



Balcarra
**Teaching
School Hub**



Appropriate Body Handbook

For Early Career Teachers, Mentors, Induction
Tutors and Headteachers

2021 /2022

Version 1

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1 Handbook Overview and Welcome

Welcome to Balcarras Teaching School Hub Appropriate Body Handbook. In this document you will find information about the Statutory Induction and your Appropriate Body.

The Statutory Induction is the step between Initial Teacher Training and a career in teaching. The Induction is underpinned by the [Early Career Framework](#).

The named contact for Balcarras Teaching School Hub Appropriate Body is:

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This handbook serves a formal guide to the Appropriate Body service provided. We are however keen to build personal relationships with all ECTs and schools who use our services. Please do therefore get in touch with any questions you may have. We are also committed to visiting at least 50% of all our schools each academic year for quality assurance purposes. We are very much looking forward to working with you.

2 Roles and Responsibilities

2.1 Early Career Teachers

The Early Career Teacher is responsible for the following:

- providing evidence prior to appointment that they have QTS and are eligible to start induction;
- making themselves familiar with the timeline for completing induction and key requirements for induction completion;
- meeting regularly with their Induction Tutor to agree their Professional Development Plan priorities and keep these under review;
- in discussion with their Induction Tutor, agreeing how best to use their reduced timetable and fully participating in their ECF-based induction programme;
- taking increasing responsibility for professional development as their induction progresses;
- demonstrating and retaining evidence of their progress against the Teachers' Standards;
- raise any concerns with their Induction Tutor and if the concerns are not resolved with their tutor or school, contact the Appropriate Body for guidance;
- participating in classroom observations, progress reviews and formal assessment meetings;
- acting responsibly and professionally at all times, fully meeting part 2 of the Teachers' Standards;
- retaining copies of all completed formal assessment reports.

2.2 Headteachers

The Headteacher is responsible for the following:

- ensuring that the ECT has been awarded QTS and all pre-employment checks are completed;
- checking if there is any exemption from induction;
- checking that the requirements for a suitable post for induction are met;
- notifying the Appropriate Body via ECT Manager when an ECT is taking up induction;
- ensuring that an appropriate ECF-based induction is in place for the ECT;
- ensuring that required reduction in timetable has been provided for the ECT and is appropriate spread through the academic year;
- ensuring the Induction Tutor and mentor has the ability and sufficient time to carry out their role effectively;
- ensuring completion of the Appropriate Body's quality assurance procedures;
- reviewing and sign off formal assessments.

On the formal assessment the headteacher makes the recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or requires an extension.

Headteachers should ensure that all relevant documentation including assessment forms is held securely for six years.

2.3 Induction Tutor

The Induction Tutor is responsible for the following:

- providing or co-ordinating guidance for the ECT's professional development;
- setting objectives with the ECT for the Professional Development Plan;
- formally and informally observing the ECT's teaching and providing written feedback;
- liaising with colleagues involved with the ECT's support and development;
- ensuring that the ECT is able to observe experienced teachers either in the school or another institution where effective practice has been identified;
- providing or co-ordinating guidance for the ECT's professional development;
- completing Progress Reviews and Formal Assessments to include review against the Teachers' Standards;
- if there are any concerns over the ECT's progress, ensuring that these are addressed including the provision of a support plan.

Where necessary if concerns persist or are of a serious nature, in consultation with the headteacher, raising the concern with the Appropriate Body.

2.4 Mentor

The Mentor is responsible for the following:

- supporting with regular one to one mentoring sessions;
- informally observing the ECT's teaching, providing feedback;
- working with the ECT and Induction Tutor to support the ECT in meeting targets in their Professional Development Plan;
- providing effective support, including phase or subject specific mentoring and coaching;
- referring concerns over the ECT's progress or welfare to the Induction Tutor.

The roles of Induction Tutor and Mentor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In small schools the headteacher may undertake the role of Induction Tutor. Exceptionally a single teacher may fulfil both roles. Safeguards should be put in place to ensure that the mentoring support offered to the ECT is separate to the assessment of the ECT against the Teachers' Standards

2.5 Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process.

Through quality assurance, the Appropriate Body should assure itself that:

- headteachers have put in place an ECF-based induction programme for the ECT;
- headteachers are meeting their responsibilities in respect of providing a suitable post for induction;
- the school's monitoring, support and assessment procedures are fair and appropriate;
- headteachers (and governing bodies where appropriate) are aware of and capable of meeting their responsibilities for monitoring support and assessment including checking that an ECT receives an ECF-based induction programme, designated Induction Tutor and mentor, and a reduced timetable;

- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- the Appropriate Body will consult with headteachers on the nature and extent of the quality assurance procedures it operates.

