



SAINT GEORGE
CATHOLIC COLLEGE



St George and St Annes

Early Career Teachers and Induction Tutor Handbook

Welcome to your ECT induction programme.

Dear ECT and Mentor,

“To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is latter lesson which tents to last the longest”.

Pope St John Paul II 1984

We would like to welcome you to the Early Career (ECT) induction programme. Both St George and St Annes values its teachers as self-developing professionals and believes that the raising of educational achievement depends on having well-qualified, capable teachers who feel supported in the process of continuous learning for themselves and their pupils.

The induction of Early Career Teachers (ECTs) is an essential stage in the continued professional development of teachers. St George and St Annes both aim to provide support and encouragement for ECTs as they further develop their understanding and expertise.

The role of the Appropriate Body is to ensure Early Career Programme and school-based induction supports the ECT and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers’ Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

We hope you find this booklet helpful to you in your support and development of new teachers during their induction year.

Best wishes,



Mrs. Sarah Drummond
Assistant Headteacher
Lead Induction Tutor
St George Catholic College



Mrs. Holly Leat
Assistant Headteacher
Lead Induction Tutor
St Annes Catholic School

Early Career Framework

The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF. The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is not an additional training programme. There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

<p>A funded provider led programme</p>	<p>Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.</p>
<p>Schools deliver their own training using DfE accredited materials and resources</p>	<p>Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.</p>
<p>Schools design and deliver their own two-year induction programme for ECTs based on the ECF.</p>	<p>This is the route that ECTs from St George and St Annes will be a part of.</p>

Role of Appropriate Body

- The role of the Appropriate Body is to ensure the following:
- ECT is supported in school and has a reduced timetable.
- informing Teaching Regulation Agency of ECT appointments and schools deliver an induction period that is underpinned by the ECF.
- The Appropriate Body (AB) will have the role in checking that an ECF-based induction is in place.

Appropriate Body - Quality Assurance

- The Appropriate Body has the main quality assurance role within the induction process. It will establish that head teachers are aware of/capable of meeting their responsibilities and that the monitoring, support, assessment, and guidance procedures in place are fair and appropriate. Quality assurance mechanisms include:
- Training and termly network meetings for Induction Tutors.
- Links with national agencies.
- Guidance material for Induction Tutors and ECTs.
- Highlighting progress of ECTs.
- Arranging professional development for ECTs through the induction programme.
- Scrutiny of completed assessment forms and follow up.
- Providing opportunities for ECTs to give feedback through ECT survey.
- Appropriate body will visit our schools for fidelity checking purposes as well as visit upon request.

School - Quality Assurance

- Provide you with a named induction tutor and a mentor, who will work together to support your professional development and monitor and assess your progress.
- Provide you with a structured induction programmed based on the ECF.
- Check that you have been awarded QTS and that you are registered with an Appropriate Body (AB) who will monitor, and quality assure the induction process.
- Ensure that all record keeping and monitoring is done in the most streamlined and least burdensome way.
- Provide you with tracking and record documents that you will require.
- The induction leads will seek quality assurance for clinics on conference days from with University of Southampton educational department.
- Provide regular timetabled opportunities to meet with the induction lead for additional support and training.

Role and responsibilities

Below are details of key contacts for ECTs and induction tutors:

Oversight of Appropriate Body	Jonny Franks jfranks@sfet.org.uk
Appropriate Body Coordinator	Sarah Lomas-Clarke slomas-clarke@sfet.org.uk
School ECT Mentor	The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
School ECTs Induction Tutor	Person responsible for coordinating ECT induction at school.

New to the early career framework

The term early career teacher (ECT) replaces newly qualified teacher (ECT)

- ECT induction has been increased to two years.
- Schools are expected to deliver an induction period that is underpinned by the ECF. Appropriate bodies will have a role in checking that an ECF-based induction is in place.
- There will be two formal assessment points, one at the end of year one, and one at the end of the induction period. However, our school induction leads (Sarah Drummond & Holly Leat) will continue to carry out regular performance reviews and check-ins.

The DfE statutory arrangements and guidance

All ECTs must have a reduced timetable, 90% of the normal teaching load in the school. The extra 10% of non-contact time is to be used for ECTs' professional development. ECTs are entitled to preparation, planning and assessment time as well as the time for professional development. This means that ECTs' scheduled load is likely to be around 81% of the week in year one (ECTs will also receive a 5% timetable reduction in the second year of induction). ECTs, during their non-contact time, can pursue an ECT programme organised by their schools, and also are able to participate in the programme organised centrally by St George and St Annes. Induction tutors are responsible for implementing the school-led programme with their ECTs.

