



Saffron
Teaching School
Hub

Saffron Appropriate Body

Handbook for the Induction of Early Career Teachers

**Guidance for ECTs, Mentors, Induction Tutors and
Headteachers**

September 2023

<https://www.saffronteachingschoolhub.net/>

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What is the purpose of induction?

Since September 2021, induction for teachers joining the profession has been extended to two years and provides Early Career Teachers (ECTs) with a structured programme of development, support and professional dialogue. ECTs should have a dedicated mentor and there is a requirement that they have a reduced timetable in their first two years of teaching following qualification.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the [Early Career Framework](#) (ECF), with monitoring and an assessment of performance against the [Teachers' Standards](#). The programme will support 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 provides a foundation for ECTs and equips them with the tools to be an effective and successful teacher.

What is an Appropriate Body?

The core function of the Appropriate Body (AB) is to support schools and teachers to ensure that ECTs at the start of their teaching career are adequately supported.

Once an ECT has been appointed, the headteacher/principal must notify the Appropriate Body **before** the ECT takes up post. **Failure to do so may delay the start of the induction period.**

Appropriate Bodies have two key roles:

1. Monitoring of support

- check that ECTs are receiving their statutory entitlements (see below), and that regard is had to the statutory guidance
- provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction

2. Monitoring of assessment

- make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation

Saffron Teaching School Hub is a statutory Appropriate Body (AB) for Early Career Teachers. The Induction Leads are:

- Doug Brechin dbrechin@swchs.net
- Angela Cass angelacass@saffron.academy

What are the statutory core entitlements?

Please refer to the following DfE publication: [Induction for Early Career Teachers](#)

Each ECT should have all of the following entitlements in place from the beginning of the induction period:

- a post which is suitable for induction (*see sections 2.1 – 2.8 & 2.18 of the statutory induction guidance [link above]*)
- a reduced timetable (*see sections 2.20 – 2.21*)
- a named contact at the Appropriate Body (*see section 2.28*)
- a monitoring, support and assessment programme within school (*see section 2.39, 2.42 & sections 2.46 - 2.63*)
- full access to Early Career Framework based training (*2.40 - 2.41*)
- support and guidance from a named induction tutor who has the time and ability to carry out the role effectively (*see section 2.42*)
- a named mentor with timetabled sessions (weekly in year 1 and fortnightly in year 2) with the ECT (*see sections 2.43 -2.45*)
- observations of the ECT's teaching with written feedback provided (*see section 2.46*)
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards with a formal written report provided (*see section 2.48-2.54*)
- opportunities to observe experienced teachers where effective practice has been identified (*see section 2.55-2.61*)

What is the length of the induction period?

Please refer to the following DfE publication: [Induction for Early Career Teachers](#)

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.

ECTs have only one chance to complete statutory induction and must meet all of the Teachers' Standards within the induction period (*see section 1.13*). An ECT who is judged to have failed to have met the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. They may appeal against the decision (*see section 4.9-4.10*).

One full term is the minimum period of employment that can count towards induction (*see sections 2.33-2.35*).

Reductions (*see section 3.2-7*)

Appropriate Bodies have discretion to reduce the length of the induction period. Reduced induction periods:

- must be agreed with the Appropriate Body and the ECT
- are only considered where an ECT has extensive prior experience of teaching whole classes to the Teachers' Standards
- must be at least one term

Extensions (*see section 3.8-10*)

The AB has the option to extend the induction period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The AB may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises
- illness
- disability
- issues around the support during induction
- where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

Absences

Please notify Saffron AB as soon as absences, within each year of induction, total 30 days or more.

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity/paternity/adoption leave, statutory adoption leave, or parental bereavement leave). In these circumstances the relevant year of induction must be extended by the aggregate total of days absent.

Part-time ECTs (see section 2.36-2.38)

It is possible to complete an induction programme on a part-time basis. Saffron AB will accept registration of part-time ECTs if the Full Time Equivalent (FTE) is at least 0.4.

The induction period for a part-time ECT is the FTE of two full academic years (see chart below).

In cases where part-time ECTs have completed a period covering but not equivalent to a minimum of two full school years and can demonstrate that they meet the Teachers' Standards, schools should consult with Saffron AB where it may be appropriate to reduce the length of the induction period.

How long will part-time ECTs take to complete the induction programme without a reduction?

Number of days worked per week	% of timetable worked	Proportion of timetable worked (FTE)	Time to complete induction programme without reduction
5	100%	1.0	78 weeks
4	80%	0.8	98 weeks
3	60%	0.6	130 weeks
2	40%	0.4	195 weeks

If your part-time working pattern is different to those shown above or you have any questions, please contact Angela Cass angelacass@saffron.academy.

Mid-induction ECT transfers

Headteachers/principals must:

- immediately notify Saffron AB when an ECT serving induction leaves/moves school in between formal assessment periods and provide an Interim Assessment Report
- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous school

Roles and Responsibilities

Please refer to the following DfE publication: [Induction for Early Career Teachers](#)

See section 5 for full details.

ECTs *(see section 5.2)*

The ECT is expected to:

- attend Saffron AB induction training
- engage with the Early Career Framework
- make appropriate progress in order to meet all of the Teachers' Standards by the end of the induction period

Mentors *(see section 5.7)*

The mentor (or the induction tutor if carrying out this role) is expected to:

- participate in ECF-based mentor training
- regularly meet with the ECT (weekly in year 1 and fortnightly in year 2) for structured mentor sessions to provide effective targeted feedback
- provide, or broker, effective support, including phase or subject specific mentoring and coaching

Induction tutors *(see section 5.6)*

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

- participate in Saffron AB Induction Tutor training
- formally observe the ECT's teaching (half termly)
- complete and sign progress reviews (terms 1, 2, 4 and 5) and formal assessments (terms 3 and 6), and maintain the evidence base of the induction process (pro rata for part-time ECTs)
- meet with ECT every half term to update them on their progress against the Teachers' Standards, sharing progress review records with the ECT, headteacher and the AB

Headteachers and principals *(see section 5.3-5.5)*

The headteacher/principal is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS
- **before** the ECT starts the induction programme, sign up with the Saffron AB via the [Saffron Teaching School Hub website](#)
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively
- ensure that the mentor has the ability and sufficient time to carry out their role effectively
- Sign up with the [Saffron Teaching School Hub ECF-based induction programme](#)
- sign off termly progress reviews and end-of-year assessments, informing the governing body
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension, informing the governing body

Appropriate Bodies *(see section 5.8-5.11)*

Saffron AB is expected to take steps to ensure that:

- headteachers/principals 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 a school is not fulfilling its responsibilities, contact is made with the school to raise its concerns
- the school is submitting progress reviews and assessment reports (including any interim assessments) on time
- 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
- training is provided for induction tutors and mentors

ECT Statutory Induction Registration Checklist

Please note the pink shaded boxes are the essential three steps to registration. You **MUST** complete all three steps.

