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Aims and Rationale

The first twenty-four months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Victoria Academies Trust's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) [Initial Teacher Training and Early Career Framework](#)

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Our Trust's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECT.
- to provide appropriate coaching and support through the role of an identified mentor and induction tutor.
- to provide ECTs with examples of good practice.
- to help ECTs form good relationships with all members of their school's community and stakeholders.
- to help ECTs become aware of their school's role in the local community.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help ECTs to develop an overview of teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help ECTs meet all the Teacher's standards,

All stakeholders will be kept informed of the Trust's induction policy for ECTs and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction within all our schools and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Commented [LF1]: Victoria Academies Trust's induction process provides appropriate guidance, support and training through a structured yet flexible individual programme. Underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), the programme is designed to develop professional skills and knowledge, clarify expectations, and provide opportunities for observation, reflection and feedback.

Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) last updated 22 April 2025
- [Department for Education \(2025\), Early Career Teachers: Your Training and Support Entitlement.](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

ECT Induction

The induction programme will be underpinned by the Early Career Teaching Entitlement (ECTE), drawing upon the Initial Teacher Training and Early Career Framework (ITTECF) enabling ECTs to understand and apply the knowledge and skills set out in the ECTE.

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 **Haybridge Teaching School Hub**, our 'Appropriate Body'.

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 & support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

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 induction 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 their school or at another school within the Trust with effective practice

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3 or equivalent for part-time ECTs) and the final term of their second year (term 6 or equivalent for part-time ECTs) and will be carried out by either the Head Teacher or induction tutor.

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. 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 via ECT Manager. 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. A formal meeting will also be called.

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.

Roles and Responsibilities

The Appropriate Body (Haybridge Teaching School Hub)

The Appropriate Body, along with the headteacher, is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role. The school works closely with the AB to ensure that the statutory requirements are fully met.

The Governing Body (VAT)

The Governing Body will:

- Make sure the employing school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

The Headteacher.

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- 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 and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the Induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the ECT mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECTE based induction programme is in place (Ambition Institute)
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing body aware of the support arrangements in place for the ECT
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years.

Induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- 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 the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed, and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way

Mentors

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted coaching and support
- Receive appropriate training and protected time to fulfil their role effectively in line with DfE guidance
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECTE-based programme through attendance at all relevant training events delivered through Haybridge Teaching School Hub, regional Delivery Partner for Ambition Institute.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

The mentor and induction tutor should be separate individuals except in exceptional circumstances

Early Career Teachers

Role of the ECT

An ECT has a vital part to play in their own induction. The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE-based induction
- Provide evidence of their progress against the relevant standards (see Appendix 1 for a guide to suitable evidence against meeting the relevant standards in practice).
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings

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- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

The Appropriate Body contact is: Vicki Shakespeare

01562 881114

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ECTE Delivery Partner key contacts:

Jo Gregory, email:

jgregory@haybridge.worcs.sch.uk

Steve Hadley, email:

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VAT ECTE Central Team Contact:

Louise Fowler

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Monitoring Arrangements:

This policy will be reviewed **annually**.

The Director of Schools (or equivalent Trust lead) will monitor implementation of this policy and report annually to the Trust Board on compliance with statutory induction requirement

Appendix One

Example list of suitable evidence against the Teachers' Standards (2012) in practice

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

a) Establish a safe and stimulating environment for pupils, rooted in mutual respect

- Safeguarding practice matches policy
- Class environment – how does environment support and extend pupils' learning?
- Attendance and punctuality; bullying log/ behaviour records
- Opportunities for learning outside school day; completion of homework
- Pupils' behaviour in lessons: behaviour systems promote learning, e.g., peer feedback
- Possible rewards and sanctions (including celebration assemblies, class assemblies)
- Relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions
- Lesson observation and learning walks; learning/ working walls and class displays support learning, evidence pupil engagement in learning and are inclusive of all pupils.
- Student voice – especially look for stimulating environment & high expectations; impact of peer tutors if in place and peer coaching; pupil questionnaire
- Use of external agencies
- Induction systems at start and middle of the year
- Ability to collaborate with parents/carers to establish positive behaviour

