



Saffron
Teaching School
Hub

Saffron Appropriate Body

Handbook for the Induction of Early Career Teachers

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

September 2024

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

Contents

	Page
What is the purpose of induction?	3
What is an Appropriate Body?	3
The Saffron Appropriate Body team	4
What are the statutory core entitlements?	5
What is the length of the induction period?	6
Reductions	6
Extensions	6
Absences	7
Part-time ECTs	7
Mid-Induction ECT transfers	7
Roles and Responsibilities	8
ECTs	8
Mentors	8
Induction Tutors	8
Headteachers/Principals	8
Appropriate Bodies	9
ECT statutory induction registration checklist	10
How to use ECT Manager	11
Other bodies who are part of Statutory Induction	12
What to do and remember over the two-year induction period	13
Report submission dates	15
ECTs requiring additional support	16
Quality Assurance	17

Appendices

Appendix A: Pre-induction checklist	19
Appendix B: Your First Meeting	20
Appendix C: ECT Action Plan	21
Appendix D: Lesson Observation Record	22
Appendix E: Observing Colleagues Record	24
Appendix F: Teachers' Standards Tracker	25
Appendix G: Professional Review Meeting	29
Appendix H: Progress Review Template	30
Appendix I: Formal Assessment Template	32
Appendix J: Reductions Guidance	35
Appendix K: Reductions Application Form	39
Appendix L: Teachers' Standards Exemplification Tool	40

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

The Saffron Appropriate Body team

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

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

This is the full team of people delivering the Saffron Appropriate Body service:

Name	Role	Contact details
Doug Brechin	Director of Saffron TS Hub	dbrechin@swchs.net
Angela Cass	Deputy Director of Saffron TS Hub Appropriate Body (AB) Lead	angelacass@saffron.academy 01799 513030 ext 1248
Katie Naylor	AB Lead	knaylor@swchs.net 01799 513030 ext 1599
Deborah Bailey	AB Associate Lead	deborahbailey@saffron.academy
Tracy Goodway	AB Associate Lead	tracygoodway@saffron.academy
Sarah Finn	AB Associate Lead	sarahfinn@saffron.academy
Kerry Walpole	AB Administrator (from Sept 24)	kerrywalpole@saffron.academy
Caroline Duncombe	AB Administrator (until Dec 24)	carolineduncombe@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. This is a statutory entitlement.

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 at least one term (*see section 2.33-2.34*)
- must be agreed with the ECT and the Appropriate Body
- are considered under the following criteria:
 - where an ECT has extensive prior experience of teaching whole classes to the Teachers' Standards
 - where a part-time teacher has completed at least six calendar terms, has secure evidence of meeting the Teachers' Standards and there are additional reasons for reducing the induction period (please refer to the reductions guidance in Appendix K)

An application form for any reduction must be completed and emailed to angelacass@saffron.academy. It must also be uploaded to the documents section on ECT Manager. The application form and guidance can be found in the resources section on ECT Manager. These can also be found in Appendices J and K.

Extensions (*see section 3.8-10*)

The AB has the option to extend the induction period where this can be justified. The request is made by the school on the final assessment form. A formal request should then be made by the school by email to the AB, suggesting how many terms the extension should be. The extension can be 1, 2 or 3 terms.

The AB may recommend an extension where there is insufficient evidence on which an assessment 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 *(see section 3.6-3.7)*

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). Please note this is a statutory entitlement.

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 may consult with Saffron AB about the possibility of reducing the length of the induction period. **However, it must be made clear to ECTs that it is in their interest to access their full statutory entitlement.**

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

Number of days worked per week	Proportion of timetable worked (FTE)	Time to complete induction programme without reduction	
5	1.0	78 weeks	2 years
4.5	0.9	87 weeks	2 years, 1 term
4	0.8	98 weeks	2 years, 2 terms
3.5	0.7	111 weeks	2 years, 2.5 terms
3	0.6	130 weeks	3 years, 1 term
2.5	0.5	156 weeks	4 years
2	0.4	195 weeks	5 years

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

When an ECT serving induction leaves/moves school in between formal assessment periods, Headteachers/Principals of the current school must:

- immediately notify Saffron AB
- provide an Interim Assessment Report

Headteachers/Principals of the new school must:

- 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, register with 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

