



Grays Convent

HIGH SCHOOL

ECT Induction Policy

This Policy was adopted by the Governing Body in November 2022

The Policy will be reviewed annually by the Induction Mentor.

Section 1: Overview

Aims

The school aims to:

- Run an in-house ECT induction programme.
- Provide ECTs with an externally provided ECT induction programme that meets all the statutory requirements.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the ECT induction programme.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for Early Career Teachers \(England\)](#) and the [Early Career Framework](#). The 'relevant standards' referred to are the [Teachers' Standards](#).

The Purpose of Induction

All qualified teachers employed in a state school in England must, by law, complete an induction period satisfactorily. This induction period is the bridge between Initial Teacher Training and a career in teaching.

It combines a personalised programme of development, support and professional dialogue, with monitoring and assessment of performance against the Core Teaching Standards (see Appendix A). The programme should assist an ECT in meeting the Core Standards by the end of the induction period and equip him/her with the tools to be an effective and successful teacher. The Core Standards apply to all.

ECTs; they form part of the framework of professional standards for teachers, and are the standards, which underpin all the subsequent standards.

This policy has been written in accordance with the Statutory Guidance on Induction for Newly Qualified Teachers in England and should be read in conjunction with this.

The induction programme

Following the award of QTS, an ECT begins the induction period of six terms. During this period, he/she will be expected to maintain and further develop the Teachers' Standards already achieved. Each ECT is provided with a reduced timetable (by 10% in their first year and 5% in their second) to support their developmental needs. Additional non-contact time can be used for a range of activities such as meetings, planning, marking and observing other members of staff.

For a full-time ECT, the induction programme will typically last for a two academic years. Part-time ECTs will serve a full-time equivalent.

A reduced induction period can be arranged in consultation with the appropriate body in cases where ECTs may already have gained teaching experience (for example for overseas trained teachers – OTT).

The ECT induction is quality assured by Thurrock Local Authority our 'appropriate body'.

The Induction Programme is delivered by Harris Hub (Chafford Hundred Teaching School Hub).

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor & subject mentor, who will both have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in their first year and 95% in their second
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

Assessments of ECT performance

Formal assessment meetings will take place on a termly basis and will be carried out by the Induction Tutor in consultation with the subject mentor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and available to the appropriate body.

Formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can also add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

Section 2: Roles and Responsibilities

The Induction Tutor:

The Induction Tutor has overall responsibility for the successful induction of ECTs. He/she is responsible

- for co-ordinating the in-house whole-school programme of support for new staff including ECTs
- for providing access to the externally provided full induction programme (Harris Teaching Hub), which meets the statutory requirements, as well as the programme of support offered by the Brentwood Diocese
- for registering ECTs & their mentors with the Department for Education
- for ensuring that each department allocates an individual Subject Mentor and
- for supporting each Subject Mentor so as to ensure each ECT enjoys consistent, high quality provision throughout the year.

The Induction Tutor is responsible for observing an ECT in Term 1 and Term 2 and the Headteacher's or Headteacher's representative's will undertake an observation in Term 3.

After each observation the observer will provide feedback to both the ECT and the relevant Subject Mentor.

This feedback will consider both the ECT's development and the effectiveness of Subject Mentor feedback so far.

In addition, he/she is responsible for ensuring formal termly assessments are undertaken and submitted to the appropriate body (Thurrock LA TSA) by the agreed deadlines.

The induction tutor will:

- Inform the ECT starting, who will act as the appropriate body and who will provide the full induction programme
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Meet with all Subject Mentors at the start of the year to go through this policy and ensure that they are clear of their role in the Induction process
- Provide guidance and effective support to the ECT, including coaching and mentoring
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues (including the subject mentor) as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties

The Subject Mentor

The Subject Mentor monitors the progress of and provides day-to-day support for an ECT. He / she is expected to make rigorous and fair judgements about an ECT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period.

The Subject Mentor is to work closely with the Induction Tutor so as to create a holistic team around the ECT. This is achieved through provision of a personalised departmental programme of support and a series of planned, scheduled weekly meetings which are recorded and the notes shared with the ECT & Induction Tutor. These will focus on supporting the ECT as they develop knowledge and skills relating to the Teachers' Standards, but namely:

- Subject Knowledge development (including external examination processes)
- Teaching and Learning strategies and being judicious about what to implement when as to target the needs of different groups of learners and allow them to make progress
- Classroom and Behaviour Management
- Effective lesson planning for both sequences of lessons and individual lesson
- Summative and Formative assessment
- Personalising provision to meet the needs of various cohorts of learners
- Effective use of the learning environment
- Targeting individual professional development needs
- Support with data tracking, collections and analysis
- Supporting with Parents Evening preparation

Meetings

Meetings between the Subject Mentor and ECT should take place weekly; this should be time (specified on your timetables) which is a dedicated meeting time. It can but does not have to last the full 55 minutes although it may if needed.