b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- Children know targets and how to achieve them; next steps/ gap marking; AfL embedded
- Attainment and wellbeing targets; end of term/ project/ year targets; support and intervention to meet targets
- Celebration of targets achieved. Effective mentoring in place
- Evidence of class code of conduct
- IEPs show clear steps to goals & regular review
- Effective tracking/ analysis of data to close the gaps
- Quality lesson planning (which shows clear and appropriate adaptation of learning).
- Seating plans/groupings
- Awareness of vulnerable children/groups – effective interventions
- Pupil progress meetings; evidence showing understanding/impact of vulnerable children's needs; teacher tracking data with interventions
- Lesson observation comments/ feedback form
- Good use of resources and support staff

c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

- Lesson observations and learning walks show consistency of practice in line with school policy
- Teacher models behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just children
- Regular feedback to pupils
- Follow school's behaviour code consistently, including sanctions, rewards, code in & out of classroom
- Vision & values of school demonstrated by teacher and pupils
- Home/School agreement; Class charter/rules
- Behaviour around school is positive – transition times, playground, time keeping
- Feedback from outside agencies and community, e.g., trips out, visitors' book, parents' feedback
- Being interested in, and committed to, each child as an individual

2. Promote good progress and outcomes by pupils

a) Be accountable for pupils' attainment, progress and outcomes

- Pupil progress meetings – including teachers' own analysis of data, impact & progress of vulnerable groups
- Intervention & impact – evidence of interventions in place Even if outcomes or progress is limited, is there evidence of actions?
- Formative assessment and summative assessment (data)
- Lesson observation formative feedback and post observation
- Learners' views, pupil voice & knowledge of targets
- Parents' / carers' views – evidence of meetings
- IEP reviews, Personal Support Plans
- Progress against targets - teacher tracking
- Students' responses to written feedback
- Book scrutiny; feedback in books next steps/ gap task marking (in line with school feedback policy)
- Planning scrutiny - planning that reflects gaps analysis/data interpretation
- Class floor books
- EYFS profile data
- External input – SIA observations, etc.
- "Sign off day" – teacher giving evidence to next year's teacher
- Pupil voice: 'I have met my target'

b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- (Annotated) lesson plans (including adaptation)
- AFL/ Formative assessment strategies in place (hinge point questions/ low stake quizzes/ retrieval practice informs teaching)
- Seating and group plans – identification of vulnerable children
- Impact of intervention
- Use of assessment to inform planning; SIMS assessment data sheets
- IEPs; Individual pupil targets (data); annotated individual pupil tracking sheets
- Entry & Exit cards
- Observations
- Understanding of tracking documents/ systems in school & demonstration of using them
- Key questions identified in planning
- EYFS profile
- Baseline assessments
- Learning logs/ Learning walks
- Use of school pastoral systems, e.g., attendance
- Transition information
- Parents, including home visits
- Other professionals who are involved, e.g., speech therapists, etc.
- Discussion with students/pupils – students planning?
- Work scrutiny; Quality of marking in books

c) Guide pupils to reflect on the progress they have made and their emerging needs

- Lesson observations
- Student voice (process – not one-off conversation)
- Peer evaluation; AfL
- IEP reviews
- Response to marking and feedback
- Class environment promoting space for reflection
- Learning Walls/ working walls show pupil input
- Pupil awareness of development target

- Marking to success criteria; Pupils select own success criteria
- Target setting
- Pupil progress reviews

d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- Lesson planning – adaptations/ scaffolds for EAL, SEN pupils; stretch for more able pupils
- Student voice
- Lesson study
- CPD/ staff training (and evidence of CPD in appropriate areas)
- Varied and creative teaching styles e.g., paired work, team teaching (no single approach all lesson)
- Evidence of adapting lesson in response to pupils' needs through lesson observations/ learning walks
- Good balance of teacher talk & independent work
- Feedback from, or providing for, lesson observations
- Observations for learning diaries (EYFS)
- Curriculum planning/skills progression

e) Encourage pupils to take a responsible and conscientious attitude to their own work and study