Task	Instructions and Resources	Who	When
1. Register with Saffron Appropriate Body (AB)			
1a. Register your school on Saffron ECT Manager	Visit the Appropriate Body page of the Saffron Teaching School Hub website for information. If you are new to the Saffron AB Service, register your school on Saffron ECT Manager . If you have an existing login to Saffron ECT Manager, you do not have to re-register your school.	HT/ Induction Tutor	Any time
1b. Register your ECT(s) on Saffron ECT Manager	Register your ECT(s) on Saffron ECT Manager. You must add details of any previous schools.	Induction Tutor	Any time
1c. Complete and return the Saffron Appropriate Body Service Level Agreement	Saffron AB will send you an SLA to complete or your existing SLA to amend. This is an Excel file which must be returned to angelacass@saffron.academy When the completed SLA is received, Saffron AB will authorise your ECT(s) induction(s). This authorisation activates the SLA contract.	HT/ Induction Tutor/ Finance Lead	Any time
1d. Book Saffron AB training for Induction Tutor and ECT(s)	Visit the Appropriate Body page of the Saffron Teaching School Hub website for details of the next training sessions for Induction Tutors and ECTs, and for booking links for the sessions.	HT/ Induction Tutor	TBC
2. Register on ECT and mentor training programmes			
2a. Check the nominated Induction Tutor on the DfE Online Service 'Manage training for early career teachers' is correct	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 . Schools need to nominate ONE Induction Tutor. This person <ul style="list-style-type: none"> - will be responsible for managing ECT induction - should be a senior experienced staff member - will need at least 3hrs per half term per ECT to carry out the role 	HT	Any time
2b. Register your ECT(s) and mentor(s) on the DfE Online Service 'Manage training for early career teachers'	New Induction Tutors will receive a link from the DfE. Schools will start to receive these in the summer term. Choose the Funded Induction Programme to join a fully funded programme. If you are an independent school who cannot use ISTIP, please contact Angela Cass for further information angelacass@saffron.academy	Induction Tutor	Summer term from 24th June 2024
2c. 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 Teach First's Early Career Programme. Visit the Early Career Programme page of the Saffron Teaching School Hub website for information. To join our programme, please express your interest using this link .	HT/ Induction Tutor	Any time

How to use ECT Manager

Saffron AB uses [Saffron ECT Manager](#) to maintain records about ECTs' induction and to submit claims to the Teacher Regulation Agency.

The first step is to register your school. There is a yellow button on the home page to facilitate this. Enter your school's postcode and choose your school from the list shown. This will also register the Headteacher, Induction Leads and School Administrator. They must have a school email address. Saffron AB will then authorise your school.

The second step is to register your ECTs. You will need their name, address, DOB, TRN, ITT details and previous schools. ECT Manager notifies us that you are registering ECTs. We then send out a Service Level Agreement which must be completed and returned before we authorise your ECT(s).

The reports pertaining to ECT induction can all be found on ECT Manager.

There are statutory documents that must be completed (see submission dates, page 15):

[Progress Review Form](#)

[Formal Assessment Form](#)

[Final Assessment and Recommendation Form](#)

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

ECT Manager will calculate when these are due and will alert the ECT and Induction Tutor one week before. The ECT, Induction and Headteacher will receive automatic reminders when these are overdue. The completed forms are stored on the ECT Manager secure server and are accessed via the ECT's overview page.

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](#)

[Professional Review Meeting](#)

They can be accessed on ECT Manager by clicking on the 'Resources' tab.

You can keep non-statutory documentation in the 'Documents' section of your ECT's page. Alternatively, you may keep these documents in a secure file in your school/Trust digital workspace. All documents should be kept for 6 years.

If the ECT is not on track, their action plan MUST be uploaded to the documents section.

The help button is found in the bottom right corner of the ECT Manager screen and is an extremely useful resource to answer any questions you may have.

Other bodies who are part of Statutory Induction

Lead Providers and Delivery Partners for the Early Career PD Programmes

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

The main Lead Providers and Delivery Partners in the Saffron TS Hub area are:

Lead Provider	Delivery Partner	Contact	Contact email
Teach First	Saffron Teaching School Hub	Martin Green	martingreen@saffron.academy
Education Development Trust	REAch2	Andrea Wright	andrea.wright@reach2.org
Ambition Institute	Lyons Hall Primary School	Lelia Berkeley	lberkeley@lyonshall.org.uk
Best Practice Network	(mainly used by our independent schools who are ineligible for ISTIP) https://www.bestpracticenet.co.uk/early-career-framework		

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

The DfE Online Service 'Manage training for early career teachers'

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

<https://manage-training-for-early-career-teachers.education.gov.uk/>

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.