Task	Resource	Who	When
Nominate an Induction Tutor on the DfE Online Service	Schools will have an existing link to the DfE Online Service if they have previously had ECTs. If you do not have an existing link, use this link: https://manage-training-for-early-career-teachers.education.gov.uk/	HT	From 5 th June 2023
Register your school for the Saffron AB service	Visit the AB section of the Saffron Teaching School Hub website for more information and click on the Saffron AB Registration Form link to register. OR use this link: Saffron AB Registration Form If you have any questions, contact our Saffron AB administrator Caroline Duncombe at carolineduncombe@saffron.academy When the registration form has been submitted, Caroline will send a Saffron AB ECT Registration Service Level Agreement (SLA). Registration with Saffron AB is only complete when the signed SLA has been returned.	HT/ Induction Tutor	From 5 th June 2023
Register your ECT(s) and mentor(s) on the DfE Online Service	Induction Tutors will receive a link from the DfE. Schools will start to receive these from 3 rd July 2023. Please make sure you have nominated your induction tutor (see above). Make sure you choose the Funded Induction Programme to join the Saffron TS Hub Early Career PD Programme (ECPDP).	Induction Tutor	From 3 rd July 2023
Register your ECT on an ECF based training programme	This step will vary between Lead Providers. If you are not using the Saffron EC Programme, please contact your Lead Provider for registration information. Saffron Teaching School Hub is a Delivery Partner for Education Development Trust (EDT)'s Early Career Professional Development Programme. To join our programme, you need to register with EDT if you do not already have ECTs on our Early Career PD Programme. Note that EDT are now taking registrations for 2023/24. Please use this link .	HT/ Induction Tutor	From 5 th June 2023
Register your ECT(s) on ECT Manager	Caroline Duncombe (Saffron AB Administrator) will provide the Induction Tutor with a link to join ECT Manager. This can only be provided from 3rd July 2023.	Induction Tutor	From 3 rd July
Book Saffron AB training for Induction Tutor and ECT(s)	Click on the link below for the dates of all Saffron AB up-front training sessions for Induction Tutors and ECTs, and for booking links for each of the sessions. AB training sessions & booking links - information for schools.docx	HT/ Induction Tutor	From 12 th June Note: sessions start 3/7/23

How to use ECT Manager

Saffron AB uses [ECT Manager](#) to maintain records about ECTs' induction. Induction Tutors will receive a link to ECT Manager after they have registered their ECT (see the registration checklist table above). The reports pertaining to ECT induction can all be found on ECT Manager.

There are statutory documents that must be completed and are provided automatically at the appropriate times:

Progress Review Form

Formal Assessment Form

Final Assessment and Recommendation Form

Interim Assessment Form (for ECTs leaving their school partway through the induction period)

These are automatically uploaded to the ECT's account when they are due (see submission dates, page 13).

There are also non-statutory documents recommended by Saffron AB that we consider to be good practice and useful records to support the statutory requirements. These are:

Your First Meeting

Lesson Observation Record

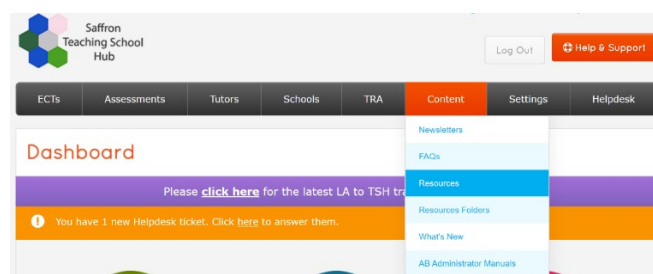
ECT Action Plan

Observing Colleagues Record

Teachers' Standards Tracker

Teachers' Standards Exemplification Tool

They can be accessed on ECT Manager by clicking on 'Content' and scrolling down to 'Resources'. The list of documents can be found scrolling down to the bottom of the Resources page.



Name	Folder	Type	
ECT Action Plan - Saffron AB	From Sept 2023	File	View
Lesson Observation Record - Saffron AB	From Sept 2023	File	View
My First Meeting - Saffron AB	From Sept 2023	File	View
Observing Colleagues Record - Saffron AB	From Sept 2023	File	View
Teachers' Standards Tracker - Saffron AB	From Sept 2023	File	View
TS Exemplification Tool - Saffron AB	From Sept 2023	File	View

Other bodies who are part of Statutory Induction

Lead Providers and Delivery Partners for the Early Career PD Programme

Accessing the ECF-based programme will vary depending on your Lead Provider and Delivery Partner.

For ECTs, Mentors and Induction Tutors on the Saffron EC Programme, a login will be sent in July or September from the Lead provider, Education Development Trust, for whom Saffron Teaching School Hub is a Delivery Partner.

The DfE Online Service 'Manage training for your ECTs'.

Induction Tutors have the login to the DfE Online Service which should be updated if personnel change.

What to do and remember over the two-year induction period

The table below outlines what should happen in the first ECT meeting of the year and then what should happen each half term.

All documents referenced in **green** can be found on ECT Manager and in this handbook's appendices. The easiest way for you is to download your copy from ECT Manager. **All reports are completed and submitted on ECT Manager.**

Task	Resource	Who
Following appointment of ECT		
Complete pre-induction checklist and return to carolineduncombe@saffron.academy	ECT Manager - Pre-induction checklist	Induction Tutor
First ECT/Mentor/ Induction Tutor Meeting to discuss the induction process	Saffron AB ECT Induction handbook (this handbook)	Induction Tutor/ Mentor/ ECT
Make sure everyone is familiar with the relevant documentation	DfE publication Induction for Early Career Teachers (England)	
Discuss: - statutory entitlements (see section above, page 3) - use of ECT release time - understanding of the Early Career PD Programme (check logins) - schedule to observe other teachers - use of the Standards Tracker - review assessments and targets from ITT Career Entry Profile/ transition document	Early Career PD Programme - login ECT Manager - Your First Meeting - ECT Action Plan	
Arrange the first lesson observation and feedback session within 1st 4 weeks	School calendar	Induction Tutor/ ECT
Arrange termly progress review and formal assessment meetings – get dates in diaries	School calendar	Induction Tutor/ ECT
First half of each term		
Mentor/ECT meetings, weekly in year 1 and fortnightly in year 2 - Professional conversations to develop reflective practice	Early Career PD Programme - Block content	Mentor/ ECT
Monitor - use of ECT Induction release time and observations of colleagues	Discussion with ECT/ Mentor Early Career PD Programme - Engagement reports	Induction Tutor