The Appropriate Body is expected to take steps to ensure that:

- if an ECT is experiencing difficulties including welfare concerns support is provided to address areas of concern;
- if a school is not fulfilling its responsibilities, contact is made with the institution to raise and resolve concerns;
- Induction Tutors and mentors have the ability and sufficient time to carry out their role effectively;
- the school is providing the appropriate level of reduced timetable.
- It is verified that the award of QTS has been made;
- The ECT is provided with a named contact within the Appropriate Body with whom to raise concerns where it has not been possible to resolve concerns with the school;
- Any FE institution obtains agreement from a school for ECTs to spend a minimum ten days teaching children of a compulsory school age in a school;
- ECTs' records and assessment reports are maintained securely;
- Monitoring and record keeping is done efficiently and does not require new documentation except where necessary from the ECT;
- Agreement is reached between the headteacher, ECT and Appropriate Body where a reduced induction period may be appropriate to include part-time teachers completing in a two-year period;

2.5.1 ECF Fidelity Checking

The Appropriate Body will check that ECTs have access to an induction programme based on the Early Career Framework (ECF). The check is referred to here as 'ECF fidelity' checking.

Schools will be expected to opt for one of three approaches to delivery of an ECF-based induction:

1. Full Induction Programme
2. Core Induction Programme
3. School-based induction programme

Where schools deliver induction through a Core Induction Programme or choose to design their own School-based induction programme using the Early Career Framework, additional quality assurance will be necessary.

For schools delivering their own induction programmes (2 and 3 above), they will require the Appropriate Body to check these have been designed and delivered meeting ECF requirements.

3 The Induction

In this section you will find information about the Statutory Induction.

3.1 Reduced Timetable

In the first year of induction an ECT must have a 10% reduction in their timetable. In the second year, the ECT must have a 5% reduction. The additional non-contact time is specifically for induction and professional development, and should not be used for planning, preparation and assessment time (PPA) or to cover for classes. A part-time ECTs should receive a proportionate timetable reduction.

Suggested use of ECT of time:

- Meetings with mentor
- Observing lessons with other experience teachers
- ECF training and development
- Compiling Professional Development evidence
- Attendance to specific course where a need is identified
- Research on teaching and learning.

3.2 Part-time ECTs

ECTs with a part time contacts should serve the full time equivalent of two full school years (based on a three term year).

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced.

For example, an ECT starting induction in September 2021 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2025, but can be considered for a reduction in summer term 2023. A prerequisite for considering reduction past the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, the appropriate body will consult the headteacher and must always gain the agreement of the teacher concerned.

If you have a part time ECT please contact us to discuss the length of their induction to enable us to support the school and ECT.

3.3 ECTs with prior teaching experience

If an ECT already has had significant relevant teaching experience, they are still required to serve statutory induction. Exceptionally, in agreement with the ECT, schools may make a request to the Appropriate Body to reduce the length of the ECT's induction period if the school can demonstrate the ECT has securely met all of the Teachers' Standards.

Reductions can only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards.

3.4 Minimum Term of Employment

The minimum term of continuous employment to register for Induction is one term. This includes long term supply contracts.

Short-term supply teaching of less than one term or equivalent cannot count towards induction, as this will not provide an ECT with the breadth of experience, support, and assessment necessary.

It is not possible to backdate the start of an induction period if a supply contract is extended. Induction should be put in place immediately if it becomes clear that the extended contract will continue for at least a term.

There is a five-year limit from QTS where an ECT can work as a short-term supply teacher prior to completing induction. They can continue while concurrently serving induction in another part-time post after the five-year limit has expired.

3.5 Leaving before completion

If an ECT moves to another school, induction can continue as before for the remaining number of full terms. ECTs should make copies of assessment forms and other documentation available to a new employing school.

An ECT may take a break from induction and continue with their remaining period of induction at a later date.

There is no time limit for induction completion.

If an ECT leaves part way through an induction period, an interim assessment form should be completed. Part terms can count as long as at least one calendar term of induction has been completed.

If an ECT starts at a new school part way through their final term of induction (in a three-term year), they will need to complete a full term.

3.6 Extensions to the induction period

Following discussion with the employing school, the Appropriate Body can agree at the end of the induction period to extend induction.