Task	Resource	Who
Following appointment of ECT		
Complete pre-induction checklist and return to kerrywalpole@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 Teachers' 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
Carry out lesson observation and provide feedback with actions	ECT Manager - Lesson Observation Record ECT Action Plan	Induction Tutor/ ECT
Carry out observation(s) of other teacher(s)	ECT Manager - Observing Colleagues Record	ECT
Complete a reflection of progress over the half term Discuss with mentor if time	ECT Manager - Professional Review meeting	ECT Mentor
Monitor - use of ECT Induction release time and observations of colleagues - completion of ECT Action Plan, Teachers' Standards Tracker	Discussion with ECT/ Mentor Early Career PD Programme - Engagement reports from the Lead Provider's platform	Induction Tutor

<ul style="list-style-type: none"> - ECT/mentor meetings and reflective practice - ECF programme progress 	ECT Manager <ul style="list-style-type: none"> - ECT Action Plan - Teachers' Standards Tracker 	
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
Complete a reflection of progress over the half term Discuss with mentor if time	<ul style="list-style-type: none"> - Professional Review meeting 	ECT Mentor
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"> - ECT 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

Please note that an **Interim Assessment** report is required whenever an ECT leaves a school during their induction period.

Progress Review/End of Year Assessment

Submission Dates*

All reports are submitted digitally on ECT Manager. The reports will appear on the Induction Lead's dashboard when they are due.

	September 2023 starters	January 2024 starters	April 2024 starters	September 2024 starters	January 2025 starters	April 2025 starters
Term 1 Progress Review				25.11.24 - 6.12.24	10.3.25 - 21.3.25	16.6.25 - 4.7.25
Term 2 Progress Review			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 3 Formal Assessment		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
Term 4 Progress Review	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	14.6.26 - 2.7.26
Term 5 Progress Review	10.3.25 - 21.3.25	16.6.25 - 4.7.25	24.11.25 - 5.12.25	9.3.26 - 20.3.26	14.6.26 - 2.7.26	
Term 6 Final Assessment	16.6.25 - 4.7.25	24.11.25 - 5.12.25	9.3.26 - 20.3.26	14.6.26 - 2.7.26		

Please note:

1. For part-time ECTs, submission dates will be according to these dates but term 3 and term 6 reports will be required at the end of the full-time equivalent which may be mid-term.
2. These dates may be subject to change. The dates shown on ECT Manager are the correct dates.

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 **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
- If appropriate, a joint observation with the Induction Tutor of a lesson(s) delivered by the ECT to quality assure the feedback given by the Induction Tutor
- 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 to be agreed with the Appropriate Body

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.

If an ECT requires additional time to complete their induction, the school is able to request an extension of 1, 2 or 3 terms on the final assessment report. This **MUST** be discussed with the ECT. If an extension is granted or 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 teachers' 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

More details are given in the [Saffron AB Escalation Policy](#).

Quality Assurance

Aims

Saffron Appropriate Body will ensure that:

- ECTs receive their statutory entitlements
- ECTs are fairly and consistently assessed against the Teachers' Standards
- schools provide adequate support for their ECTs
- schools have regard to the April 2024 statutory guidance
- the ECT's training programme has fidelity to the ECF

Pre-induction checklist

The Induction Tutor should complete the pre-induction checklist (Appendix A) to indicate that they have checked the arrangements for induction before it starts and return it to the AB administrator, Kerry Walpole, kerrywalpole@saffron.academy.

Visits to schools

- At least 25% 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
- The AB Lead will meet with the Induction Tutor, mentor and ECT and possibly the Headteacher
- 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

We provide an initial briefing for Induction Tutors and ECTs. Attendance is mandatory. Please see the [Appropriate Body page](#) on the Saffron Teaching School Hub website for more information and booking links.