The Initial Meeting (within first two weeks of induction)

The purpose is to agree the parameters of the mentoring relationship and how this differs to the role of the Induction Tutor and Headteacher. A clear understanding of expectations and responsibilities within this working relationship is clarified at this stage. A record is kept for future reference and shared. Areas to address include:

- Clarity about roles, responsibilities and expectations of all professionals involved
- The requirements and expectations of the ECT, in the context of the school; this clarifies what is negotiable and what is non-negotiable
- The parameters of verbal and written confidentiality including sharing of evidence gathered and reports
- How evidence is to be gathered and maintained against the Teachers' Standards
- First lesson observation and feedback dates and the process is agreed
- Discussion of strengths and targets from initial teacher training ('Transition Point 1') and how this is to inform the agreed plan of support

Observation

In addition, the Subject Mentor is responsible for formally observing the ECT during the first 3-4 weeks he/she is in post and then, at least once, each half term thereafter*. Copies of the observation document must be shared with the ECT & Induction Tutor.

The focus for the first observation should be fairly general although targets from ITT or PGCE could be used to inform areas of focus.

After this initial observation, observations should focus on particular aspects of the ECT's teaching, which are agreed in advance and informed by the requirements of the Teachers' Standards, the ECT's personal professional needs and / or termly reports. Feedback should be prompt and constructive and recorded on the appropriate paperwork.

Additional informal observations can take place, if appropriate or required, so as to further support the needs of the ECT. Notes can be taken and also saved to help inform the review/ assessment process.

Reviewing Progress

At the start of the induction period (using the target / document from ITT or alternative route) subject mentors should create an individualised and structured plan for their ECT.

Then every half term the Subject Mentor will carry out and document progress reviews.

At the end of each term, the Subject Mentor is also responsible for supporting the completion of the interim assessment report with the ECT and Induction Tutor. This must include targets for the next assessment period and will be submitted to the appropriate body (Thurrock LA) by the agreed deadline each term.

Where an ECT is experiencing difficulties, it is the Subject Mentor who is responsible for recognising this, for liaising with the ECT and the Induction Tutor, and for ensuring that an appropriate support programme is put in place and monitored.

*This first observation should take place prior to 1st October.

*One observation each term will be carried out by the Induction Tutor (or his/her representative); this may take the place of or be in addition to the Subject Mentor's observation, depending on conversations with and the individual needs/circumstances of an ECT.

The ECT will have more than one observer.

The ECT

The ECT is responsible for both monitoring and evidencing his/her progress against the Teachers' Standards and participating fully in the agreed development programme, both at whole school and departmental level.

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Subject Mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Discuss / agree with their Induction Tutor & Subject Mentor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programmes offered both internally and externally
- Participate in scheduled classroom observations, observations of experienced teachers (both in and out of subject area) progress reviews and formal assessment meetings
- Agree with their Induction Tutor the dates of any absences from work during the induction period as determined by the appropriate body
- Keep copies of all assessment forms.

Each ECT is given a reduced timetable by 10% (first year) and 5% (second year), so that he/she has the time and support that will enable them to take responsibility for and focus on his/her individual professional development needs.

This time includes:

- Regular scheduled meetings with his/her Subject Mentor
- Attendance at whole school ECT Support Sessions
- Attendance at external support sessions (provided by Harris Hub (Chafford Hundred Teaching Alliance Hub))
- Planned observations of other colleagues within the Department
- Planned observations of other colleagues across the school
- Undertaking planned activities to support identified development needs

The ECT is responsible for keeping track of and participating fully in observations, progress against the Standards reviews and formal assessment processes. He/she should also ensure that formal observations and assessments are carried out in accordance with this policy, and that any concerns are raised immediately with the Subject Mentor in the first instance.