- presentation in books (care of work)
- Children achieving well
- Seeing children start work quickly and independently in lesson observations...
- Looking for children's response to feedback and marking in books
- verbal feedback notes from conversations with children

3. Demonstrate good subject and curriculum knowledge

a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- Planning showing links to prior knowledge, with opportunities for retrieval practice along with opportunities for challenge
- Lesson observations shows adaptations & appropriate challenge, questioning
- Marking & feedback, assessment
- Target setting
- Pupil voice
- Work scrutiny
- CPD – engagement in INSET, staff meetings, courses, school networks
- Support/ liaison with colleagues
- Classroom environment fosters love of learning and has links to the curriculum being delivered
- Creativity outside classroom
- Communication with parents
- Modelling interests, identifying & signposting to further activities

b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- Attendance of/ contribution / role modelling acquisition of new understanding in staff meetings, INSET, other CPD
- Policy and planning review and scrutiny
- Impact on learning – outcome of learning – progress/books
- Relevant pedagogy – links to ECF research, own research etc.
- CPD records
- Lesson observations/ Observations from learning walks
- Pupil and parent voice/ pupil attitudes/ pupil progress

c) 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

- Speaking & listening of children
- Modelling of spoken and written English in all lessons regardless of subject
- Lesson observations – focus on literacy promotion, provision and standards accepted
- Planning shows development of skills within English as well as subject specific
- Classroom environment shows accurate promotion of English key skills and reading
- Drop-in sessions
- Planning (target) to include building English skills
- Learning walks
- Work sampling and marking in (joined) legible script and enabling development of literacy skills, speaking and listening e.g., Talk for Writing
- Assemblies
- Articulate written and verbal communication (with colleagues, parents and children)

d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- Teaching at dedicated time EYFS/ KS1/ KS2
- Plans, including SSP programme and guided reading
- show accurate, regular and prompt planning of groups, interventions and regular assessment
- Good use of TAs who have good knowledge
- Hearing children read, picking up errors
- Teacher pronounces appropriate phonemes
- English leader monitoring
- Outcomes of formal assessment
- Lesson observations
- CPD
- Phonics plans and rich classroom environment
- Work scrutiny
- Analysis of data
- KS2 teachers with children with SEN in reading are aware of next steps and proactive in promoting reading and supporting phonic development

e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

- Planning
- Pupils have the opportunity to develop in line with CPA approach to teaching maths
- Work scrutiny shows school policy for developing strategies is applied consistency e.g., use of correct graphing skills in maths, Science, Humanities, and PE etc.
- Good use of TAs
- School policy outlining strategies, adherence to calculation policy
- Lesson observations
- CPD
- Work scrutiny
- Analysis of data
- KS2 teachers with children with SEN in maths are aware of next steps and proactive in promoting calculation, data handling and using and applying mathematics

4. Plan and teach well-structured lessons

a) Impart knowledge and develop understanding through effective use of lesson time

- Planning
- Timekeeping/ timetabling
- Lesson observations (show high level of productivity & engagement)
- Lesson plans (which reflect progression); well-planned/ thought through questioning
- Use of TAs for effective learning
- Work scrutiny – productivity

b) Promote a love of learning and children's intellectual curiosity

- Learning environment; encouraging children's questions/ ideas and opportunities for deep questioning and curiosity
- Evidence that children's ideas have fed into topics
- Promotion of love of books/reading
- Student voice/ feedback
- Lesson observations and learning walks – staff enthusiasm
- Engagement in wider activities, e.g., World Book Day/ Everybody write
- Enrichment opportunities – visitors
- Parental responses
- Positive behaviour observed

c) Set homework and plan other out of class activities to consolidate and extend the knowledge

- Lesson plans; displays
- Appropriate and motivating homework
- Scrutiny of appropriateness and motivation of work set
- Marking/ feedback
- Student voice, feedback from parents, homework dairies
- Stimulating homework challenges
- Visits/visitors used to enhance learning, school trips & associated work

d) Reflect systematically on the effectiveness of lessons and approaches to teaching