The DfE ECT guidance states that the ECT's post must:

have a head teacher/principal to make the recommendation about whether the relevant standards have been met.

- Have prior agreement with an Appropriate Body to act in this role to quality assure the induction process.
- Provide the ECT with the necessary employment tasks, experience, and support to enable them to meet the relevant standards throughout and by the end of the induction period.
- Ensure the appointment of an induction tutor with Qualified Teaching Status (QTS)
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme.
- Not make unreasonable demands upon the ECT not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach.
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting.
- Involve the ECT regularly teaching the same class(es)
- Involve similar planning, teaching, and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

As part of the two-year induction ECT's must have a named school induction tutor. The induction tutor is responsible for supporting and monitoring the progress of the ECT against the relevant standards. The ECT assessment forms are completed on ECT Manger (<https://sfetteachingschoolhub.ectmanager.com/Login.aspx>) and electronically signed by the school's induction tutor, ECT and the head teacher.

As part of the induction arrangements:

The Teachers' Standards will be used to assess an ECTs performance at the end of their induction period. There should be a review meeting once every half term to revise and set objectives and agree action points, **NB. These meetings are in addition to the assessment meetings at the end of each term.**

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

ECTS will be formally assessed one midway through induction (i.e. end of year 1) and one at the end of the induction period. Termly reports will still be expected to be completed. Formal assessments should be submitted via ECT Manager.

The induction tutor (or head teacher) arranges and conducts the ECT assessment meeting at the end of each term. This relates to statutory expectations defined by the Department for Education.

The role of the ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction.
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme,
- provide evidence of their progress against the Teachers' Standards, participate fully in the agreed monitoring and development programme.
- raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

- Engage fully with the Early Career Framework. Attend the Full Induction clinics and conferences, and engage fully with the programme with reading, reflection, and professional development.

If ECTs have concerns about the content and/or delivery of induction they should raise these in the first instance with the induction tutor, or if this is not possible, ECTs should make use of the internal school procedures for raising professional concerns. If concerns go beyond the school's procedures, ECTs can refer to SFET the appropriate body. Induction tutors and mentors may also consult with SFET.

In exceptional circumstances ECTs may wish to discuss induction issues with someone at the appropriate body who is not involved in the induction process.

The named Person for St George and St Annes is:

Rebecca Vaughan-Barrett

Teaching School Hub Professional Development Lead

SFET Teaching School Hub (*Success for Every Teacher*)

South Farnham Educational Trust

rvaughan-barrett@sfet.org.uk

Tel: 01252 986890

Keeping a professional development tracker

ECTs are strongly recommended to maintain a professional development tracker. The tracker, at the two-year induction, should reflect the ECT's progress, work that they are most pleased with, and which shows a positive impact on pupils' progress. It is suggested that ECTs discuss strengths and weaknesses of each teacher standard throughout the year which leads to the final assessment. A tailored tracker will be provided to ECT to assist with their record keeping during the two year induction period.

The role of the school induction tutor

ECTs must be assigned an induction tutor (or the headteacher if carrying out this role). The induction tutor is the member of staff in school responsible for ECTs statutory induction and assessments. Induction tutors make judgements about ECTs performance in relation to meeting the Teachers' Standards. ECTs should have regular informal and formal meetings with their Induction Tutor. Here are some aspects of the Induction Tutor's role.

Ensure that the ECT:

- Provide, or coordinate, guidance for the ECT's professional development; ensuring the ECT engages fully with the Early Career Framework.
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessments meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of the term six, or pro rata for part time staff).
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties; and
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Role of the mentor

The mentor is expected to:

- **Weekly meetings:** Weekly observations (watching drop-in videos) and instructional coaching in line with the ECF. These observations may be short 10-minute observation depending on the ECF induction programme being followed. The mentor will carry out these observations.
- Oversea and assist the ECT with the weekly completion of their ECT tracker document. (Appendix 6)
- Register and engage fully with the wealth of opportunities for professional development of mentors through the Early Career Framework.
- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and take prompt, appropriate action if an ECT appears to be having difficulties.

School observations

In Year 1 a formal observation will place within the first half term. The ECT and induction tutor (or observer) should discuss the focus(es) of the observation and time should be made available for feedback. A record of these observations should be kept by both induction tutors and ECTs. These records should be used to inform:

- Further advice and support
- Setting/revising objectives and agreeing actionpoints
- The ECT's evidence against the Teachers' Standards

As part of the school-based induction ECTs should have the opportunity to observe colleagues in their school and, where appropriate, in other schools. The induction tutor should have responsibility for these arrangements.