Reasons may include:

personal crises;

illness;

disability;

support received during induction;

or where there is insufficient evidence within documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Induction is automatically extended when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave. The induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum

period of employment of one term (in a three-term year) or equivalent must be served in a new school.

3.6.1 Extension of induction for statutory maternity, paternity, adoption, shared parental, or parental bereavement leave

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction may decide whether induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns and has had the opportunity to decide whether to extend induction. Any such request must be granted.

If an ECT chooses not to extend induction, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that the ECT seeks advice before making such a decision.

3.7 Lesson Observation

ECTs should be observed in the first 4 weeks of taking up their post and formally prior to each Progress Review and Formal Assessment meeting. To facilitate a fair and effective assessment of the ECT against the Teachers' Standards.

The lessons observation may be undertaken by Induction Tutor, Mentor or another suitable person holding QTS status.

ECTs should be encouraged to self-evaluate after each observed lesson against the Teachers' Standards identifying specific standards being met or where development is needed.

3.8 Observing other Teachers

An ECT should observe experienced teachers holding QTS either in their school or another where effective teaching practice has been identified. The Induction Tutor and Mentor should advise the ECT who to observe. The observations should have a focus to assist the ECT in reaching specific Teachers' Standards. The ECT should make notes about what they have learnt from these observations and share these with their Mentor during their mentor meetings.

4 Teaching Standards

On completion of the Induction period the ECT is expected to have met the Teachers' Standards.

A copy of the Teachers' Standards can be found here:

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

5 Progress Reviews and Formal Assessments

Progress Reviews happen at the end of the first, second, fourth and fifth term. The Formal Assessments take place at the end of the third and sixth term. Progress Review forms can be found in Appendix A and the Formal Assessments forms can be found in Appendix B.

We will offer training to Induction Tutors prior to undertaking their first Progress Review and Formal Assessment.

5.1 Progress Reviews

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments if they wish) and will have access to the review for their own records. If an ECT is found not to be meeting the required Teachers' Standards the Appropriate Body should be informed as soon as possible.

5.2 Formal Assessments

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with Formal Assessments taking place at the end of the third and sixth term. Evidence used in assessments must be clear and transparent and drawn from the ECT's work as a teacher during their induction. There is no need for the ECT to create anything new for the formal assessment, they should draw evidence from existing documents and working documents. Judgements made during the induction period should relate directly to the Teachers' Standards and not be made against the ECF.

The outcomes from the Formal Assessment should not be a surprise. The ECTs should be kept up to date on their progress throughout the Induction period.

The Induction Tutor, ECT and Headteacher will be expected to sign off formal assessments (with the ECT being able to add comments if they wish) and will have access to the assessment for their own records.

5.3 Progress Review and Formal Assessment Content

Progress Reviews and Formal Assessments should consist of the following:

- the ECT's evaluation of their progress;
- discussions on outcomes from lesson observations;
- evidence-based discussions in relation to progress against the Teachers' Standards;
- discussions about professional development activities.

For both the Progress Review and Formal Assessments the forms specified in Appendix A and B should be completed on ECT Manager.

6 Unsatisfactory Progress

6.1 Concerns or Unsatisfactory Progress

Schools should act promptly where there are concerns about an ECT's performance or personal wellbeing.

Where the Induction Tutor, following the progress review, determines that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the Support Plan to be put in place.

If it becomes apparent that an ECT is not making satisfactory progress the Appropriate Body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

Where after a review and initial support an ECT is not meeting particular Teachers' Standards, the following procedures should be put into place.

- Additional support provided to include a Support Plan with milestones and targets set against the relevant Teachers' Standards.
- The Support Plan should provide specific steps outlined for securing an improvement in practice. A copy of an example Support Plan can be provided on request from the Appropriate Body.
- A record kept of weekly support meetings. The ECT should have the opportunity to comment.
- The ECT should be given opportunities to observe experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body should be kept informed of the ECT's progress and additional support provided.
- In the weeks prior to the Formal Assessment submission at the end of the first year, the ECT be advised of the likely progress grading to be given.

The headteacher/principal and the Appropriate Body will ensure that:

- the areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

Where the ECT has continuing progress concerns, further support and advice will be given.

At any point in the ECT's induction, the named Appropriate Body contact should be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards. The ECT to be advised they can discuss concerns with the named contact.

