT Mentor Meeting	Wednesday 1-2pm			Wednesday 1-2pm		
UCL – online training/learning community		Module 4				Module 4
Cluster Meeting	26/4/23 1.30-4					
Observations						
Progression Review						
Self-directed Study	This should be around 1 hour per week – guided by self or UCL programme.					

<b>Summer Term 2</b>	1	2	3	4	5	6	7
ECT Mentor Meeting				Wednesday 1-2pm			
UCL – online training/learning community UCL Video's	Module 5	Mentor			Module 5		
Cluster Meeting	7/6/23 1.30-4						
Observations		14/5/23 Writing		26/5/23 Humanities			
Progression Review					7 <sup>th</sup> July 2023		
Self-directed Study	This should be around 1 hour per week – guided by self or UCL programme.						

**What ECT have to do:**

	Year 1	Year 2	Hours in Total
Online Conference	3hr	3hr	6
Face to Face Meetings	6x2hr	4x2hr	20
Online Facilitated Workshops	6x1hr		6
School Visits		2x2hr	4
Self-Directed Study	22x1hr	5x1hr	27
Mentor Sessions	1hr weekly	1hr fortnightly	59

**Appendix B: link to Early Career Framework (ECF)**

[www.gov.uk/government/publications/early-career-framework](http://www.gov.uk/government/publications/early-career-framework)

**Appendix C: UCL Extend ECF Programme**



## Year 1

In Year 1, our ECTs build and apply their knowledge with our first five modules. Each module consists of self-study, mentor meetings, training sessions and online learning community sessions. Because we recognise that our ECTs bring a wealth of knowledge from ITE, we have provided an audit at the start of every module to help them personalise their route.

Along the road there are 5 more hotspots, one for each of the modules in Year 1. These say:

### Module 1: Enable pupil learning

Establish an effective learning environment and manage behaviour. Understand pupils as learners.

### Module 2: Engage pupil learning

Appreciate the importance of prior knowledge, memory, and literacy. Expand your curriculum knowledge and subject expertise.

### Module 3: Develop quality pedagogy

Plan more effective lessons. Learn how to address the needs of all pupils.

### Module 4: Make productive use of assessment

Investigate the application of assessment. Learn how to give high quality feedback.

### Module 5: Fulfil professional responsibilities

Explore and apply skills in working with others.

## Year 2

In Year 2 our ECTs deepen their knowledge through a spiral curriculum. They revisit previous content, this time personalising and extending their learning by co-creating their own questions to investigate. We call this a practitioner inquiry approach.

The Year 2 modules each have their own hotspot, which say:

### Module 6: Enable pupil learning

Working with your mentor, co-create a question to investigate such as: what are the most effective non-verbal signals to help me manage behaviour? We call this an exploratory inquiry.

### Module 7: Engage pupil learning

Working with your mentor, co-create a question to investigate such as: to what extent do regular quizzes help my students remember key vocabulary? We call this an exploratory inquiry.

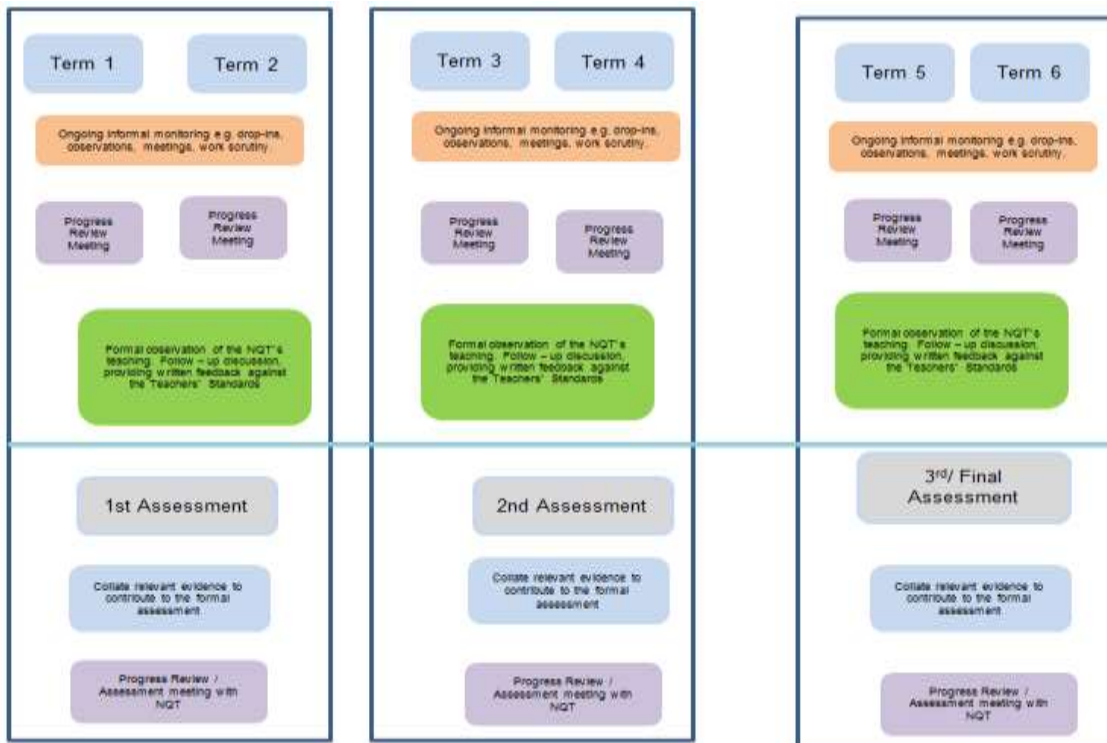
### Module 8: Evaluative inquiry focusing on ECF standards 4, 5 and 6

Select a specific area of practice to investigate in more detail. Wow your colleagues with your evaluation.