Lesson observations both formal (linked to assessment at the end of each term by the induction tutor) and informal (weekly, linked to ECF by the mentor) are an essential ingredient of the induction period as they provide evidence to demonstrate an ECT is meeting the Teachers' Standards and are an important point of reference for the review and assessment meetings. ECTs should be observed weekly, in line with the ECF, followed by quality mentoring. Formal lesson observation take place at the end of each term, in line with the assessment dates on ECT manager.

Preparing for an observation

- Is the time verified with the ECT?
- Have you seen/discussed the lesson plan/pro-forma for observation?
- Have you negotiated the focus for your observation? Is this linked to the TS and/or development plan?
- Have you encouraged and reassured the ECT?

Giving feedback

- As soon as possible after the lesson, find a private place to talk.
- Allow the ECT to say what they saw happening in the lesson first – using the self-evaluation form completed before feedback.
- Start positively and recognise what has developed since the last observation.
- Depersonalise the feedback and talk about the teaching behaviors and the impact on learners, attitudes to learning and progress. Stick to the evidence from the lesson and what you saw.
- Focus on the things that went well and give practical and constructive advice on missed opportunities in the lesson.
- Try to create an open dialogue about the lesson observation.

- Be honest and do not avoid any difficult issues.
- Identify and prioritise a manageable number of development areas and check the ECT knows how to address these.
- Link the development points to targets and Teachers' Standards.
- Offer support/additional help and ensure the ECT knows they are responsible for making sure this is taken up if needed. Ensure all staff involved in offering support are aware of their role.
- Summarise the strong points and any points for action.
- Ensure feedback is recorded on the tracker.

Progress Review Meetings:

- Take place following formal observations and feedback by induction tutor in terms 1, 2, 4 & 5 (inline with dates on ECT manager).
- Involve the induction tutor and ECT.
- Progress review meeting should provide the opportunity to discuss achievements and agree any changes to the induction programme in terms of objectives or actions.
- During the meeting identify the strengths of the ECT.
- Review and revise targets moving forward.
- Identify further areas for development.
- Review progress in relation to the Teachers' Standards and the portfolio of evidence.
- Consider next steps.
- ECT will need to read and respond to the progress review form.
- Form to be completed and submitted on ECT manager and stored on the appropriate tab on your ECT tracker. (See appendix 7)

Formal Assessment Meetings:

Take place following formal observations and feedback by induction tutor in terms 3 & 6 involving induction tutor and ECT.

- The focus will be on the progress made towards the Teachers' Standards.
- Judgements about progress should be based on at least two lesson observations, progress reviews, the full range of work and a range of evidence (therefore it is vital that the tracker is kept up to date)
- The appropriate assessment report will be discussed. This could be drafted before the meeting, at the meeting or following the meeting.
- ECT will need to read and respond to the formal assessment form.
- Form to be completed and submitted on ECT manager.

The role of SFET Appropriate Body

SFET Appropriate Body is responsible for quality assuring induction within schools and the relevance and quality of the training programme. The ECT Induction Advisor's role includes:

- Liaising with schools on ECT progress.
- Working with head teachers to organise the ECT induction programme.
- Offering advice and support to ECTs.

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

Headteachers (and governing bodies where appropriate) are aware of and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable; working with head teachers to organise the ECT induction programme.

The monitoring, support, assessment, and guidance procedures in place are fair and appropriate.

Ensuring the ECF is embedded as a central aspect of induction; it is not an additional training programme nor is it an assessment framework.

The appropriate body is expected to take steps to ensure that:

Headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.

- The monitoring, support, assessment, and guidance procedures in place are fair and appropriate.
- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Mentors have the ability and sufficient time to carry out their role effectively.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required, and the relevant parties are notified.

Clarification of roles and responsibilities are outlined below.

- **Appropriate body:** check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- **Headteacher:** ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- **Induction tutor:** support the headteacher in planning an ECF-based induction as required. Ensure that mentor and ECT are aware of the plans for an ECF-based induction.
- **Mentor:** work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

The school's assessment of induction

There are two formal assessment meetings in the two-year induction period which take place at the end of each induction year. These should be conducted by the induction tutor and/or headteacher. The first assessment meetings involve schools reporting on the ECTs progress against the core standards. The final report, at the end of the induction period, requires a short summation of the ECT and the overall progress objectives set should also be recorded on the form. These forms can be accessed on SFET ECT Manger site (<https://sfetteachingschoolhub.ectmanager.com/Login.aspx>). ECTs who are employed part-time should be assessed on a pro-rata basis.