If an ECT has concerns about their induction mentoring and support, these should be raised with their Induction Tutor / Headteacher in the first instance. Where the school is not able to resolve the concern the ECT should raise concerns with the named Appropriate Body contact.

6.2 Mitigating circumstances

Where an ECT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching made where possible to support the ECT's development needs.

If an ECT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the NQT and any reasonable adjustments to their teaching be made where possible.

Where there are mitigating reasons, an extension to induction can be considered.

If an extension to induction is approved by the Appropriate Body for mitigating reasons the period of extension would normally be the full-time equivalent of one term (in a three-term year).

6.3 Continuing concerns and unsatisfactory progress

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, the Induction Tutor should continue to support the ECT as above, including reviewing and revising the ECT's objectives and Support Plan, linking these with the Teachers' Standards. The headteacher and Appropriate Body must be kept informed of continued concerns.

Where concerns continue regarding the ECT's progress, between formal assessment one and two, the Induction Tutor should discuss the areas of continued concern fully with the ECT including:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

Where concerns continue in the second year of induction the ECT should be recommended to speak to a teaching association for advice and support including explaining to the ECT the consequences of possibly failing to complete the induction period satisfactorily.

6.4 Action in the event of serious concerns/capability problems

Rarely it may be necessary to instigate capability procedures 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 institution the induction process should continue in parallel with the capability procedure. School leaders should contact their Personnel/HR Advisor before instigating Capability procedures.

The Appropriate Body should 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 institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

6.5 Right of appeal following failure to satisfactorily complete induction/extensions to induction

If an ECT fails induction, or has their induction extended, the Appropriate Body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

Further guidance about the appeals process is available at:

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

7 ECT Manager

Balcarras Teaching School Hub will use ECT Manager to facilitate the Induction. This will include registering ECTs, recording Progress Reviews and Formal Assessments. On registering to use Balcarras Teaching School Hub Appropriate Body you will be sent instructions on how to access ECT Manager.

There is an extensive help guide on ECT Manager however if you have any issues using the system, please email Lianne Harrington (ts-hub@balcarras.gloucs.sch.uk).

Appendix A. Progress Review Forms

Below is a form which induction tutors are required use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further guidance is available on GOV.UK.

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete
- Only a summary of the evidence considered in reviewing the ECT's progress is required.
There is no need to reproduce all the evidence in detail
- In all instances, send copies of this form to the ECT and their designated mentor
- If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body

Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this period	

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled (adjusted to FTE if the ECT is part-time).

If the ECT is less than 1.0 FTE, do you currently envisage that it could be appropriate for the AB to agree to shorten induction (a minimum of 2 years will still need to be served?) Please provide comments below and we will contact you about this if appropriate.

- At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed.

Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?

Yes/No

- Give brief details for the reason(s) for your answer to question (1).** Where an ECT is deemed not to be on track to successfully complete induction, list any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

Comments:

- If the ECT is not on track to successfully complete induction, has the ECT been informed?**

Yes/No

- If the ECT is not on track to successfully complete induction, has a support plan been put in place?** (If yes, please attach the support plan)

Yes/Not yet

- Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?** (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)

Yes/No

- Is the ECT expected to remain at this school for the duration of the next term?**

Yes/No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

Comments:

ECT comments

Use this section for the early career teacher to make any brief comments themselves.

How have you found the training course so far (what modules have you enjoyed/what has been tricky?)

Have you received an appropriate level of time and support from your mentor and Induction tutor?

Are there any areas that you feel you require additional support?

Any other comment

7. Has the ECT had continued access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

8. Has the ECT had continued mentor support based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified in line with the statutory guidance.

Yes/No

Please select one of the following statements

The ECT is making excellent progress towards meeting the Teachers' Standards ☐

The ECT is making good progress towards meeting the Teachers' Standards ☐

The ECT is making a satisfactory level of progress but will require improvement and the ECT has been advised of the areas for improvement ☐

There are some concerns over the ECT's progress and these are being addressed including providing the ECT with an support plan ☐

The ECT's performance indicates that he/she is not making satisfactory progress towards meeting the Teachers' Standards for the satisfactory completion of the induction. An action plan has been completed. ☐

Section 3 – Signatures

This progress review was completed by:

Induction tutor Signature	
Date (DD/MM/YYYY)	

Early Career Teacher Signature	
Date (DD/MM/YYYY)	

In all instances, copies of this progress review should be provided to the ECT and their designated mentor.