In addition, we will provide a programme of training for Induction Tutors as this role has become more demanding with the new framework. The programme will include:

- Designing an effective induction programme
- Action plans (Development plans and Support plans)
- Report writing
- Escalation and support plans
- Reductions and extensions

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

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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

Please complete the following and email to:

Kerry Walpole, Saffron AB Administrator, kerrywalpole@saffron.academy

Name of School:		
Has the school has carried out pre-employment checks and confirmed qualification(s) of ECTs?	Yes / No	Comments from Headteacher
Check with the Teaching Regulation Agency that the ECT 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 Statutory Guidance: Induction for Early Career Teachers (relevant sections shown below in italics)	Yes / No	Comments from Headteacher
a post which is suitable for induction (2.1 – 2.8 & 2.18)		
a reduced timetable (2.21) in addition to PPA		
a named contact at a named Appropriate Body (2.28)		
a monitoring, support and assessment programme within school (2.39, 2.42 & 2.46 - 2.63)		
full access to Early Career Framework based training (2.40 - 2.41)		
support and guidance from a named Induction Tutor (IT) who has the time and ability to carry out the role effectively (2.42)		
a named mentor with timetabled sessions (weekly in year 1 and fortnightly in year 2) with the ECT (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 IT to set and review targets against the Teachers' Standards with a formal written report provided (2.48-2.54)		
opportunities to observe experienced teachers where effective practice has been identified (2.55-2.61)		
Additional checks (based on FAQ)	Yes / No	Comments from Headteacher
Do you have an ECT Induction policy?		
Has your Induction Tutor attended or booked onto the Saffron AB annual briefing?		
Does the timetable involve the ECT regularly teaching the same class(es)?		
Have your ECTs been registered on a funded ECF-based training programme (FIP)?		
Have your mentors already completed/ started but not completed/ been registered to start an ECF-based training programme?		
Have arrangements been made for an observation of the ECT within the first 4 weeks)?		
Confirmation that the information in this form is correct:		
Name of Headteacher/Senior Teacher with responsibility for Induction:		
Return from an email address at your school acts as a signature.	Date:	

Appendix B



Saffron Appropriate Body Your First Meeting

This is a meeting between the ECT, Mentor and Induction Tutor before or 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	

Appendix C



Saffron
Teaching School
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 16).

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 professional review meetings.

This form is used by all ECTs.

If the ECT is on track, this is a **development plan**.

If the ECT is not on track, this is a **support plan**. Targets on support plans should be sharply focused with clear evidence measures and short timescales for review.

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 D



Saffron
Teaching School
Hub

Saffron Appropriate Body Lesson Observation Record 1

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)	

Appendix D



Saffron
Teaching School
Hub

Saffron Appropriate Body Lesson Observation Record 2

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	Strengths	Areas for development
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		
On the evidence of this lesson, is the ECT making satisfactory progress against the Teachers' Standards within the induction period? (Yes/No)		

Appendix E



Saffron
Teaching School
Hub

Saffron Appropriate Body Observing Colleagues Record

Teacher:		Date:	
Subject:		Class:	
Co-observer (where appropriate):		Class context (SEND/ PP/ EAL/ Attainment groups)	
Focus of observation, including targets:			

Ideas and approaches I found useful: <ul style="list-style-type: none">
Issues to discuss with Induction Tutor/mentor: <ul style="list-style-type: none">
Changes I will make to my own practice following this observation: <ul style="list-style-type: none">
I have discussed this lesson observation with my mentor/Induction Tutor: Yes/No

Appendix F



Saffron
Teaching School
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Saffron Appropriate Body

ECT Teachers' Standards Tracker

Please remember, only the 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** (Appendix L) useful.

This document will be useful to support your preparation for the half-term/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 8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 8e 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 9d not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and			

<p><i>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>			
<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>			
<p>11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>			

Appendix G



Saffron Appropriate Body Professional Review Meeting

Targets since the last review •		
How does the ECT feel they are progressing? How is the ECT feeling? Any areas of concern for the ECT? •		
Evidence from:	Improvements in your teaching Please reference TS	Impact on learning
Action plan		
Mentor/ECT meetings		
EC Programme learning		
Observing colleagues		
Learning Walks		
Other CPD		
Other		
Targets for next half term •		

Appendix H



Saffron
Teaching School
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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. Induction Tutors may use this form to keep **a running record of progress** to support the end of term report writing. A Word version of this form can be downloaded [here](#) for this purpose.

The final version of this form must be completed digitally on ECT Manager.