<ul style="list-style-type: none"> - completion of ECT Action Plan, TS Standards' Tracker - ECT/mentor meetings and reflective practice - ECF programme progress 	ECT Manager <ul style="list-style-type: none"> - ECT Action Plan - Teachers' Standards Tracker 	
Carry out lesson observation and provide feedback with actions	ECT Manager <ul style="list-style-type: none"> - Lesson Observation Record - ECT Action Plan 	Induction Tutor/ ECT
Carry out observation(s) of other teacher(s)	ECT Manager <ul style="list-style-type: none"> - Observing Colleagues Record) 	ECT
Second half of each term		
Mentor/ECT weekly meetings <ul style="list-style-type: none"> - Professional conversations to develop reflective practice 	Early Career PD Programme	Mentor/ ECT
Monitor use of ECT Induction release time and ECF programme progress	Discussion with ECT/ Mentor Early Career PD Programme <ul style="list-style-type: none"> - Engagement reports 	Induction Tutor
Carry out joint lesson observation to quality assure judgements	ECT Manager <ul style="list-style-type: none"> - Lesson Observation Record - ECT Action Plan 	Induction Tutor SLT member ECT
Carry out observation(s) of other teacher(s)	ECT Manager <ul style="list-style-type: none"> - Observing Colleagues Record 	ECT
End of Term Assessment Meeting <ul style="list-style-type: none"> - all parties should prepare for this meeting - discuss exactly what standards have been met this term - provide evidence to substantiate assessments - identify areas for development for next term following earlier review discussions 	Different sources of evidence e.g. lesson observations, marking/ work in books, lesson plans, ECT's lesson evaluations, records of observations of experienced teachers, training/CPD ECT Manager <ul style="list-style-type: none"> - Action Plan - Teachers' Standards Tracker 	Induction Tutor/ Mentor/ ECT
Terms 1, 2, 4 and 5 Complete the ECT Progress Review Form and return to Saffron AB. Ensure it is submitted by the due date and all parties are copied in.	ECT Manager <ul style="list-style-type: none"> - Progress Review Form 	Induction Tutor
Term 3 Complete the ECT Formal Assessment Form and return to Saffron AB. Ensure it is submitted by the due date and all parties are copied in.	ECT Manager <ul style="list-style-type: none"> - Formal Assessment Form 	Induction Tutor
Term 6 Complete the ECT Final Assessment Form and return to Saffron AB. Ensure it is submitted by the due date and all parties are copied in.	ECT Manager <ul style="list-style-type: none"> - Final Assessment and Recommendation Form 	Induction Tutor

Progress Review/End of Year Assessment Submission Dates*

All reports are submitted on ECT Manager

	September 2022 starters	January 2023 starters	April 2023 starters	September 2023 starters	January 2024 starters	April 2024 starters
Term 1 Progress Review				27.11.23 - 8.12.23	11.3.24 - 22.3.24	17.6.24 - 5.7.24
Term 2 Progress Review			27.11.23 - 8.12.23	11.3.24 - 22.3.24	17.6.24 - 5.7.24	25.11.24 - 6.12.24
Term 3 Formal Assessment		27.11.23 - 8.12.23	11.3.24 - 22.3.24	17.6.24 - 5.7.24	25.11.24 - 6.12.24	10.3.25 - 21.3.25
Term 4 Progress Review	27.11.23 - 8.12.23	11.3.24 - 22.3.24	17.6.24 - 5.7.24	25.11.24 - 6.12.24	10.3.25 - 21.3.25	16.6.25 - 4.7.25
Term 5 Progress Review	11.3.24 - 22.3.24	17.6.24 - 5.7.24	25.11.24 - 6.12.24	10.3.25 - 21.3.25	16.6.25 - 4.7.25	24.11.25 - 5.12.25
Term 6 Final Assessment	17.6.24 - 5.7.24	25.11.24 - 6.12.24	10.3.25 - 21.3.25	16.6.25 - 4.7.25	24.11.25 - 5.12.25	9.3.26 - 20.3.26

*For part-time ECTs, submission dates should be agreed with Saffron AB.

ECTs requiring additional support

In a small number of cases, teachers experience difficulties and the Induction Tutor may feel that the ECT is not progressing satisfactorily against the Teachers' Standards. In such cases the Induction Tutor should discuss this with the headteacher, who in turn should contact the named contacts for ECTs at the AB:

Doug Brechin	dbrechin@swchs.net
Angela Cass	angelacass@saffron.academy

The following support is available as part of the induction service (at no further charge):

- A monitoring visit to the Induction Tutor to ensure they have carried out their statutory roles and have evidence to support their judgement that the ECT is unlikely to meet the teachers' standards
- Observation of a lesson(s) delivered by the ECT to quality assure the judgements made by the school
- Discussion with the ECT to listen to their views on the support they have had regarding their statutory entitlement
- Feedback to the ECT, mentor and Induction Tutor about the next steps to be taken to support the ECT
- Up to 2 days of external support

It is the AB's responsibility to quality assure the further development and support that is offered to your ECT. Saffron AB will be able to broker additional support if needed, on a consultancy fee basis. This could include for example a second monitoring visit, before the final assessment report is submitted, towards the end of the Induction period. If an ECT requires additional time to complete their induction (see page 4-5) or if the ECT fails to complete their induction adequately, Saffron AB will inform the ECT of their right of appeal to the Secretary of State.

In such cases, it is important to consider the following points:

- ECTs should be encouraged to seek help/support from colleagues, particularly current or recent ECTs who will understand the pressures they are under.
- They can also contact their union for advice. If the situation is particularly serious and/or is near the end of the year, the union will contact the Appropriate Body to discuss ways forward.
- If unsatisfactory progress is being made early in the induction period, by putting in appropriate additional monitoring and support, the ECT normally goes on to meet the requirements for satisfactory completion of induction.
- It can be very difficult for an ECT in this position, as they feel extra pressure and may have doubts about their capabilities, but their confidence will improve as they are given short-term targets so they can see gradual improvements.

Quality Assurance

This QA policy is complementary to the **Quality Assurance and Governance Policy for the STSH Programme to support delivery of the Early Career Framework**.