The school's final assessment is a recommendation. The final decision rests with the Appropriate Body (SFET). The Appropriate Body has the power, in exceptional circumstances, to extend an ECT's induction period.

Concerns about an ECT's progress

The Appropriate Body requires that the first observation takes place within the first four weeks of term. This ensures that any problems are identified quickly, and appropriate action is taken. If the school is in any doubt that an ECT may be in danger of not meeting standards, the Appropriate Body should be advised by half term at the latest or as soon as any problems are identified.

Upon the recommendation of the ECTs headteacher, the final decision is made by the Appropriate Body as to accept, or not accept, these recommendations. Appeals by ECT's against the Appropriate Body's decision must reach the TRA (Teaching Regulation Agency) Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appeals-procedures>

In cases where ECTs fail to complete the induction period satisfactorily, and no extension is granted, their contracts will be terminated. Where the Appropriate Body has agreed that there are good grounds for an extension to the ECT's induction period the school may still decide to terminate the ECT's contract. If an extension has been granted, but the school has not agreed to the ECT serving the extension within the

school the ECT will need to seek another post in which to complete the induction period.

Challenges by ECTs to the Head Teacher's recommendation

If ECTs are unhappy with the Head Teacher's decision, they can make written representations to the SFET ECT Lead Induction Advisor within ten days of the decision being made. In such cases a panel will consider the evidence presented by the head teacher and the ECT before making the final decision.

Challenges by a school to the non-validation of its recommendation

If a school challenges the decisions made by SFET of its recommendation a panel will examine the evidence and decide whether the ECT in question has successfully completed induction.

Becoming familiar with the school's systems and procedures

It is important before an ECT becomes involved in teaching a class that they have the necessary basic knowledge of their school. Each learning institution is different; it is recommended that ECTs work through the checklist below:

Policies and procedure	Response
Behaviour in class, around the school and in the playground	
Pupil absences and lateness	
Communications with parents and careers	
Arranging outings	

Arrangements for	Response
Registration	
Lost Property	
Break, dinner duties and wet play	
Assemblies	
Collection of Children by parents/careers at the end of the day	

What to do if	Response
There is a fire	
There is an accident in class	
A child becomes unwell	
There is a stranger on the premises	
There is a fight between pupils	
You are unable to attend school	
You are faced with a child protection issue	
There is a racist incident	

The various roles of	Response
The school's support staff	
Other adults supporting your pupils	
The school governors	

Early Career Framework – key information and FAQs

ECT has replaced NQT.

The term 'early career teacher' refers to a newly qualified teacher in their first or second year of induction.

The offer

New teachers will now receive development support and training over 2 years instead of one, underpinned by the ECF. The offer for early career teachers includes:

- 2 years of new, funded, high-quality training.
- Freely available high-quality development materials based on the ECF.
- Funding for 5% time away from the classroom for teachers in their second year
- A dedicated mentor and support for these mentors including access to funded high-quality training.
- Funding to cover mentors' time with the mentee in the second year of teaching.

Early career teacher pay progression

A 2-year induction will have no adverse impact upon early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

Funding for national roll-out

All state funded schools offering statutory induction will receive additional funding to deliver the ECF reforms.

The funding will cover:

5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring funding for mentors to spend with early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year.

Funding (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded cost per ECT	£1,200	£1,500	£1,400	£1,300
Rounded cost per mentor	£900	£1,100	£1,100	£900
Total	£2,100	£2,600	£2,500	£2,200

The funding amount is calculated by taking the average salary of mentors and early career teachers, split by region. State schools undertaking statutory induction will receive a single payment for their early career teachers and mentors in the summer of the second year of induction.

Institutions which are eligible to offer statutory induction, are not state funded (for example, independent schools) and want to offer their ECTs the provider-led programme may enter arrangements with lead providers directly to access the Full Induction Programme. This is subject solely to the agreement of the lead provider and the institution.

Where agreement cannot be reached these institutions will be able to deliver their own training using the freely available DfE accredited materials and resources or design and deliver their own programme. In such instances the appropriate body will be responsible for ensuring the ECT receives a programme of training and support based on the ECF.

Role of the Appropriate Body (SFET) and ECF induction lead

The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF. An ECT cannot start their induction until their appropriate body has been agreed.

Reduced Timetable

In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. (This is in addition to the timetable reduction in respect of planning, preparation, and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies, and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis).

Length of Induction

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

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 period reduced.

Monitoring, support, and assessment during induction

support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.

Early Career Framework based training.