ECT's Personal details

Full name of ECT	
ECT Date of Birth (DD/MM/YYYY)	
ECT TRN	
Date of award of QTS	

Recommendation

The ECT is on track/not on track towards meeting the Teachers' Standards by the end of their induction period
--

Confirmation of Induction

Start Date		Days completed	
End Date		Days absent	
Full Time/Part Time		Year 1/2 Absences Prior to this report period	

Institution Details

Name	
DfE Number	
Headteacher/Principal	
Tutor	
Mentor	
Address	
Telephone	
Email	

Appropriate Body

Name	Saffron Teaching School Hub
Address	Audley End Road, Saffron Walden, Essex. CB11 4UH
Telephone	01799 513030 ext 1248
Email	angelacass@saffron.academy

Support and Entitlements

Has the ECT 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 why statutory entitlements have not been met.

--

Progress Review

Progress against the Teachers' Standards

Choose from:

1. The ECT is making satisfactory progress towards meeting the Teachers' Standards within their induction period
2. The ECT is making some progress towards meeting the Teachers' Standards within their induction period and needs further support
3. The ECT is not making progress towards meeting the Teachers' Standards within their induction period

Give brief details for the reason(s) for your answer including references to the Teachers' Standards targeted this term

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

If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please upload in the ECT's document area)

ECT comments

I confirm that I have had all the statutory entitlements of induction including the support of an Induction Tutor. Yes/No

I confirm that I have engaged in a professional development programme linked to the ECF including support from an EC mentor. Yes/No

I confirm that this report reflects the discussions I have had with my Induction Tutor. Yes/No

I have the following comments to make:

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

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.

Signatures

This progress review report was completed by:

ECT

Name	
Date (DD/MM/YYYY)	

Induction Tutor

Name	
Date (DD/MM/YYYY)	

Appendix I



Saffron
Teaching School
Hub

Saffron Appropriate Body Formal Assessment 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. Induction Tutors may use this form to keep **a running record of progress** to support the end of term report writing. A Word version of this form can be downloaded [here](#) for this purpose.

This form is completed digitally on ECT Manager.

ECT's Personal details

Full name of ECT	
ECT Date of Birth (DD/MM/YYYY)	
ECT TRN	
Date of award of QTS	

Recommendation

The ECT is on track/not on track towards meeting the Teachers' Standards by the end of their induction period
--

Confirmation of Induction

Start Date		Days completed	
End Date		Days absent	
Full Time/Part Time		Year 1/2 Absences Prior to this report period	

Institution Details

Name	
DfE Number	
Headteacher/Principal	
Tutor	
Mentor	
Address	
Telephone	
Email	

Appropriate Body

Name	Saffron Teaching School Hub
Address	Audley End Road, Saffron Walden, Essex. CB11 4UH
Telephone	01799 513030 ext 1248
Email	angelacass@saffron.academy

Statutory Entitlements

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified overleaf in line with the statutory guidance Yes/No

I confirm that the ECT has received 10% release time in line with the statutory guidance Yes/No

I confirm that the ECT has had regular access to their Induction Tutor and Mentor in line with the statutory guidance Yes/No

I confirm that the ECT has had half termly progress reviews in line with the statutory guidance Yes/No

I confirm that the ECT has had half termly observations and feedback in line with the statutory guidance Yes/No

I confirm that the ECT has undertaken an ECF programme of CPD in line with the statutory guidance Yes/No

ECT not on track

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

If Final Assessment:

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

Yes/ Not yet / Not applicable

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

Assessment of Progress against the Teachers' Standards

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

Strengths (with evidence of impact on learning)

Areas for development

TS2 Promote good progress and outcomes by pupils

Strengths (with evidence of impact on learning)

Areas for development

TS3 Demonstrate good subject and curriculum knowledge

Strengths (with evidence of impact on learning)

Areas for development

TS4 Plan and teach well-structured lessons

Strengths (with evidence of impact on learning)

Areas for development

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

Strengths (with evidence of impact on learning)

Areas for development

TS6 Make accurate and productive use of assessment

Strengths (with evidence of impact on learning)

Areas for development

--

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

Strengths (with evidence of impact on learning)

Areas for development

TS8 Fulfil wider professional responsibilities

Strengths (with evidence of impact on learning)

Areas for development

Comments on Part Two

--

ECT's comments

Has the ECT discussed this report with the Induction Tutor and/or Headteacher? Yes/No

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

--

Have you [the ECT] continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements? Yes/No

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

--

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/teaching.