Aims

Our Appropriate Body will ensure that:

- ECTs receive their statutory entitlements
- ECTs are fairly and consistently assessed as to whether they have satisfactorily met the Teachers' Standards
- schools provide adequate support for their ECTs
- schools have regard to the amended statutory guidance
- The ECT's training programme has fidelity to the ECF

Pre-induction checklist

The pre-induction checklist is used by schools to indicate that they have checked the arrangements for induction before it starts.

Visits to schools

- 15% of schools to be visited annually (in addition to any Cause for Concern visits)
- Schools meeting the following criteria will be prioritised:
 - Have a new headteacher and/or Induction Tutor
 - Have large numbers of ECTs
 - The Induction Tutor and mentor is the same person
 - Are employing ECTs for the first time since Sept 2021
 - Have experienced difficulties with ECTs or induction in recent years
 - Have submitted poor-quality progress reviews and formal assessment reports
 - Have not engaged with the materials and training provided by Saffron AB
- At the visit, the AB Lead will meet with Induction Tutor, mentor and ECT
- The purpose of the visit is to check that ECTs are receiving their statutory entitlements (see AB Visit Checklist) and to check the quality of induction

Induction Tutor Training

Upfront training is available for Induction Tutors and ECTs. Please see the [Appropriate Body page](#) on the Saffron Teaching School Hub website for more information and booking.

Our expectation is that all Induction Tutors and ECTs will attend one of these training sessions.

In addition, we will provide termly training for Induction Tutors to set a consistent minimum standard for report completion.

Induction Tutor in-school QA

Induction Tutors will monitor that all of the statutory entitlements are being provided in a way that is planned, purposeful and progressive to secure improvements in teaching.

Appendices

Appendix A	QA – Pre-induction checklist
Appendix B	Your First Meeting
Appendix C	ECT Action Plan
Appendix D	Lesson Observation Record
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Appendix F	Teachers’ Standards Tracker
Appendix G	Progress Review Report
Appendix H	Formal Assessment Report
Appendix I	Teachers’ Standards Exemplification Tool

NB

Proformas shown in green can be found in the Saffron Appropriate Body ‘Resources’ area on ECT Manager.
Proformas shown in blue are automatically provided by ECT Manager in the assessment windows.

Appendix A



Saffron Appropriate Body Pre-induction checklist

Before the ECT(s) take(s) up post the headteacher/principal must undertake pre-employment checks, which must be verified by the Appropriate Body upon registration.

Please complete the following and email to: Pauline Haslam, Saffron TS Hub Administrator, phaslam@swchs.net

Name of School:		
Name(s) of ECT(s):		
Has the school has carried out pre-employment checks and confirmed qualification(s) of ECTs?	Yes/ No	Comments from Headteacher
An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and Appropriate Bodies must check with the Teaching Regulation Agency that the individual holds QTS. Employer Access Team: https://teacherservices.education.gov.uk <i>Trainees without QTS cannot be employed as ECTs or commence induction.</i>		
The following is a list of the statutory core entitlements. Have you made arrangements for all of these to be met at the appropriate times? Please refer to the following DfE publication: Induction for Early Career Teachers	Yes/ No	Comments from Headteacher
a post which is suitable for induction (<i>see sections 2.1 – 2.8 & 2.18 of the statutory induction guidance [link above]</i>)		
a reduced timetable (<i>see sections 2.20 – 2.21</i>) in addition to PPA		
a named contact at a named Appropriate Body (<i>see section 2.28</i>)		
a monitoring, support and assessment programme within school (<i>see section 2.39, 2.42 & sections 2.46 - 2.63</i>)		
full access to Early Career Framework based training (<i>2.40 - 2.41</i>)		
support and guidance from a named induction tutor who has the time and ability to carry out the role effectively (<i>see section 2.42</i>)		
a named mentor with timetabled sessions (weekly in year 1 and fortnightly in year 2) with the ECT (<i>see sections 2.43 -2.45</i>)		
observations of the ECT's teaching with written feedback provided (<i>see section 2.46</i>)		
professional reviews of progress conducted by the induction tutor to set and review developmental targets against the Teachers' Standards with a formal written report provided (<i>see section 2.48-2.54</i>)		
opportunities to observe experienced teachers where effective practice has been identified (<i>see section 2.55-2.61</i>)		
Additional checks (based on FAQ)	Yes/ No	Comments from Headteacher
Has your Induction Tutor attended or booked onto the Saffron AB upfront training?		
Does the timetable involve the ECT regularly teaching the same class(es)?		
Has the ECT has been registered on the ECF Funded Programme (FIP)? If not, state whether the school's chosen route for ECF-based training is the Core Induction Programme (CIP) or the School Based Programme (SBP)		
Has the mentor already completed an ECF-based mentor training programme?		
Has the mentor started but not completed an ECF-based mentor training programme?		
Have you registered any new mentors on an ECF-based training programme?		
Have arrangements been made for an early observation of the ECT (within the first four weeks)?		
Confirmation that the information in this form is correct:		
Name of Headteacher/Senior Teacher with responsibility for Induction:		
Signature:	NB We accept return from an email address at your school as a signature.	Date:

Appendix B



Saffron Appropriate Body Your First Meeting

This is a meeting between the ECT, Mentor and Induction Tutor at the start of the induction period.

Questions for the ECT	
What were your strengths in your Initial Teacher Training?	
What were your priorities at the end of your ITT year? Refer to your 'Career Entry Profile'/transition document	
What are your initial priorities?	
What preparation, support or development opportunities do you feel would help you move forward?	
At this stage, what do you consider to be your most important professional development priorities during your induction period?	

Have you discussed:

Statutory Induction	
The core statutory entitlements (see section above, page 3) for statutory induction	
Use of ECT release time	
Understanding of the Early Career PD Programme (check logins)	
Your schedule to observe other teachers	
Use of the Standards Tracker	
Review assessments and targets from ITT Career Entry Profile	
School Induction	
Background information about your new school and pupils including PP, SEND, EAL	
Your school's induction process including schemes of work	

Signed: _____
 ECT *Mentor* *Induction Tutor*

Date: _____

Appendix B



Saffron
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Hub

Saffron Appropriate Body ECT Action Plan

If there are any issues or concerns, these should be raised with the AB named contacts (Doug Brechin dbrechin@swchs.net, Angela Cass angelacass@saffron.academy) as early as possible, so that extra support can be put in place. Do not wait until the next assessment meeting. Please refer to the section 'ECTs requiring additional support' above (page 14).

This action plan should be reviewed regularly (at least half termly) and new targets added throughout the induction period, as relevant, adding more rows as necessary. It may also be useful to support your preparation for the end-of-term progress review/ formal assessment meeting.

This form is used by all ECTs.

Support plans for ECTs making insufficient progress are detailed on this form.