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is not an additional training programme.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

- **A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
- **Schools deliver their own training using DfE accredited materials and resources** - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
- **Schools design and deliver their own two-year induction programme for ECTs based on the ECF.**

Appointment of an induction tutor/ Appointment of a mentor

The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Observation of the ECT's teaching practice

An ECT's teaching is expected to be observed at regular intervals throughout their induction period. It is also expected that the observer holds QTS.

Professional progress reviews of the ECT

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Formal Assessments

- ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.
- ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.
- ECTs should be kept up to date on their progress. There should be nothing unexpected.

Completing the induction period

An ECT completes their induction period when they have served: the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience (see paras 3.2– 3.4); or a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body) separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

The Teachers' Standards

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. These Standards apply to all ECTs. Teachers' Standards apply to all teachers regardless of their career stage and define the minimum level of practice expected of teachers from the point of being awarded QTS.

The Teachers' Standards are presented in three parts:

- **Preamble** – summarises the values and behaviours that all teachers must demonstrate throughout their careers.
- **Part 1** – comprises the Standards for Teaching
- **Part 2** – comprises the Standards for Professional and Personal Conduct.

FAQs

Do fast-track ECTs have to engage in ECF based training if they are completing induction in the minimum one term?

Teachers serving a reduced induction should still receive an ECF based induction and headteachers should work with induction tutors (and providers where appropriate) to ensure the training is appropriate in each individual circumstance.

Can I still appoint an ECT mid-year, as the guidance states that induction cannot be deemed to start until training commences?

Induction posts can still start midterm/year. Headteachers should ensure that ECTs can access an ECF based induction regardless of what point in the year they start their teaching post.

My school is small, and I cannot separate induction tutor and mentor. Sometimes I (headteacher) have to take on these roles. How will this be checked?

We recognise that some schools have limited capacity and may struggle to provide a separate induction tutor & mentor. In some exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards

Who can fulfil the mentor role? Do they need to be at leadership level?

A criteria has not been set for who can fulfil the role of mentor. The headteacher is expected to identify an appropriate person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.

What is the difference between mentor and Induction tutor? i am assuming that the mentor is more about coaching and the tutor more about observations. is there a JD/spec explaining this?

Yes, the recently published statutory guidance sets out the differing roles and responsibilities between induction tutors and mentors. The roles have been separated out into two roles to ensure that mentoring support (role of mentor) is not conflated with assessment against the Teachers' Standards (role of induction tutor)

I need to organise my timetable for next year. How should I factor in the ECT and Mentor time?

ECT for year one timetable will look the same as previous NQTs. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation, and assessment time (PPA) that all teachers receive.

It is also advised that mentors should be allocated extra time to support their ECT. We would suggest that the mentor is given an extra 30 minutes a week/one hour a fortnight off timetable.

The table below gives you an idea of what is required of the Mentor and ECT for both years.

Timetabling ECT	Year One 81% Timetable	Year 2 91% Timetable
Mentor	<ul style="list-style-type: none"> - 3hrs scheduled training in term one - 5hrs scheduled training in term two - Regular 1 - 1 sessions with mentor minimum weekly/fortnightly meetings 	<ul style="list-style-type: none"> - 3hrs scheduled training in term three - Regular 1 - 1 sessions with mentor minimum weekly/fortnightly meetings
<p><i>It is suggested that the mentor is expected to meet with the ECT for half an hour on a weekly basis or one hour on a fortnightly basis.</i></p>		

How will Induction be served when teachers are on supply? I.e., they currently must work at least one full term for it to be counted but, if there are assessments annually, can they still split Induction like this?

Yes, ECTs can continue to move between schools during induction. The minimum period that counts towards induction will remain at 1 term so if the ECT's induction post is longer than 1 term the completed terms will be carried over. If an ECT leaves a post after completing one term or more in an institution but before the next formal assessment, the induction tutor is expected to complete an interim assessment which will capture the ECT's current progress and performance.

What happens to the funding if an ECT leaves the school before the summer of Year 2?

If an ECT leaves part way through their second year of induction, then part funding will be calculated based on the School Workforce Census returns. Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.

Does the role of mentor need to be given a TLR/ move up a pay scale?

This is up to the Headteacher and can decide if the role requires a pay increase.

Are QTLS teachers expected to do ECF induction?

Teachers who take the QTLS route are currently exempt from requiring statutory induction. But the DfE-accredited materials are available to all schools, so they would be able to deliver these training materials to those teachers if they felt they would benefit, certainly.

Why does the funding for time off timetable only cover the 5% time in the second year?

Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.

Where can I find any further information or guidance

For further information visit Gov.uk website: [Guidance Early career framework reforms](#) where you will find handbooks and further guidance on the Early Career Framework.

Appendix 1: ECT Mentors and Induction Lead - Support and Monitoring

Guidance Support and Monitoring	Yes	No
Is the ECT aware of the school's concerns with reference to specific Teachers' Standards?		
Is the Headteacher aware of the concerns?		
Has immediate and early action been taken to support and advise the ECT to enable him/her to make any necessary improvements?		
Has the ECT had the opportunity to express his/her concerns and has the school provided specific support?		
Is there a support plan with clearly identified support that addresses the agreed areas for improvement?		
Does the ECT meet more frequently with the induction tutor FOR SPECIFIC SUPPORT, ADVICE AND GUIDANCE Are specific (SMART) targets set and reviewed? Is progress monitored? Is progress recorded and shared with the ECT?		
Is the assessment of the ECT well-founded and accurate? Is there a broad evidence base of monitoring with written feedback? For example: <ul style="list-style-type: none"> • lesson observations • pupil work scrutiny/sampling • formal and informal assessment records for pupils • information about liaison with others, such as colleagues and parents • the ECT's planning file, records and evaluations • the ECT's self-assessment and record of professional development • induction tutor meeting minutes, standards tracker and action plan 		
Are pupils making the expected progress?		
Is there written feedback identifying strengths and areas for development?		
Does the ECT have a copy of all written documentation?		
Has the Headteacher observed the ECT teaching and has feedback been given? Verbal? Written? NB if the Headteacher is the induction tutor has a third party reviewed the evidence and observed the ECT?		
Have the school concerns been conveyed to the appropriate body?		

Appendix 2: ECTs - 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 that 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 always 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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 3: School - The Induction Process

Activity	Outcome
Register ECT with appropriate body via ECT Manager*	Access to ECT Manager
Register ECT with chosen induction programme*	Access to ECF Induction
Induction day for ECTs, prior to start of term (if possible) *	Receive school handbook, policies, timetable, and relevant information
Initial discussion between induction tutor and ECT*	Discuss ITT targets
Discuss evidence collection*	Set up evidence collection
Arrange staff development activities arising from initial conversations*	Arrange dates for activities
Arrange attendance at Welcome Event*	ECT to attend meeting Key information regarding induction
One (or more) lesson observation of experienced teachers with specific focus	Reflection on elements of teaching and learning that can be used in own practice
Weekly observations and instructional coaching in line with ECF	Instructional coaching and self-study
Attend network meetings/training appropriate to subject/phase	Discuss with tutor and consider impact on practice

Appendix 4: Half Termly Overview for ECT and Mentors

Activity	Outcome	When?	
One (or more) lesson observation of experienced teachers with a specific focus	Reflection on elements of teaching and learning that can be used in own practice	Fortnightly	
Reading	Self-study, discussion with mentor and implementation into practice	Year One Weekly	Year Two As directed on tracker
Weekly drop-in (recorded) observations and self-reflection		Year One Weekly	Year Two As directed on tracker
Instructional coaching in line with ECF	Instructional coaching	Year One Weekly Coaching to take place in mentor meeting.	Year Two Weekly/Fortnightly Coaching to take place in mentor meeting.
Attend CPD clinics and training	Discuss issues with tutor	Once a half term (see ECT workbook for clinic dates)	
Formal lesson observation by induction tutor	Lesson observation form completed and uploaded to ECT Manager	Year One One in first half term then termly (4)	Year Two Termly (3)
ECT self-evaluation of lesson observation	Self-evaluation form complete and discussed. with induction tutor		
Progress review meeting between ECT and induction tutor	Progress review form on ECT Manager	Termly (in terms 1,2 ,4 and 5)	
Formal assessment meeting between ECT and induction tutor	Formal assessment form on ECT Manager	Termly (in Terms 3 and 6 only)	
Set targets for following term	Targets on progress review form	Termly (all but term 6)	
Induction tutor to monitor evidence collection against teacher standards	Support given in collecting evidence for teacher standards	Ongoing monitoring of One drive folder plus termly full checks	
Term 6 – recommendation for completion of Induction	Signed off on Tracker and ECT manager – Induction completed	End of Term 6	

Appendix 5: ECT Wellbeing Tips and strategies for time and workload management

Strategies that might work for you include:

Creating clear boundaries between work and home - try not to let work spill over into your personal life. If you need to bring work home, designate a separate area for work and stick to it, you'll find it much easier to then close the door on work.