Other means to effectively use reduced timetable may include:

- Activities related to the ECT training or other professional development opportunities
- Observing an experienced member of staff teach their class(es) and or a lesson that they have prepared/delivered, across the key stages
- Observing an experienced member of staff teach, both within the department/year groups, across other schools and settings

- Teaching a lesson that a colleague has prepared
- Shadowing a particular class/pupil/member of staff
- Finding out more about the provision and arrangements for learners with different needs
- Finding out or implementing approaches or strategies from specialist teachers or practitioners, for example the SENCO on producing Individual Support Plans (ISPs),
- outreach teacher and strategies for a pupil with visual impairment
- Analysing pupils' records and reports
- Using tools or checklists to support the accurate identification of pupils with special or additional needs
- Improving subject and curriculum knowledge through action research, observation and discussion
- Analysing school-based systems and discuss with peers to improve own ways of working, e.g. planning, marking and feedback
- Working with experienced staff on standardisation and moderation against national expectations
- Analysing or writing reports
- Observing, researching and embedding a wide range of teaching and learning strategies for vulnerable learners so as to meet ALL pupil's needs
- Engaging with parents and carers and consideration of how best to effectively manage relationships
- Meeting with a Governor to find out more about their role
- Analysing and reflecting on lesson observations and feedback, observing others and peer to peer teaching
- Researching wider curriculum opportunities and offers
- Collaborating informally with other ECTs to share practice and gain support

When the ECT has any concerns, they will:

- Raise these with their Subject Mentor and / or Induction Tutor as soon as they can
- And / or consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school.

Role of the all staff (within the department and the wider school community)

All staff will:

- Support the ECT with professional development opportunities such as observing experienced teachers or discussing good practice
- Ensure the Induction Tutor or Subject Mentor are made aware of any concerns surrounding the ECT's induction or well-being.

Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period or how long the induction period should be in consultation with the Induction Tutor
- Ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Headteachers are to ensure that the assessment procedure is:
 - Fair, involving more than one observer but with a consistent approach
 - Rigorous, against the Teachers' Standards
 - Open and transparent, feedback and any issues are shared and written records are kept and shared
 - Carefully planned and well managed, to avoid duplication and onerous burden of any one member of staff
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years.

Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT

Section 3: Monitoring Progress

There will be six meetings & reports (including two formal reports) throughout the induction period, where an assessment will be made regarding the ECT's progress towards meeting the Teachers' Standards.

These meetings will usually take place two weeks before the end of each term and will be held between the ECT and the Induction Tutor. As stated earlier, these formal meetings will inform the basis of the five Interim Assessment and Final Assessment Reports that are completed by the Induction & Subject Mentor to be submitted to the appropriate body (Thurrock LA) by the agreed deadline each term.

Each assessment meeting will be informed by written feedback from at least two formal observations of the ECT's teaching and the minutes of the regular scheduled weekly meeting between the ECT and the Subject Mentor.

Judgements made at each of the assessment meetings will relate directly to Teachers' Standards and each ECT will be kept up-to-date about their progress in an ongoing manner, in order for him/her to be aware of how the Subject Mentor and Induction Tutor see his / her progress and development.

At these meetings the ECT will be provided with developmental targets to move forward; under no circumstances would there be any surprises at this meeting.

The Induction Tutor will ensure that he/she tells the ECT (during the assessment meeting) the judgement to be recorded in the formal assessment record sent to the appropriate body.

The Induction Tutor will also invite the ECT to add his/ her comments to the assessment record before submission to the appropriate body.

The sixth formal assessment meeting is also the final end-of-induction-period assessment and will form the basis of the Headteacher's recommendation to the appropriate body as to whether the ECT has met the Teacher's Standards. This will be as a result of an observation undertaken by the Headteacher or her representative.

Extending an Induction Period:

The induction period will automatically be extended when an ECT's absences exceed 30 days.

In these circumstances the induction period will be extended by the total number of days absent since the ECT started.

Raising Concerns:

An ECT who has concerns about any aspect of the content or delivery of his/ her induction programme should act on these as quickly as possible. He/ she should raise initial concerns internally with the Subject Mentor (in the first instance) and / or with the Induction Tutor or with the Headteacher.

Exceptional Circumstances: Assessment Arrangements

There will be 6 formal assessment meetings between the ECT and the Induction Tutor that inform the basis of the five Interim Assessments and a Final Assessment reports to be submitted to the appropriate body.

1. End of Terms 1-5

Focus: The extent to which the ECT is meeting the Teachers' Standards / if continued progress towards meeting the Teachers' Standards is being made and next steps.

2. End of Term 6 / Second Year

Focus: The extent to which the ECT has met all of the requirements for the satisfactory completion of the induction period. This final meeting may also be used as the basis for objective setting and professional development planning in their third year of teaching as a RCT (Recently Qualified Teacher).

At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is put in place to help the ECT improve their performance.