Name: School: Induction start date:

Std	Targets What are we trying to achieve?	Actions for ECT	Support IT/ Mentor Colleagues Resources	Evidence Consider lesson observations, pupils work/voice, planning, assessments	Review date	Evaluation of progress Include: objectives met/not met

Appendix C



Saffron Appropriate Body Lesson Observation Record

ECT:		Year Group:	
School:		No. in Class:	
Observer 1:		B/G split	
Role:		No. SEND:	
Observer 2:		No. PP:	
Role:		No. EAL:	
Date and time:			
Lesson Context:			
Focus of observation, including targets and referring to the TS			

Identify Teachers' Standards seen in the lesson and comment on the strength of the evidence and area(s) for development.

PART 1: TEACHING	Focus of lesson - indicate with 'yes'
1. Set high expectations which inspire, motivate and challenge pupils	
2. Promote good progress and outcomes by pupils	
3. Demonstrate good subject and curriculum knowledge	
4. Plan and teach well-structured lessons	
5. Adapt teaching to respond to the strengths and needs of all pupils	
6. Make accurate and productive use of assessment	
7. Manage behaviour effectively to ensure a good and safe learning environment	
8. Fulfil wider professional responsibilities	
PART 2: PERSONAL AND PROFESSIONAL CONDUCT	
Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	
Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	
Strengths: •	
Areas for Development: •	
On the evidence of this lesson, is the ECT making satisfactory progress against the Teachers' Standards within the induction period? (Yes/No)	

Signed: _____
 ECT Observer 1 Observer 2

Date: _____

Appendix E



Saffron Appropriate Body

ECT Teachers' Standards Tracker

Please remember, only the overall 'teachers' standards' are used for tracking progress in progress reviews and end-of-year assessments; the sub-standards below are included only to give context and are not to be reported on individually. You may also find our **Teachers' Standards Exemplification Tool** useful.

This document may also be useful to support your preparation for the end-of-term progress review/ formal assessment meeting. You should give brief details of evidence supporting assessment of progress, possibly including: pupils' work, assessment and record keeping, feedback from colleagues on practice, planning, lesson observations, training, reporting to/discussions with parents and carers

Section One – Teaching			
1. Set high expectations which inspire, motivate and challenge pupils	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<i>1a establish a safe and stimulating environment for pupils, rooted in mutual respect</i> <i>1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i> <i>1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i>			
2. Promote good progress and outcomes by pupils	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<i>2a be accountable for pupils' attainment, progress and outcomes</i> <i>2b plan teaching to build on pupils' capabilities and prior knowledge</i> <i>2c guide pupils to reflect on the progress they have made and their emerging needs</i> <i>2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</i> <i>2e encourage pupils to take a responsible and conscientious attitude to their own work and study.</i>			
3. Demonstrate good subject and curriculum knowledge	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<i>3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</i> <i>3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i>			

<p>3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>			
4. Plan and teach well-structured lessons	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<p>4a impart knowledge and develop understanding through effective use of lesson time</p> <p>4b promote a love of learning and children's intellectual curiosity</p> <p>4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4d reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>			
5. Adapt teaching to respond to the strengths and needs of all pupils	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<p>5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>5c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>5d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>			
6. Make accurate and productive use of assessment	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<p>6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6b make use of formative and summative assessment to secure pupils' progress</p>			

6c use relevant data to monitor progress, set targets, and plan subsequent lessons 6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.			
7. Manage behaviour effectively to ensure a good and safe learning environment	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
7a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary			
8. Fulfil wider professional responsibilities	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
8a make a positive contribution to the wider life and ethos of the school 8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 8c deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 8d communicate effectively with parents with regard to pupils' achievements and wellbeing			
SECTION TWO: PERSONAL AND PROFESSIONAL CONDUCT			
9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	Not yet making satisfactory progress	Making satisfactory progress	Evidence / actions to be taken
9a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 9b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 9c showing tolerance of and respect for the rights of others			

<p>9d 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</p> <p>9e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</p>			
<p>10 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.</p>	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken
<p>11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	Not yet making satisfactory progress (date)	Making satisfactory progress	Evidence / actions to be taken

Signed:

ECT

Mentor

Induction Tutor

Date:

Appendix F



Saffron Appropriate Body Progress Review Template

This form is for the member of staff assigned as the induction tutor for an ECT to complete. Only a summary of the evidence considered in reviewing the ECT's progress is required. There is no need to reproduce all the evidence in detail.

Personal details and induction details

Full name of ECT	
ECT TRN	
ECT Date of birth (DD/MM/YYYY)	
School	
Name of Induction Tutor and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	
Term 1/2/4/5 or other	
Is ECT full-time or part-time? (Give the FTE if part-time)	
Number of days absent in this period	

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

Please note that all of the response boxes grow as you type.

- At formal assessment points and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction period?

Yes/No

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

- Briefly describe any agreed development targets. Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT.

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

Yes/No

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

Yes/Not yet

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

Yes/No

7. Is the ECT expected to remain at this school for the duration of the next term?

Yes/No

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

Teacher comments

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

Signatures

Induction Tutor. This progress review report was completed by:

Name	
Date (DD/MM/YYYY)	

ECT

Name	
Date (DD/MM/YYYY)	

Appendix G



Saffron Appropriate Body Formal Assessment Template

This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the Headteacher. A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.

A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment. Copies of all formal assessment reports are expected to be retained by the ECT, the school and the appropriate body.

Personal details and induction details

Full name of ECT	
ECT TRN	
ECT Date of birth (DD/MM/YYYY)	
School	
Name of Induction Tutor and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	
Term 3/6 or other	
Is ECT full-time or part-time? (Give the FTE if part-time)	
Number of days absent in this period	
Name of the Appropriate Body receiving this support	

Progress review period details

Please note that all of the response boxes grow as you type. Please highlight checkboxes to indicate choice



- Which period of the ECT's induction does this formal assessment cover? (Select one of the below)
 - ☐ End of first assessment period
 - ☐ End of second or final assessment period
 - ☐ Interim assessment i.e. the ECT is due to complete induction at another establishment. If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

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

3. Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?
- ☐ The above-named teacher's performance indicates that they are making satisfactory progress against the Teachers' Standards within the induction period
 - ☐ This is the above-named teacher's final assessment period and their performance indicates that they have successfully met the Teachers' Standards within the induction period
 - ☐ The above-named teacher's performance indicates that they are not making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period
4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well structured lessons

TS5 Adapt teaching to respond to the strengths and needs of all pupils

TS6 Make accurate and productive use of assessment

TS7 Manage behaviour effectively to ensure a good and safe learning environment

TS8 Fulfil wider professional responsibilities

Personal and professional conduct

5. Briefly describe any areas for development. Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.

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

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

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

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

Yes / No

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

Teacher comments

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

☐ Yes

☐ No

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

11. ECT's confirmation that they have continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

☐ Yes

☐ No

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

Signatures

Induction Tutor. This progress review report was completed by:

Name	
Date (DD/MM/YYYY)	

Headteacher

Name	
Date (DD/MM/YYYY)	

ECT

Name	
Date (DD/MM/YYYY)	

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

Appendix H



Saffron Appropriate Body

Teachers' Standards Exemplification Tool

This Tool is to support you in your understanding of the Teachers' Standards.