Don't take attitude and bad behaviour personally

Planning your work - find a way that suits you, some people use a planner or make a 'realistic' todo list. (At the end of each day, go over your list/ planner and write up one for the next day, when your thoughts are down on paper, you'll find it easier to not think about work).

Managing your working hours – you will have times when you need to work longer to meet deadlines but try to make this the exception not the norm. Long hours mean you may be working harder, but not better – they'll quickly take their toll on your concentration, productiveness, and health.

Don't work from 7 am to 6pm without a lunch break and then continue to work at home. It will get done – just prioritise.

Working smart not long - this involves tight prioritisation and allowing yourself a certain amount of time per task. Try not to get caught up in less productive activities. Do you, for example, check your e-mails only at specific points in the day?. Is your e-mail alert turned off? When asked or, given the opportunity, to do an optional additional/ different activity, give yourself time to think about it and how you would manage it before saying yes or no!

Trial different approaches and ideas and don't panic if they don't work.

Accepting help and asking for help - your induction tutor and mentor will meet with you regularly and will be a valuable source of advice, resources, and assistance, as will your colleagues and fellow ECTs. There are also a range of external organisations who support teachers including trade unions and the charity Education Support Partnership

You're doing a great job- try to remember the positives.

Good enough versus fabulous - sometimes, if you're busy, you need to explicitly tell yourself that what you've done may not be perfect, but it is good enough.

Using the time on your commute home to wind down from work - read a book or listen to your music to set aside some time to yourself. Maybe try cycling part of your journey or getting off a stop early to take a shortcut through a park or quiet streets. These little actions can really help you to switch off.

Laugh with the children.

Having a life outside work and school - have interests and a life outside of the job.

Appendix 6: ECT Tracker – To be populated by ECT and Mentor

Week Beginning	Weekly Mentor Meetings with Reading Focus	Reading Source	ECT Learn to							Recorded Drop-in				Coaching meeting													
			1	2	3	4	5	6	7	Weekly Target	Date	Time	Class	ECT Note about the lesson	Date	Reflection on last week's targets	Achieved?	1	2	3	4	5	6	7	8	Next steps based on FDA	
1	04/09/2023	Help what am I doing in a Catholic school?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
2	11/09/2023	Strong Start	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
3	18/09/2023	Setting and maintaining high expectations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
4	25/09/2023	Managing Behaviour Effectively	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
5	02/10/2023	Curriculum Aims and Teaching Methods	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
6	09/10/2023	What is the Catholic Church all about?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
7	16/10/2023	Building Relationships	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Half Term																											
8	30/10/2023	Student Motivation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
9	06/11/2023	Habits of Attention	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
10	13/11/2023	Worked Examples and Backwards Finding	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
11	20/11/2023	Supporting Students with SEND	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
12	27/11/2023	Cold Calling	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
13	04/12/2023	Whole Class Feedback	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
14	11/12/2023	Catholic Spirituality and Ethos	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Christmas Holidays																											

Appendix 7: ECT Progress Review – To be populated by ECT and Mentor and reviewed by Induction lead



Complete this document at the end of each term in a mentor meeting - use a different colour to add to the document each term so it is visible what you have achieved each term. In order to cover all bulletpoints by the end of the year, aim to include 1-2 pieces of evidence per standard, per term.

Teachers' Standard	Self-evaluation		Evidence (1 bulletpoint in each per standard by the end of the year)
	Strength	Development	
TS1 Set High Expectations <ul style="list-style-type: none"> · 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 			
TS2 Promote Good Progress and Outcomes by Pupils <ul style="list-style-type: none"> · 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 			
TS3 Demonstrate Good Subject and Curriculum Knowledge <ul style="list-style-type: none"> · 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, articulation 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 			
TS4 Plan and Teach Well Structured Lessons <ul style="list-style-type: none"> · 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) 			
TS5 Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> · 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 			
TS6 Make Accurate and Productive Use of Assessment <ul style="list-style-type: none"> · 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 			
TS7 Manage Behaviour Effectively to ensure a good and Safe Learning Environment <ul style="list-style-type: none"> · 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 			
TS8 Fulfill Wider Professional Responsibilities <ul style="list-style-type: none"> · 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 			