--

Signatures

This progress review report was completed by:

Induction Tutor.

Name	
Date (DD/MM/YYYY)	

Headteacher

Name	
Date (DD/MM/YYYY)	

ECT

Name	
Date (DD/MM/YYYY)	

Appendix J



Saffron Appropriate Body Reductions Guidance

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

Reduced induction periods:

- must be applied for using the form below and must be approved by the Appropriate Body in advance of the start of induction
- must be endorsed by the ECT. **If a teacher wishes to serve the full induction period they must be permitted to do so.**
- are only considered where an ECT meets one of the following criteria:
 - has extensive prior experience of teaching whole classes to the Teachers' Standards and can evidence this (see guidance A below)
 - where a part-time teacher has completed at least six calendar terms, has secure evidence of meeting the Teachers' Standards and there are additional reasons for reducing the induction period (please refer to guidance B below)
- must be at least one term

An application form for any reduction must be completed and emailed to angelacass@saffron.academy. It must also be uploaded to the documents section on ECT Manager. The application form and guidance can be found in the resources section on ECT Manager. These can also be found in Appendices J and K of the Saffron Appropriate Body Handbook.

Where the AB applies discretion to reduce the induction period, an external validation of the ECT's performance may be undertaken by an AB representative towards the end of the shortened period.

If at the end of the reduced induction period the school's recommendation is that the ECT has not successfully met the Standards, the AB will then follow the induction process in the normal way.

Some ITT providers have told trainees that a one term induction period is an entitlement for those taking the Assessment Only route into teaching. This is not true. The statutory entitlement is a two-year induction. If a reduction is desired, the application process is as described in this document.

Relevant sections of the Statutory Guidance:

Length of the induction period for an ECT who works part-time

- 2.36. ECTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.
- 2.37. It is for the Headteacher/Principal and Appropriate Body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

- 2.38. 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 they may, taking into account para 2.37 above, be able to have their induction period reduced (see para 3.5 on reductions).

Reducing the induction period

- 3.2. Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.
- 3.3. In making such a decision they should take account of advice from the Headteacher/Principal and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The Appropriate Body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route⁷. In all cases, if a reduced induction is considered appropriate when determining the length by which the induction is to be reduced, Appropriate Bodies are expected to consider the remaining progress that is to be made against the Teachers' Standards.
- 3.4. Where the length of induction is reduced to one term, only the final assessment meeting and report (see paras 2.60–2.61) will be required with the Headteacher's/Principal's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The Appropriate Body will then follow the induction process in the normal way (see paras 2.65–2.73).
- 3.5. Separately, ECTs serving induction on a part-time basis may, on completion of a minimum period covering but not equivalent to two full years, be able to have their induction period reduced. After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory, the Headteacher/Principal may consult with the Appropriate Body on whether a reduced induction is appropriate. 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, in these circumstances, should only be made on the basis that the ECT has met the Teachers' Standards.

Guidance A

Considering a reduction of the induction period based on prior teaching experience

The teacher should already have significant teaching experience (3.3).

Applicants must have prior experience which has provided:

- **Substantial** teaching experience of at least three years
- **Recent** teaching experience (i.e. within last five years) and in the same phase/age range

- **Relevant** teaching experience (e.g. similar subject and where relevant knowledge and understanding of syllabus/curriculum)
- **Continuous** contracted employment of not less than three terms normally undertaken at the same school
- An appropriate working and teaching environment (i.e. a school which has not been deemed as unsuitable to host induction)
- monitoring processes which can evidence experience and competence

This may be as a teacher in:

- an independent school
- an FE institution
- a British School overseas
- any other institution where induction may be served

And/or as:

- an unqualified teacher/instructor
- a self-employed teacher in a school
- a teacher in an overseas school

Examples of evidence might include:

- Copy of previous performance management documentation or record for last year of contracted employment
- Copy of application form showing previous teaching experience with dates
- A supporting statement from employing school based on observation(s) and any other evidence of ECT's competence in relation to the Teachers' Standards

Guidance B

Considering a reduction of the induction period based on a part-time teacher having completed two calendar years