Section One – Teaching		
1. Set high expectations which inspire, motivate and challenge pupils	Prompt Questions	Observable Outcomes
<p><i>1a establish a safe and stimulating environment for pupils, rooted in mutual respect</i></p> <p><i>1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i></p> <p><i>1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i></p>	<ul style="list-style-type: none"> • What have you done to develop constructive relationships with your learners? • How do you encourage every learner to achieve their best? • How do you make your expectations clear? • What do you do to demonstrate a positive attitude? • How do you communicate, model and promote positive attitudes and values through your teaching? • How do you create a learning environment in which learners are safe and feel confident and valued? 	<ul style="list-style-type: none"> ➤ Effective management of student's entry into the learning environment. ➤ Positive interaction based on mutual respect. ➤ Displays reinforce high expectations. ➤ Consistent expectations of all students. ➤ Praise and encouragement will be used frequently in the classroom. ➤ Students will be encouraged to be resilient. ➤ Achievement and effort will be highlighted throughout all learning activities. ➤ The conduct of the teacher practically demonstrates the conduct required from the pupils in all respects.
2. Promote good progress and outcomes by pupils	Prompt Questions	Observable Outcomes
<p><i>2a be accountable for pupils' attainment, progress and outcomes</i></p> <p><i>2b plan teaching to build on pupils' capabilities and prior knowledge</i></p> <p><i>2c guide pupils to reflect on the progress they have made and their emerging needs</i></p>	<ul style="list-style-type: none"> • What strategies do you use to check learners understanding and progress throughout the lesson? • What do you do to intervene when learners show a lack of understanding or to extend learning? • How do you use information from assessment and monitoring in your planning and teaching? 	<ul style="list-style-type: none"> • Discussions with students focus on specific aspects of work for review and improvement. • Questioning is used to encourage student self-reflection. • Students are encouraged to identify their own targets and know why those targets are appropriate. • Constructive feedback towards personal targets to move students forward.

<p><i>2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</i></p> <p><i>2e encourage pupils to take a responsible and conscientious attitude to their own work and study.</i></p>	<ul style="list-style-type: none"> • In what ways does your planning show that you can use appropriate strategies to support learners with differing needs? • How do you give feedback in a positive, accurate and constructive way to challenge learners and encourage them to make good progress? • How do you promote the skills necessary for learners to be able to identify the progress they have made? • How do you ensure that your learners know about the standards of attainment expected of them in the next stage, or at the point of transition? • How do you ensure that your learners know what levels they are working at and what this means within your subject area? • How do you ensure that your learners know what they need to do to make progress? • How effective is the verbal and/or written feedback given to learners? • How do you plan for learners to respond to this feedback? • What specific examples can you give of feedback that has improved learners' achievement, attitudes and/or behaviour? 	<ul style="list-style-type: none"> • Praise is used regularly to help students to gain self-confidence in their own ability. • Evidence in lesson plans particularly the evaluation. • Plenary – what has been achieved? Successful learning outcomes. • Record keeping – formative and summative assessments. • Lesson observations – ability to make changes, flexibility, responding to children, observing relationships, questioning children. • Focused marking. • Challenging target setting. • Time for improvement. • IEPs. • Good models. • Positive relationships. • Knowledge of the students.
<p>3. Demonstrate good subject and curriculum knowledge</p>	<p>Prompt Questions</p>	<p>Observable Outcomes</p>
<p><i>3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</i></p> <p><i>3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i></p> <p><i>3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</i></p>	<ul style="list-style-type: none"> • Do you feel secure in your subject knowledge and key stage related expectations? • How do you use your subject/curriculum knowledge and skills to stimulate and challenge learners to develop their knowledge?? • How do you create opportunities to develop cross curricular links? • How and when do you reflect on the effectiveness of your subject and teaching knowledge? • How do you keep your subject/curriculum knowledge up to date? • What opportunities are there for you to keep up to date with the latest statutory requirements for your subject and/or curriculum area? • How do you promote high standards of literacy, articulacy and the correct use of standard English? • Are there any aspects of your professional activities which could be improved through better use of literacy, numeracy or ICT skills? 	<ul style="list-style-type: none"> • Evidence seen in planning – clarity of subject knowledge and links to other learning, appropriate reference to frameworks and other curricular guidance materials. • Evidence seen in lesson observation – a range of appropriate strategies used to present learning. • Participation in cross-curricular working groups/projects. • Positive contributions made to the work of the department eg department meetings. • Discussions of planning relate to national strategies and frameworks. • Discussions with students relate to assessment criteria. • Evidence in student's work show that the appropriate curricular requirements are met and that guidance relating to national strategies are used to positive effect in student's learning.

<p>3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>		<ul style="list-style-type: none"> Confidence – demonstration in board-work, materials produced and presentation of learning. Link subject knowledge to formative assessment. Modelling and application to learning eg use of vocabulary, appropriate use of ICT, opportunities for numeracy, etc. PPA activities such as planning and assessment.
4. Plan and teach well-structured lessons	Prompt Questions	Observable Outcomes
<p>4a impart knowledge and develop understanding through effective use of lesson time</p> <p>4b promote a love of learning and children's intellectual curiosity</p> <p>4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4d reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<ul style="list-style-type: none"> What range of teaching and learning strategies do you use to engage and motivate groups in your lessons and how do you know whether learners are absorbed, engaged in and enjoying them? How does your planning show progression within a lesson and over a series of lessons? How does your planning reflect the age and ability range of your pupils? How do you ensure that your planning builds on prior learning and assessment to shape subsequent teaching and learning? How do you maximise opportunities for learners to develop and use literacy, numeracy and ICT skills? What opportunities are there for learners to develop thinking skills? How does your planning, setting and assessment of homework follow school policy? How does homework consolidate or extend learning? How do you ensure that homework is matched to learners' needs or interests? How do you assign high status to the importance of homework? Can you give some examples that show how you have used resources effectively and creatively in lessons? How are learners given opportunities to apply new knowledge, understanding and skills? How do you use language and communication to develop and consolidate learning? Can you give examples of use of higher order questioning that you have used in your lessons to extend students' learning? How do you encourage learners to develop a positive attitude to learning? 	<ul style="list-style-type: none"> Planning related to frameworks and/or National Curriculum – evidence of sequence of lessons, previous learning and next steps Planning of a variety of activities ECT knows prior attainment of students Students able to talk about previous learning, evidence in books, displays, learning environment ECT refers to previous learning and next steps (plenary) Evidence of accurate subject knowledge Develop students' vocabulary throughout lesson Use of appropriate language to explain technical language Dynamic delivery that interests and motivates students to interact Clear lesson objectives communicated Success criteria to sequence learning into small steps Scaffolded tasks for struggling learners Stretch tasks for quick learners Tools to aid learning Cross-curricular links Knowledge of students Appropriate questioning Self/peer-assessment by students Adaptive teaching in response to ongoing teacher assessment Evidence of personalised learning of each student. Evidence of clear structured organisation – groups, paired work, independent work. Use of a variety of questioning techniques E-learning opportunities created and used effectively