Appendix 7: ECT Progress Review Example

Progress Towards Meeting the Teachers' Standards – End of year review summary

Teachers' Standard	Self-evaluation		Evidence (3 per standard)
TS1 Setting High Expectations <ul style="list-style-type: none"> 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 	Strength Lessons adapted and activities tailored to different classes.	Development Better adapt lessons for EAL and SEND pupils to lessen the need for constant teacher support.	<ul style="list-style-type: none"> Setting and using consistent expectations and routines that encourage positive pupil behaviour. Communicating with other members of staff and HOY regarding the requirements of specific pupils. Using a variety of activities to make learning accessible e.g. discussion tasks for talkative pupils, drawing tasks for creative pupils, etc.
TS2 Promote Good Progress and Outcomes by Pupils <ul style="list-style-type: none"> 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 	Strength Lesson structure encourages pupils to self-reflect both on their own learning and on how lessons link together.	Development Provide high-quality, individualised feedback to every pupil.	<ul style="list-style-type: none"> Lessons include recapping of previous work, often through the starter activity e.g. class discussions, knowledge mind maps, and quick quizzes. Followed department regarding marking i.e. use of red, orange, green highlights, and provided WWW/EBIs for PEEL paragraphs / long form written work. Class feedback given to pupils after assessment with clear explanations given for both positives and improvements to be made.
TS3 Demonstrate Good Subject and Curriculum Knowledge <ul style="list-style-type: none"> 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 	Strength Use of CPD to adapt lesson tasks – most notably PCK sessions within the dept.	Development To continue to read around subjects and academia, with particular focus on KS4 topics.	<ul style="list-style-type: none"> Verbal addressing of pupils' misconceptions within lessons. Use of merits as positive prompt to encourage greater pupil interaction and to promote good learning. Verbal restructuring of pupils' answers to promote the development of subject-specific language.
TS4 Plan and Teach Well Structured Lessons <ul style="list-style-type: none"> 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) 	Strength Use of pupil questioning within lessons and implementing a consistent lesson format through PowerPoint.	Development Increase the variety of plenary tasks to challenge pupils in a variety of ways.	<ul style="list-style-type: none"> Use of open-ended questioning and tasks allows pupils to question what they are learning and to explore how it fits into the wider context. Use of and reference back to the enquiry question of each lesson, to encourage use of key terminology and to encourage pupils to evaluate their own learning. Variation in classroom activities and recapping of learning through the spiral curriculum to allow pupils to approach similar topics in a variety of ways e.g. grouped and individual work, verbal and written work, etc.
TS5 Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> 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 	Strength Communication with other members of staff and departments regarding specific classes and pupils particularly within dept. meetings	Development Increase my understanding of how best to adapt tasks to better suit individual EAL and SEND pupils.	<ul style="list-style-type: none"> Attendance and application of learning and tasks developed with other members of staff within Teaching and Learning Communities. Communication with other members of staff and departments, such as LSAs regarding specific classes and pupils, to allow for better adaptation of lessons to suit pupils with additional or complex needs. Tasks explained in a variety of ways, including modelling, to allow for better understanding of learning and expectations for all pupils.
TS6 Make Accurate and Productive Use of Assessment <ul style="list-style-type: none"> 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 	Strength Use of formative and summative assessment.	Development Increasing the opportunities pupils have to meaningfully respond to feedback – purple pen activities for example	<ul style="list-style-type: none"> Use of low-stakes, formative assessment e.g. quick quizzes as starter and plenary tasks. Use of individualised 'What Went Well' and Even Better Ifs' to encourage pupils to understand both positives and possible improvements to their work. Class discussions after summative assessment which increased the understanding of misconceptions.

<p>TS7 Manage Behaviour Effectively to ensure a good and Safe Learning Environment</p> <ul style="list-style-type: none"> • 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 	<p>Strength</p> <p>Takes a proactive approach to addressing pupil behaviour.</p>	<p>Development</p> <p>To ensure there are clear and firm expectation and boundaries that are consistent for all pupils.</p>	<ul style="list-style-type: none"> • Calm addressing of poor behaviour, especially with year 7, to encourage pupils to make good choices. • Use of SIMS to effectively and consistently log behaviour. • Participation in the Pastoral Provision Case Study to identify specific pupils with additional needs and to provide them with individualised support.
<p>TS8 Fulfil Wider Professional Responsibilities</p> <ul style="list-style-type: none"> • 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 	<p>Strength</p> <p>Running and participating in co-curricular activities and trips.</p>	<p>Development</p> <p>Researching the philosophy and development of the academic role within departments with the idea of moving into HoD.</p>	<ul style="list-style-type: none"> • Represented both the subject and the ECT programme to Ofsted inspectors. • Runs a debate club that meets on Tuesday lunchtimes, primarily involving pupils from years 10 and 11. This led to one pupil representing the school at The Historical Association's Great Debate. • Participated in an international trip to Berlin with pupils from years 11 and 12.