### Module 9: School visits

Expand your horizons by visiting two different settings to compare with your current context.

## Appendix D: Overview



## E: Example of Bledington Observation/Review Forms

Bledington Primary School

Lesson Observation Form				
Name	Observer	Date	Time of Day	Year Group
Focus:		Context:		
Description/Observation during the lesson:				
<ul style="list-style-type: none"> <li></li> </ul>				
Evaluation:				
<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>				
Things to Consider:				
<ol style="list-style-type: none"> <li></li> </ol>				

Record of Professional Review Meeting

Autumn Term 1		Spring Term 2		Summer Term 3	
Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
ECT		Class			
Induction Tutor		Date			
Evidence considered, for example lesson observation, planning, pupil work, ECT evaluations:					
Objectives reviewed and progress made:					
Revised objectives:					
Support to be provided by the school and actions to be taken by the ECT					
Date for the next dialogue and review:		Signed Induction Tutor		Signed ECT	

## Appendix F: Teaching Standards

Open hyperlink to DfE Teaching standards:

<https://www.gov.uk/government/publications/teachers-standards>



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

- 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 provisions
  - showing tolerance and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

**Appendix G: Example of mentor summary and tracker format**

Mentor: _____		Module 1 summary and mentor record				ECT: _____	
M2 Week	Title	Training	Before mentor session mentor needs to...	Before mentor session ECT needs to...	At mentor session	Comments	
14	1. Completion of Module 1 audit	Induction conference.	Complete self directed study. Print off the module 1 audit, teaching standards and progress trackers		Complete audit. Discuss evidence for decisions. Agree focus for the module and how we are going to keep records. Ensure everyone has access to UCL extend. Draw attention to SDS: must draft a script before next mentor session. Draw attention to SDS: must observe 10 minutes of a colleagues lesson.		
15	2. Understanding teachers as role models		Print off and bring school policies on behaviour and teaching and learning.	Complete self directed study, draft a script of entry routine to classroom.	Discuss the SDS and the script that was planned to focus on what was learned about entry routines. Review and rehearse the script. Discuss the schools behaviour policy and how this looks in practice at the school.		
16	3. Establishing the learning environment	Mentor - Online learning community		Complete self directed study. Arrange to observe first 5 minutes of a colleague's lesson with a focus on entry routines.	Discuss the SDS. What did they observe and how does this help them to make sense of this week's research. Remind mentee about facilitation training.		
17	4. Supporting the most vulnerable children	ECT - Module 1 facilitator led training at local school.			Discuss the training session and reflect on the ECTs learning from it. Script or rehearse good practice for communication with parents or carers. Draw attention to SDS: draft a vignette		
18	5. Understanding pupils as learners			Complete self directed study. Draft a vignette considering pupils and individual learners.	Review the SDS and discuss the value of in-depth consideration of individual pupils. Collaboratively plan how your mentee will incorporate strategies for developing pupils' resilience, self-regulation and motivation. Discuss in person facilitation from previous week.		
19	6. Managing behaviour			Complete self directed study. Write a vignette considering pupil behaviour and management of that.	Review the SDS and discuss the checklist they drafted. Highlight strengths in their reflective thinking. Set a date for 20 minute observation and collaboratively plan using the research and practice summaries.		
20	7. Exploring yourself as a role model	ECT - Online learning community	Observe mentee for 20 minutes.				

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**Appendix H : Example of Blank Action Plan**

**NQT Action Plan of additional support in order to meet the standards**

School:		Headteacher:	
NQT:		NQT induction period:	
NQT Induction Tutor:		Date of start of action plan:	
Mentor:		Target date for review:	

Standard	Area for development	Action to be taken and support given	Timeline for actions / support	Success Criteria	Monitor, Evaluate and Review

## Appendix I: Example of Action Plan

Standard	Area for development	Action to be taken and support given	Timeline for actions / support	Success Criteria	Monitor, Evaluate and Review
1.2b ... be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	<p>Methods for recording learners' progress in writing on the school tracker and using these records to aid planning.</p> <p>(CPD has already been received as a whole staff, but more 1:1 needed).</p>	<p>1:1 workshop with tutor / mentor on school's tracking system and how to record success against the key objectives in writing.</p> <p>1:1 support with tutor / mentor. Model planning from the key objectives that pupils need to build on.</p> <p>NQT to then begin planning independently.</p>	<p>1:1 by 31<sup>st</sup> March.</p> <p>Weekly 1:1 with tutor / mentor through April.</p> <p>Observe planning through May.</p>	<p>Tracking records will show that key objectives in writing are up to date.</p> <p>Planning, book looks, drop-ins, informal observation will show that pupils are working on the appropriate key objectives in writing and that their writing is improving</p>	
1.5a ...Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	<p>Provide challenge for more able pupils, through appropriately differentiated tasks in maths.</p>	<p>Jointly observe good teaching with tutor / mentor and reflect together on features of successful differentiation.</p> <p>Work with tutor / mentor to find appropriate resources and model the planning of work for more able learners.</p>	<p>3 visits by 20<sup>th</sup> May.</p> <p>Reflections by 31<sup>st</sup> May.</p> <p>Weekly 1:1 with tutor / mentor.</p>	<p>Planning, book looks, drop-ins, informal observation will show that NQT's teaching includes differentiation and that more able pupils are accessing challenging tasks in maths.</p>	

END