	<ul style="list-style-type: none"> • How do you know that your teaching and learning strategies raise attainment? • How do you use assessment data and other evidence about learners' past achievements to set challenging learning objectives? 	<ul style="list-style-type: none"> • Students acquire new knowledge/understanding and demonstrate this during the lesson • Plenary that measures objectives • Relevant, planned, differentiated homework • Homework marked, feedback (peer, self, teacher) • Celebration of student achievements • Use of school reward systems to encourage and motivate students
5. Adapt teaching to respond to the strengths and needs of all pupils	Prompt Questions	Observable Outcomes
<p><i>5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</i></p> <p><i>5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</i></p> <p><i>5c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</i></p> <p><i>5d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</i></p>	<ul style="list-style-type: none"> • What do you know about the background of the learners in your class? • How would you adapt the curriculum to take account of, for example, the religious, ethnic or socio-economic background of a learner or groups of learners? • What are the factors/conditions that may reduce the ability of children to learn? • What strategies do you use to ensure that all your learners are appropriately challenged? • How do you ensure that you meet the needs of: SEN, those of high ability, EAL, those with disabilities? • How do you make effective use of support staff? • How does your planning and teaching promote equality and cultural diversity? • What teaching resources do you use that reflect, for example, cultural diversity in a positive and sensitive way? 	<ul style="list-style-type: none"> • Scaffolded tasks for struggling learners • Stretch tasks for quick learners • Tools to aid learning • Rigorous planning that shows attention to individual needs • A positive ethos that promotes understanding and acceptance of differences of religion, culture, etc • Sensitive responses to needs of learners • Individual targets/small group • Student progress tracked through records • Links to student's home language • Opportunities for child initiated learning/activities • Tasks designed to to facilitate inclusion. • Supportive relationships between students and staff. • Specific resources/techniques • Consultation with SENCO to get to know procedures and before reviews • Be aware of those who provide support and have dialogue with these professionals • Consultation of IEPs and related targets • Effective use of teaching assistants • Consultation with outside agencies if applicable • Positive relationships established with parents/carers

6. Make accurate and productive use of assessment	Prompt Questions	Observable Outcomes
<p><i>6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</i></p> <p><i>6b make use of formative and summative assessment to secure pupils' progress</i></p> <p><i>6c use relevant data to monitor progress, set targets, and plan subsequent lessons</i></p> <p><i>6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</i></p>	<ul style="list-style-type: none"> • What do you know about the assessment requirements and expectations of learners in the age range above and below that which you teach? • What examples can you give of where you have used formative assessment and the impact this has had on student progress? • What opportunities are there in your lessons for learners to reflect on their learning? • What is the school's assessment policy, including marking and feedback, and how does your practice follow this policy? • How does your marking contribute to the overall assessment of learners? • What statistical information is available in the school regarding the learners you teach and how do you use this to inform your planning and expectations? How do you use this information to evaluate and improve learners' progress? 	<ul style="list-style-type: none"> • Teaching assessment shows evidence of marking – with accurate knowledge of levels/grades • Accurate judgments made regarding students levels of achievement and attainment based on moderated assessment and evidence • Useful targets given to aid student improvement • Teacher able to conduct relevant practice and external examinations • Identify opportunities for assessment at the lesson planning stage • 'Live' assessment – giving feedback in the lesson • Marking is purposeful and impacts learning • The schools assessment procedures are seen in practice. • Students engaged in learning and are making progress • Assessment carries forward into future planning • Examples of effective report writing in line with whole school policy – QA by mentor • Gap analysis used for target setting and planning • Students develop metacognitive skills to plan, monitor and evaluate their own learning • Record keeping is purposeful and impacts learning • Learning objectives linked to skills not tasks are made clear and used for in-lesson assessment • Good range of targeted questioning • Evidence of achievement and future challenging targets.
7. Manage behaviour effectively to ensure a good and safe learning environment	Prompt Questions	Observable Outcomes
<p><i>7a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</i></p>	<ul style="list-style-type: none"> • What teaching strategies are you aware of to promote positive behaviour or avert disregulated behaviour both before the lesson, when you are planning activities and during the lesson? • What changes have you made to your classroom planning, organisation and management to create a positive learning environment and to improve behaviour? 	<ul style="list-style-type: none"> • Know and use school behaviour policy • Understand that all behaviour is communication before intervening • See a range of teaching and learning styles in use • Effective use of teaching assistants/other adults • Evidence of positive code of conduct – rules for class and linked to whole school ethos