- Lesson objectives with measurable outcomes to gauge progress
- Progress made between lesson observations (teacher progress) & response to targets/ pupil outcomes
- Completion of peer observations
- Contribution/participation in CPD to improve teaching with evidence of impact in teaching and learning
- Acts on feedback from colleagues
- Annotated planning
- Lesson observations & evaluations/ lesson study

e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

- Collaboration with colleagues as appropriate around curriculum design (linked to long term/ medium term planning)
- Participation in enrichment activity linked to subject e.g., running visit/ trip/ CPD event
- Review of resources, e.g., teacher made/ activities provided
- Planning and scrutiny – curriculum areas; pupil voice

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

a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- Planning
- Children's work, provision of resources
- Pupil progress meetings
- Decision making processes with support staff, deployment of additional adults
- Appropriate learning outcomes
- Use of thinking skills and other metacognitive approaches to support learning
- Lesson observations, assessment records. All make progress over time
- Differentiated questioning informed by data
- Seating plans; appropriate groupings, provision maps, IEPs
- Student voice

b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- Planning /adaptations – shows understanding of child development
- Children's work
- Pupil progress meetings
- Resources
- Observations
- Use of Pupil Profile SEN information + strategies
- Use of opportunities to promote Literacy, Numeracy, ICT
- Appropriate use of TAs, provision maps, decisions with support staff
- Diary/notes of meetings with SENCo
- CPD records/ ECF reflections
- Use of referral to internal and external agencies
- Knowledge of and application of up-to-date teaching pedagogies

c) 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

- Application of appropriate strategies
- CPD– ability to articulate why children need a particular type of approach
- Lesson plans show understanding of next steps based on children's needs
- Meetings with SENCo, IEP, pupil progress meetings all show personalisation

d) 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

- Lesson plans show explicit adaptation where needed
- In observation, resources created show awareness of need for adaptation; delivery is inclusive
- Written feedback and pupil/ parent meetings show understanding of different needs
- Appropriate methods of assessment and next steps
- G&T opportunities promoted throughout

6. Make accurate and productive use of assessment

a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- Accurate use of assessment to identify gaps and plan next steps
- Moderation (external, internal and across schools)
- Monitoring cycle
- Lesson observation (and feedback)
- Contributions in PDMs, CPD shows outcomes of training/ support offered around assessment
- Work sampling
- Outcomes of moderation and pupil progress meetings
- Admin of EYFS profile/ KS1/ KS2 SATs
- Personalised questioning
- Pupil progress meetings
- Statutory assessment conducted correctly

b) Make use of formative and summative assessment to secure pupils' progress

- Planning reflects assessment outcomes
- Data
- Book scrutiny and quality of marking – Next steps
- Interventions including more able and other vulnerable groups
- Deployment of other adults
- Pupil progress meetings
- Using APP or other materials to do gaps analysis
- Curricular target setting
- Planning of Guided Groups
- Using information from previous/ other current teachers to inform planning

c) Use relevant data to monitor progress, set targets, and plan subsequent lessons

- Pupil progress meetings influence future planning
- Learning environment
- Pupil voice
- Book scrutiny
- Knowledge of Raise online/ Profile/ School data
- Pupil voice – enabling relevant planning of interest
- Planning – medium/short term
- Lesson observation

d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

- Books/ Work scrutiny
- Lesson observations
- Pupil conferences, tutor group time
- Pupil questionnaires
- Children can articulate targets