If the answer given to questions (1), (3), (5) or (6) is 'No', or if the appropriate body has requested a copy, copies should also be provided to the headteacher/principal and appropriate body. Additionally, appropriate bodies are able to request copies of any ECT's progress review forms.

GDPR statement on data collection

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data.

Appendix B. Formal Assessment Forms

Formal Assessment Form for End of Year 1 Training

Below is a form which induction tutors will be required to complete for formal assessments of Early Career Teachers (ECTs)

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher
- A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment

Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Assessment period start date	
Assessment period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this assessment period	
Name of appropriate body receiving this report	

Assessment period details

1. Which period of the ECT's induction does this formal assessment cover? (Select one of the below)

- ☐ End of first assessment period
- ☐ End of second or final assessment period
- ☐ Interim assessment i.e. the ECT is due to complete induction at another establishment

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Comments:

2. If this is a final assessment for Year 1, how many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the appropriate body

3. Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

- ☐ The above named teacher's performance indicates that they are making satisfactory progress against the Teachers' Standards within the induction period
- ☐ The above named teacher's final assessment period and their performance indicates that they have successfully met the Teachers' Standards within the induction period
- ☐ The above named teacher's performance indicates that they are not making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here:

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

Use the comment boxes for any comments and to briefly describe any areas for development

TS1 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.

Comments:

Are there any areas for development:

TS2 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

Comments:

Are there any areas for development:

TS3 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.

Comments:

Are there any areas for development:

TS4 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).

Comments:

Are there any areas for development:

TS5 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.

Comments:

Are there any areas for development:

TS6 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.

Comments:

Are there any areas for development:

TS7 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.

Comments:

Are there any areas for development:

TS8 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.

Comments:

Are there any areas for development:

8 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 of 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

Comments:

5. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)

Yes/ Not Yet/Not Applicable

6. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?

Yes / Not yet / Not applicable

If yes, please include details of the length of extension being recommended

Use this box for the answer

7. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?

Yes/No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Teacher comments

8. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes/No

ECT's comments on this report and/or their performance in the assessment period.

How have you found the training course so far (what modules have you enjoyed/what has been tricky?)

Have you received an appropriate level of time and support from your mentor and Induction tutor?

Are there any areas that you feel you require additional support?

Any other comment

9. Has the ECT had continued access to a programme of support, based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

10. Has the ECT had continued mentor support based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified in line with the statutory guidance.

Yes/No

Please select one of the following statements;

The ECT is making excellent progress towards meeting the Teachers' Standards

☐

The ECT is making good progress towards meeting the Teachers' Standards

☐

The ECT is making a satisfactory level of progress but will require improvement and the ECT has been advised of the areas for improvement

☐

There are some concerns over the ECT's progress and these are being addressed including providing the ECT with an support plan

☐

The ECT's performance indicates that he/she is not making satisfactory progress towards meeting the Teachers' Standards for

☐

Section 3 – Signatures

This progress review was completed by:

Induction tutor Signature	
Date (DD/MM/YYYY)	

Headteacher Signature	
Date (DD/MM/YYYY)	

Early Career Teacher Signature	
Date (DD/MM/YYYY)	

This completed assessment form should be sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Guidance for early career teachers' induction is available on GOV.UK

GDPR statement on data collection

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data. Appropriate bodies are responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).

Appendix C. Support Plan

ECT name		Subject	
Induction Tutor name		Mentor name	
School		Date set	
Set & monitored by		Date to be completed	

Context (to be completed by Induction Tutor)
--

<p>Area for improvement (1)</p> <p><i>Reference to standard</i></p>
<p>Area for improvement (2)</p> <p><i>Reference to standard</i></p>
<p>Area for improvement (3)</p> <p><i>Reference to standard</i></p>

Area for improvement (1)

(1) Actions to be taken by whom with time frames.	What support do I need as an ECT to help me?
Review	

Area for improvement (2)

(2) Actions to be taken by whom with time frames	What support do I need as an ECT to help me?
--	--

Review

Area for improvement (3)

(3) Actions to be taken by whom with time frames.	What support do I need as an ECT to help me?
---	--

Review

Summary of outcome

Induction Tutor

Date

Appendix D Lesson Observation

Based on Parts One and Two of the Teachers' Standards.

(Focused on those standards which can normally be observed during a lesson.)