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher or her representative (the Induction Tutor) will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Unsatisfactory Progress

An ECT has one chance to complete induction; if he/she completes the induction period but fails to meet the Teachers' Standards, the ECT will not be permitted to repeat the induction and therefore cannot be employed lawfully as a teacher in a state school.

- As soon as there is a concern over an ECT's progress, they will be spoken to and the appropriate body will be notified.
- A two-week action plan will then be put in place that addresses areas of concern
- A Cause for Concern meeting would follow if the ECT has not made the required progress
- Extensions to the induction period may be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the ECT has not made progress
- Action to improve performance will not be delayed until a formal assessment meeting takes place.

Extenuating circumstances could include:

- Personal crises
- Illness
- Issues around the support during induction; or
- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

Additional support might include:

- Additional meetings with the Subject Mentor / Induction Tutor / relevant members of staff
- The setting of short term, specific objectives in relation to the Teachers' Standards
- More in-depth and regular monitoring and recording of the ECT's progress, including additional formal observations
- The ECT to observe best practice within their department area, and across the school.

ECT Wellbeing

See Appendix J UCL ECF – Wellbeing Charter

Links with other policies

This policy links to the following policies and procedures:

- Teaching & Learning
- Continuing Professional Development.
- Appraisal
- Grievance
- Pay

Appendix A: The Teaching Standards

These can also be found on the GOV.UK website:

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

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

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- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix B: Induction Calendar



ECT & New Staff Induction Support

2022

As part of your induction programme there will be sessions running every Wednesday until half term at Grays Convent to support ECTs, ITTs and also new staff.

In addition to this there will be other training sessions, such as at Harris Academy for ECTs, as well as whole school CPD sessions, departmental and pastoral support.

If at any time you are unsure of anything remember the three Bs!

1. Books – refer to your handbook or other resources as a guide.
2. Buddy – speak to someone in the staffroom, your department, form team – we are all very approachable.
3. Boss – see your Head of Department or Induction Tutor (Lucie Burrow).

Date	Session Title	Staff Leader	Room
1 st September	End of Day 1 catch up Professional Standards	LB & DC PJ	Library
7 th September 3.40-4.20pm	Getting the most out of Sims	MCO & MB	27
14 th September 3.40-4.20pm	Achievement & Behaviour (Rewards & Sanctions)	LB	27
21 st September 3.40-4.20pm	Working in a Catholic School Leading an assembly	POH / CC	35
28 th September	No Meeting due to Open Evening	N/A	N/A
5 th October 3.40-4.20pm	Assessment & Recording (Preparing for PC1)	LOS	27
12 th October 3.40-4.20pm	SEN & the role of the LSA	MK	Large / Small Dormer
19 th October 3.40-4.20pm	Marking & Google Classroom Reviewing the half term	MS / LW LB	22
October Half Term – Hooray - You Made it!!			

Appendix C: Suggested Record of Meeting

Date.....

Meeting with.....

Purpose of
meeting.....
e.g. review, information

Topics
covered.....

.....

.....

Action
agreed.....

.....

.....

.....

signed: NQT..... Other.....

Appendix D: Example Termly Self-Review

Termly Self-review

Name: _____ Date: _____

My knowledge and understanding of _____ subject(s) has improved in the following ways:

- _____
- _____
- _____
- _____

I consider my **planning** to be very good/good most of the time/reasonable with some weaknesses/in need of major improvement.

The following are examples of my improved planning:

- _____
- _____
- _____
- _____

My **classroom management** has improved in the following ways:

- _____
- _____
- _____
- _____

My **assessment, monitoring and recording** of pupils' progress has improved in the following ways:

- _____
- _____
- _____
- _____

This term I have gained greater understanding of the following school policies and procedures:

- _____
- _____
- _____
- _____

Termly Self-review (continued)

The following are examples of ways I am developing positive **relationships with parents and carers, and other agencies**:

- _____
- _____
- _____
- _____

I consider my **personal organisation** (including administrative efficiency) is very good/good most of the time/reasonable with some weaknesses/in need of major improvement.