<p><i>7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</i></p> <p><i>7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</i></p> <p><i>7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</i></p>	<ul style="list-style-type: none"> • How have you implemented the school behaviour policy consistently and fairly? • What strategies do you use to promote positive behaviour in your classroom and minimise low level disruptive behaviours? • Do you know under what circumstances, and to whom, you should refer disciplinary and behavioural issues to other colleagues in the school? • How do you encourage learners to become increasingly independent? How do you know they are becoming more independent as learners? • What opportunities do you provide for learners to cooperate and collaborate? • What aspects of your practice promote the development of self-esteem and build confidence in the learner? 	<ul style="list-style-type: none"> • Use of praise/reward systems. • Clear parameters with effective known sanctions linked to whole school policy • Learning environment supports positive behaviour • Positive adult role model • Provide opportunities for students to discuss and review their own learning and achievement. • Give time in lessons for students to share ideas and to encourage each other • Provide an environment that encourages students to be independent eg access to high quality materials and equipment and clear classroom procedures • Provide opportunities for students to think about their feeling and the feelings of others
8. Fulfil wider professional responsibilities	Prompt Questions	Observable Outcomes
<p><i>8a make a positive contribution to the wider life and ethos of the school</i></p> <p><i>8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</i></p> <p><i>8c deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</i></p> <p><i>8d communicate effectively with parents with regard to pupils' achievements and wellbeing</i></p>	<ul style="list-style-type: none"> • How and what do you do to involve parents and carers to support the learning of their children? • How have you used contributions of parents/carers and colleagues to support learners' development and well-being? • Do you take the initiative, where appropriate to do so and in-line with school policy, to communicate and liaise with other colleagues about learners' needs and well-being? How do you respond to contact from parents, carers and other colleagues? • What opportunities have you had to engage in professional dialogue with colleagues? How has this affected your practice? • What professional development needs have you identified and how have these been responded to in your place of work? What difference has professional development made to your practice? How do you know? What use have you made of the 10% reduction in timetable? • What examples can you give of where you have been prepared to adapt your practice following self reflection and/or feedback from colleagues? • How have you evaluated their impact? 	<ul style="list-style-type: none"> • Clarity of verbal and written communication pitched at appropriate level for students or parents/carers • Demonstration of good listening skills • Appropriate use of school/home communication systems eg planners • Engage in dialogue in staff meetings, mentor meetings and on-going planning activities • Positive feedback formal and informal from parents • Valuing contributions and roles of others – implementing the ideas of others • Appropriate conversations which demonstrate awareness of policies and practice • Contributing positively to meetings • Shared, collaborative planning • Good relationships with TAs, learning mentors – sharing practice and planning • Discussions and consultations with colleagues • Collaboration with specialist colleagues/external agencies • Reflecting upon and acting upon previous advice

	<ul style="list-style-type: none"> • Is there an aspect of your practice for which you would value support? Who could you ask? • How has the coaching and mentoring support that you have received in your school impacted on your practice? • Are you aware of the range of other colleagues' responsibilities covered by these standards and the role they have in supporting your pupils' learning? For example, SENCOs, inclusion managers, CP coordinator, G&T leading teachers, child care workers, health service professionals, language assistants. • How do you decide when to seek the advice and support of these specialist colleagues and how would you use any advice given to meet learners' needs? • In what ways has the contribution of other colleagues impacted on your planning, teaching and learning? • What contributions do you make to, for example, departmental, team, staff, planning or other meetings? • How are you involved in the work of the team(s) of which you are a member? • What you do think other team members value about your contributions? • How do you involve others directly in your planning and practice? What examples do you have of how you have responded to their input? • What opportunities have you had to establish and achieve shared goals, for example, your team or departments' teaching and learning objectives or their learners' attainment targets? • How does your planning recognise and take account of the roles of other colleagues? • How do they know what you want them to do in order for learners to achieve learning outcomes? • How do you involve them in planning and the assessment and recording of pupil progress? • How do you know that you fully utilise the skills and expertise of your support staff? 	<ul style="list-style-type: none"> • Asking for advice eg to watch other colleagues • Being actively self-reflective and looking for opportunities to develop or find out information • Being open minded, having a go and feeding back at reviews of new approach • New approaches are observed in the classroom • Professional and objective self-evaluation • Responding to advice given at mentor meetings • Ownership of personal and professional development • Understand policies in key areas • Know the outside agencies regularly involved and the route to consult and support • Know where information is stored and how it is accessed • Supporting adults have lesson plans in advance of the lesson and may be involved in planning • Specific provision made in lesson plans for role of supporting adults • Feedback with supporting adults during or after lessons – next planning reflects this • Supporting adults facilitate learning and check progress against learning objectives
SECTION TWO: PERSONAL AND PROFESSIONAL CONDUCT		

9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	Prompt Questions	Observable Outcomes
<p><i>9a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</i></p> <p><i>9b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</i></p> <p><i>9c showing tolerance of and respect for the rights of others</i></p> <p><i>9d 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</i></p> <p><i>9e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</i></p>	<ul style="list-style-type: none"> • What are you doing to find out about relevant policies, for example the Children Act 2004 and the guidance 'Safeguarding children in education (DfES 2004), and how do you apply these policies in everyday practice? • How aware are you of the common law duty of confidentiality? – needs checking • How do you challenge discrimination and promote equality of opportunity and good relations? • What are the possible signs of neglect, physical, emotional or sexual abuse? • Do you know who to go to with regards to a matter of safeguarding? At what point would you do this and how would you go about it? • What briefing have you received on the current legal requirements and local arrangements for safeguarding children and young people? What are the implications for your practice? • How have you been made aware of your school policy on safeguarding procedures? • What do you understand about the roles and responsibilities for yourself and others in safeguarding children and promoting well-being? • How would you react if a child wanted to speak to you 'in confidence' about an 'issue at home'? • Are health and safety regulations adhered to in your classroom? What steps do you take to ensure your learners are safe? • What do you need to be mindful of regarding your behaviour and actions outside of school including the use of social networking sites? 	<ul style="list-style-type: none"> • Full attendance at meetings • Aware of where you should be throughout the school day eg lesson times, duty points • Proactive in managing student behaviour in and around the school. • Positive contribution to discussions • Observe equality of opportunity in classroom and beyond • Policies and practice observed in planning and teaching • Seeking out information and keeping knowledge up-to-date in a variety of ways • Providing a safe, caring environment for learners • An awareness of school's policies and appropriate application • Dealing with issues arising in accordance with school policy • Interaction between students and teacher shows trust, understanding of boundaries • Awareness of external support for children with social/emotional/behavioural issues and how this can be accessed • Following safeguarding arrangements for individuals • Practical arrangements for individuals in class • If using social networking sites, privacy settings are adjusted to ensure that information cannot be accessed by students • Child Protection – has read the policy, know who the Child Protection Co-ordinator is, be aware that there could be concerns for any student in school. Knowledge of CP issues (signs and symptoms of harm), school policy • Attend induction training and demonstrate understanding of safeguarding procedures • Maintain pastoral care notes • Demonstrate awareness of indicators of problems – accidents, children upset, not wanting to engage in lessons
10 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.		
11 Teachers must have an understanding of, and always act within, the statutory		

<p>frameworks which set out their professional duties and responsibilities.</p>		<ul style="list-style-type: none"> • Health and safety in lesson planning (safe use of resources, management of risk) • Dealing with emotional wellbeing – friendships, relationships, are these observed going well in the classroom • Dealing with issues such as bullying effectively. • Providing opportunities to celebrate students' achievements.
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