NQT:		School:	
Phase/ Subject:		Observer:	
Class/ Year group:		Date:	
Number of pupils:		Duration:	
Lesson context:			

PART ONE: TEACHING				
1 Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> • 1. 1a establish a safe and stimulating environment for pupils, rooted in mutual respect • 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	Comments:			
	Not met	Partially met	Met	N/A
2 Promote good progress and outcomes by pupils <ul style="list-style-type: none"> • 1.2a be accountable for pupils' attainment, progress and outcomes • 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • 1.2c guide pupils to reflect on the progress they have made and their emerging needs • 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study. 	Comments:			
	Not met	Partially met	Met	N/A

3 Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> • 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • 1.3c 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 • 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	Comments:			
	Not met	Partially met	Met	N/A
4 Plan and teach well structured lessons <ul style="list-style-type: none"> • 1.4a impart knowledge and develop understanding through effective use of lesson time • 1.4b promote a love of learning and children's intellectual curiosity • 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching • 1.4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	Comments:			
	Not met	Partially met	Met	N/A
5 Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> • 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 1.5c 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 • 1.5d 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. 	Comments:			
	Not met	Partially met	Met	N/A

<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 1.6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • 1.6b make use of formative and summative assessment to secure pupils' progress • 1.6c use relevant data to monitor progress, set targets, and plan subsequent lessons • 1.6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	Comments:			
	Not met	Partially met	Met	N/A
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • 1.7a 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 • 1.7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • 1.7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • 1.7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	Comments:			
	Not met	Partially met	Met	N/A
<p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • 1.8c deploy support staff effectively 	Comments:			
	Not met	Partially met	Met	N/A

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 2.1a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 2.1b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 2.1c showing tolerance of and respect for the rights of others
- 2.1d 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
- 2.1e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Comments:

2.2 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.

2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Not met

Partially met

Met

N/A

Appendix E

Teachers' Standards Tracker

Teachers' Standards Tracker						
Name:						
Review Dates						
Evidence key						
<p>W Pupil's work AR Assessment & record keeping F feedback from colleagues on practice P Planning O lesson observation CPD CPD activities RP reporting to/discussions with parents and carers TE teaching environment AM Assessment meeting PRM Professional review meeting SR Self review</p>						

PART ONE: TEACHING				
	Not met	Developing (on track)	Met (to sustain)	Notes/Evidence
1. Set high expectations which inspire, motivate and challenge pupils				
• 1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect				
• 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions				
• 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.				
2. Promote good progress and outcomes by pupils				
• 1.2a be accountable for pupils' attainment, progress and outcomes				
• 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these				
• 1.2c guide pupils to reflect on the progress they have made and their emerging needs				
• 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
• 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study.				
3. Demonstrate good subject and curriculum knowledge				
• 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings				
• 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
• 1.3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject				
• 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics				
• 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.				

4. Plan and teach well structured lessons				
• 1.4a impart knowledge and develop understanding through effective use of lesson time				
• 1.4b promote a love of learning and children's intellectual curiosity				
• 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired				
• 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching				
• 1.4e 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				
• 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
• 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				
• 1.5c 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				
• 1.5d 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				
• 1.6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
• 1.6b make use of formative and summative assessment to secure pupils' progress				
• 1.6c use relevant data to monitor progress, set targets, and plan subsequent lessons				
• 1.6d 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				
• 1.7a 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				

• 1.7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, <u>sanctions</u> and rewards consistently and fairly				
• 1.7c manage classes effectively, using approaches which are appropriate to pupils' needs <u>in order to</u> involve and motivate them				
• 1.7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.				
8. Fulfil wider professional responsibilities				
• 1.8a make a positive contribution to the wider life and ethos of the school				
• 1.8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
• 1.8c deploy support staff effectively				
• 1.8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
• 1.8e communicate effectively with parents <u>with regard to</u> pupils' achievements and well-being.				

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	
<ul style="list-style-type: none"> 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> 2.1a treating pupils with dignity, building relationships rooted in mutual respect, and <u>at all times</u> observing proper boundaries appropriate to a teacher's professional position 2.1b having regard for the need to safeguard pupils' <u>well-being, in accordance with statutory provisions</u> 2.1c showing tolerance of and respect for the rights of others 2.1d 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 2.1e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they <u>teach, and</u> maintain high standards in their own attendance and punctuality. 2.3 Teachers must <u>have an understanding of,</u> and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	

Appendix F Teachers' Tracker Overview

Department
for Education

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 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 of 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>



Balcarras
**Teaching
School Hub**

Balcarras Teaching School Hub Appropriate Body

www.balcarrasteachingschoolhub.co.uk

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