I have made the following **contributions to the school** (beyond my own classroom):

- _____
- _____
- _____
- _____

I have **worked together with colleagues and shared effective practice** in the following ways:

- _____
- _____
- _____
- _____

The other areas I am pleased with are:

- _____
- _____
- _____
- _____

The areas I need to develop next term are:

- _____
- _____
- _____
- _____

Appendix E: Record of Observing Experienced Teachers

Observing experienced teachers: Record of observation

Date: _____ **Year Group:** _____

Subject: _____ **Teacher:** _____

Ideas and approaches I found useful:

Issues to discuss with my induction tutor:

Changes I will make to my own teaching/class management following this observation:

Appendix F: ECT Induction – Proposed Overview

Action

TERM 1	The Headteacher or delegated to the Induction Tutor checks that the ECT has QTS and relevant checks have been made. The ECT is registered with the AB	
	Initial meeting within first 2 weeks to identify training needs and agree targets using the Teachers’ Standards	
	Observation (full lesson) with feedback and a written record is kept	
	Interim-progress meeting	
	Half term holiday	
	Observation (full lesson) with feedback and a written record is kept	
	Progress meeting (or pre – Assessment) meeting	
	Progress meeting and end of Term 1 Progress Report submitted to the AB by the agreed deadline.	
TERM 2, 4 and 5	Observation (full lesson) with feedback and a written record is kept	
	Interim-progress meeting	
	Half term holiday	
	Observation (full lesson) with feedback and a written record is kept	
	Progress meeting (or pre – Assessment) meeting	
	Progress Meeting.	
	End of Term Progress Report to the AB by the agreed deadline	
TERM 3 and 6	Observation (full lesson) with feedback and a written record is kept	
	Interim-progress meeting	
	Half term holiday	
	Observation (full lesson) with feedback and a written record is kept	
	Progress meeting (or pre – Assessment) meeting	
	Progress Meeting.	
	End of Term Progress Report to the AB by the agreed deadline	
	If ECTs are on track then Year 2 reduced timetable is 5% however if school deems it appropriate and or if the ECT is not on track then this may remain higher	
	For term 6 (final assessment):	
	Targets for Year +1/Early Professional Development is agreed and ‘Transition Point 3’ is completed	
AB ratifies the Headteacher’s recommendation and notifies the TRA.		
Celebrate successful completion of Induction.		

Appendix F: Review Meeting Proforma

ECT		Induction Tutor and Mentor:			
Term 1 or 4		Term 2 or 5		Term 3 or 6	
Interim review	Review of progress	Interim review	Review of progress	Interim review	Formal Assessment

Chronology of evidence scrutinised, e.g. lesson observation(s), book look/pupil progress, Mentor 1-1sessions, ECF training

Summary of progress (strengths and gaps) and corresponding Teacher's Standards, e.g. TS1, 2, 3 etc.

Targets identified and support provided by the school (this is to be detailed in the Personalised and Individualised Support Plan)

Dates, e.g. next lesson observation/feedback/support activities, review of targets

Any issues/concerns or additional comments from the ECT or Tutor/Mentor:

Signed by Mentor/Induction Tutor:

Date:

Signed by ECT:

Date:

Appendix H: Record of extra-curricular Activity

Extra-curricular involvement

Activity	When	Pupils

Appendix I: Record of Professional Development

Record of professional development

This record should include any courses attended, school-based training sessions, working parties/task groups/visits to other schools/colleges and details of school - based development work.

Date	Description of activity	Location / provider	What did I learn	How will I use it?

IOE – FACULTY OF EDUCATION AND SOCIETY




UCL ECF – Wellbeing Charter

- ### 1. ANYTIME, ANYWHERE

Choose to study at a time when it suits you best. The resources are available to you all the time & our UCL Extend learning platform is accessible on any digital device with internet access.
- ### 2. ALL THE CONTENT, ALL THE TIME

We allow you to look ahead, or look back over the whole 2 years, so you always have access to what you need.
- ### 3. PLUG IN & PLAY

Save time by listening to the research and practice summaries. Just open the session and click on the listen button.


- 

4. GUIDEBOOK, NOT RULE BOOK

Use the audit and module summary guides to work with your mentor to tailor the programme to suit your development needs.
- ### 5. YOUR MENTORS ARE 'ONSIDE'


- ### 6. CLICK TO DOWNLOAD

Tired of the screen? You can download and print an entire module's worth of resources. Just remember to go on UCL Extend to tell us you have completed the module.
- ### 7. FLEXIBLE PROGRAMME

If you fall behind, re-engage by taking this option for any Year 1 Module.
- ### 8. REVIEW, TAILOR, TICK

Decide what you need to focus on in each of the sessions and plan your time appropriately. Never spend longer than an hour on a self-directed study or mentor session. There is no test—we trust you! Simply, tick to tell us you have completed.
- ### 9. COMMUNITY & PEER LEARNING


- ### 10. BE OUR GUEST

The time of your facilitated session clashes with something else? Ask your Delivery Partner and they will try to fix you up with an alternative. If you still cannot attend a live facilitated session, you can watch a recording instead.