7. Manage behaviour effectively to ensure a good & safe learning environment

a) 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

- Observation(s) of pupil behaviour
- Discussions with pupils
- Exclusion rates; behaviour log
- Lesson observations
- Clear, visible classroom rules; evidence of class agreement on rules; rewards/consequences boards
- Teacher engaging with students in and out of classroom time

b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Behaviour management display in line with school policy, if appropriate
- Evidence of positive behaviour management/ school rewards
- Pupil voice
- Classroom observations
- Staffroom discussions; discussions with pupils
- Teacher behaviour – modelling to pupils
- Teachers' communication with pupils, colleagues and all in school
- Adhering to school policy/ethos; school policies & 'non-negotiable' are actioned consistently
- Follow up of behaviour outside of class

c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- Lesson observations and drop in
- IEPs; pupil voice; parent voice
- Quality of work in books; adapted tasks
- Classroom environment and displays; layout of classroom; seating plans
- Positive behaviour management strategies employed
- Deployment of other adults; support staff; use of resources

d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

- Record keeping by teacher – behaviour
- Lesson observations
- Adherence to school behaviour policy
- Informal mentoring; pupil voice
- Behaviour logs – teachers following through
- Staff modelling appropriate behaviour and actively promote good behaviour, build relationships and respect
- Consistency when dealing with poor behaviour
- Peer mentoring

8. Fulfil wider professional responsibilities

a) Make a positive contribution to the wider life and ethos of the school

- Supporting school at New Parents Evenings, etc.
- Leading staff training sessions
- Peer mentoring/coaching
- Engaging in extra-curricular activities/ wider whole school offer – planning/leading/organising – to include after school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events
- Positive working and professional relationships with colleagues

b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- Changing practice in light of feedback from lesson observations
- Taking responsibility for own and group CPD
- Being prepared to participate in trials, new pedagogies e.g., team teaching/lesson study, etc.
- Playing active part in staff meetings/ INSET
- Coaching & peer mentoring
- Team meetings/ focus sessions
- Multiagency working
- Seeking support when appropriate
- Email messages (tone...)
- Evidence of team leadership/ collaborative work on specific projects
- Maintaining confidentiality in and out of school

c) Deploy support staff effectively

- Lesson observations
- IEP/ Intervention
- Feedback from TAs/support staff (either lesson based or in support staff meeting)
- Pupil progress/ assessment
- Planning evidence and book scrutiny
- Team meetings
- Engagement in planning
- 360° reviews
- Comments on school review documentation
- Support staff appraisals
- CPD – requesting, attending, leading; ensuring support staff have appropriate CPD and resources to deliver learning effectively

d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- Acting on feedback
- Engagement with ECF Programme; meets BPN retention points and attends all training making links to current practice
- Regular reflection on practice e.g., journal, further professional study, leading a staff group, disseminating new learning to colleagues
- Peer observation and mentoring
- Showing and sharing good practice
- Cross phase and cross school moderation
- Lesson observations

- Requesting CPD
- Being thoroughly up to date with pedagogy and practice
- Understanding and working to maintain and improve on the professional responsibilities and progression in these standards

e) Communicate effectively with parents with regard to pupils' achievements and well being

- Reporting
- Parents evenings/ days
- Parent feedback/ parents' meetings/ 1:1 conversations with parents
- Parent voice
- Open-door sessions
- Following up actions/ concerns, giving hard messages, celebrating successes etc.
- Home/School liaison – diaries, etc.
- Written reports including all SEN documentation, as required
- Newsletters
- Giving letters and information out on time – team approach
- Responsibility for contacting parents outside of timetabled parents' meetings

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.

a) 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*
 - *showing tolerance of and respect for the rights of others*
 - *not undermining fundamental British values, including*
 - *democracy, the rule of law, individual liberty & mutual respect, tolerance of those with different faiths & beliefs*
 - *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law*
 - *having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions*
- Observation clear link between vision, ethos, policy & practice with class and across school
 - Consistency – above evidenced through all professional activity in school and community

b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

- Teacher conduct demonstrates a highly professional approach to teaching,
- Understanding and demonstrating that their own conduct is appropriate at all times
- Teacher is on time for all beginnings and ends of days, meetings, lessons
- School/ colleagues always informed of and reasons for any nonattendance in the school day or other professional meetings and responsibilities in line with policy
- Language and dress are highly professional and in line with school policy
- Apply school policies at all times, e.g., health and safety, risk assessments before trips; homework etc.

Modified, but originally obtained from: http://www.eportfolios.net/teachers_standards.php