In cases where part-time ECTs have completed a period covering 2 years in calendar terms but not equivalent to a minimum of two full school years and can demonstrate that they meet the Teachers' Standards, schools may consult with Saffron AB about the possibility of reducing the length of the induction period. **However, it must be made clear to ECTs that it is in their interest to access their full statutory entitlement.**

Additional reasons for reducing the induction period might include:

- The pro rata induction period would be too long. For example, a teacher on 0.4 FTE is entitled to 5 calendar years of induction but most teachers and schools would consider this to be too long
- The convenience of ending induction at the end of a term, especially when an ECT is leaving their school

Guidance C

Considering a reduction due to the commencement of parental/carers' leave

The relevant section of the Statutory Guidance is:

Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, parental bereavement or carer's leave

3.7. ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave or carer's leave while serving their induction period or serving an

extension to their induction period may decide whether their induction period should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) their induction period, and any such request must be granted. If an ECT chooses not to extend (or further extend) their induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an ECT in this situation seeks advice before making such a decision.

ECTs who would otherwise complete their induction during the period of their leave frequently request to reduce induction so that it is completed before their leave commences.

We recommend that they wait until they return to work and have the opportunity to decide whether to extend, as that is their right.

Applications of this kind are considered on a case-by-case basis.

Appendix K



Saffron Appropriate Body Reductions Application Form

Name of ECT	
Date at start of induction period	
1. Reason(s) for request to reduce induction period e.g. <i>previous teaching experience, taught in the private sector, QTS gained via assessment only route</i>	
2. Has the ECT been consulted and agreed to this request? ECT to comment	
3. Has the Headteacher been consulted and agreed to this request? HT to comment	
4. What evidence does the school have to support this request? e.g. <i>written testimonials of previous experience; lesson observation feedback</i>	
5. What is the proposed end date for the induction period?	

In order for Saffron Appropriate Body to make a decision about this request we may need to conduct a visit to the school to speak with the Headteacher/Induction Tutor and the ECT. If a visit is required, we will contact you on receipt of this form to arrange this.

Signed Headteacher

Signed Induction Tutor

Signed ECT

Appendix L



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 students' 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 students 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>	<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

<p>2c guide pupils to reflect on the progress they have made and their emerging needs</p> <p>2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2e encourage pupils to take a responsible and conscientious attitude to their own work and study</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"> • Constructive feedback towards personal targets to move students forward • 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
3. Demonstrate good subject and curriculum knowledge	Prompt Questions	Observable Outcomes
<p>3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <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>	<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? 	<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 e.g. department meetings • Discussions of planning relate to national strategies and frameworks • Discussions with students relate to assessment criteria • Evidence in students' work shows that the appropriate curricular requirements are met and that guidance relating to national strategies are used to positive effect in students' 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"> 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"> Confidence – demonstration in board-work, materials produced and presentation of learning Link subject knowledge to formative assessment Modelling and application to learning e.g. 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 the use of higher order questioning that you have used in your lessons to extend students' 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

	<ul style="list-style-type: none"> • How do you encourage learners to develop a positive attitude to learning? • 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"> • Use of a variety of questioning techniques • E-learning opportunities created and used effectively • 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 students' home language • Opportunities for child-initiated learning/activities • Tasks designed 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 school's 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</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? 	<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

<p><i>accordance with the school's behaviour policy</i></p> <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"> • What changes have you made to your classroom planning, organisation and management to create a positive learning environment and to improve behaviour? • 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"> • Evidence of positive code of conduct – rules for class and linked to whole school ethos • 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 e.g. access to high quality materials and equipment and clear classroom procedures • Provide opportunities for students to think about their feelings 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 the 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? 	<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 e.g. 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

	<ul style="list-style-type: none"> • 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? • 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, childcare 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 do you 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? 	<ul style="list-style-type: none"> • Collaboration with specialist colleagues/external agencies • Reflecting upon and acting upon previous advice • Asking for advice e.g. 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
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- How do you know that you fully utilise the skills and expertise of your support staff?

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>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</p> <p>9b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</p> <p>9c showing tolerance of and respect for the rights of others</p> <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>	<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? • 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? 	<ul style="list-style-type: none"> • Full attendance at meetings • Aware of where you should be throughout the school day e.g. 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
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>11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>	<ul style="list-style-type: none"> • 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"> • 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 • 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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