



EARLY CAREER FRAMEWORK POLICY

August 2022

Purpose and Aims

The policy of the College in relation to the framework of support available to Early Career Teachers (ECTs) aims to provide detail on the roles and responsibilities of the ECT and College staff in supporting them, as well as how the College will meet the statutory guidance as set out by the DfE.

This policy should be read in conjunction with the Early Career Framework Handbook which provides guidance for ECTs and their Subject Mentors.

Context

In line with statutory guidance from the DfE Worcester Sixth Form College will offer a 2-year core induction programme for Early Career Teachers (formerly NQTs). Whilst Statutory induction is not a legal requirement to teach in FE it may be served in a Sixth Form College setting. The Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction and is not an additional training programme. An appropriate body (Sandwell SIPS - a not-for-profit education support services provider for Sandwell, the Black Country, and the West Midlands) has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

Roles and responsibilities

The ECT

The ECT is expected to:

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

The Principal

The principal is, along with the appropriate body, jointly responsible for the monitoring, support, and assessment of the ECT during induction, and should:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- Meet the requirements of a suitable post for induction.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.

- Ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure an appropriate and personalised induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including observations and feedback of their teaching.
- Ensure that assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and retain accurate records of employment that will count towards the induction period.
- Make the governing body aware of the arrangements that have been put in place to support ECT's serving induction.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures; and
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the principal should:

- Obtain interim assessments from the ECT's previous post.
- Act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards.
- Notify the appropriate body as soon as absences total 30 days or more.
- Periodically inform the governing body about the institution's induction arrangements.
- Advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Provide interim assessment reports for staff moving in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves the institution.

Induction Tutor

The induction tutor (or the headteacher if carrying out this role) should:

- Provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Mentors

The mentor is expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback. In year 1 of the programme mentors will meet weekly with ECTs and provide instructional coaching, setting granular targets based upon the 'Learn that...' and 'Learn how to...' statements of the ECF framework. Mentors will observe a short section of a lesson as part of the coaching session with the ECT to enable focused and deliberate practice of the skills that early career teachers should be developing. In year 2 of the programme mentors will observe ECTs fortnightly and set appropriate targets. Mentors will utilise the weekly session where no observation is required to provide support and advice regarding the delivery of subject content (e.g., sequencing of the curriculum, development of course materials, peer observation)
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within WSFC and The Chantry High School to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate bodies

The appropriate body has the main quality assurance role within the induction process.

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

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

The appropriate body should, on a regular basis, consult with headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.

Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must 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 an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.
- Mentors have the ability and sufficient time to carry out their role effectively.
- Headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates or wishes to introduce.
- Any agreement entered into with the independent school's governing body is upheld.
- The headteacher has verified that the award of QTS has been made.
- The school is providing a reduced timetable in addition to ppa time.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- ECT's records and assessment reports are maintained.

- Agreement is reached with the headteacher/principal and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- A final decision is made on whether the ECT's performance against the relevant standards is satisfactory, or an extension is required, and the relevant parties are notified.
- They provide the National College for Teaching and Leadership with details of ECT's who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The appropriate body should also (as local capacity, resources and agreements allow):

- Respond to requests from schools and colleges for guidance, support, and assistance with ECT's' induction programmes.
- Respond to requests for assistance and advice with training for induction tutors.

The Local Governing Body

- Should ensure compliance with this guidance.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process and can request general reports on the progress of an ECT.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- Hearing appeals; and
- Ensuring that the names of ECT's who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- Recording the progress of ECT's through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

The Induction Process

Worcester Sixth Form College believes that the ECT induction is the responsibility of the whole College. The programme will be coordinated by the induction tutor (Senior Leader for Teaching and Learning), but a variety of people will contribute to mentoring, demonstrating, encouraging, assessing, and reporting. The ECT programme will run in collaboration with The Chantry High School to allow ECTs the opportunity to share good practice with other colleagues at a similar stage in their career, as well as gain access to the expertise of teaching professionals from an external institution.

The following section is taken from the statutory guidance for ECT Induction and further clarification can be found at the following website:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

What is the purpose of the ECT Induction?

- **All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions** (see Annex A of statutory Guidance in link above).
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

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, with monitoring and an assessment of performance against the Teachers' Standards (see para 1.8 in above link).

The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The relevant standards

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

Requirement to complete an induction period.

A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), **there is no set time limit for starting or completing an induction period.**

Early career teachers may only serve one induction period.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction, although they may appeal against the decision: see paras 4.9–4.10 statutory Guidance in link:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Ensuring a reduced timetable

In a relevant school, the headteacher/principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction **an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%**. This time off timetable should be used to specifically **enable ECTs to undertake activities in their induction programme.**

This is in addition to the timetable reduction in respect of planning, preparation, and assessment time (PPA) that all teachers receive.

Determining the length of the induction period

- 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 (usually six school terms)**.
- The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings.
- In some exceptional circumstances the length of an induction period may be reduced.

Minimum period of continuous employment that can count towards induction.

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECT's) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a personalised, supported, and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to enable a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the relevant standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

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

ECT's serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full academic years. Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four academic years.

It is for the school 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.

What happens if an ECT moves school/college during the 2-year induction period?

When an ECT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the headteacher/principal should complete an interim assessment. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

How will it work at Worcester Sixth Form College?

The College aims to support ECTs in the transition between initial teacher training and their teaching career. Those ECTs with QTS status are eligible to commence the induction process and will be notified of the start date of this period once agreed by the appropriate body and the principal. The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts. The Personnel Officer will inform ECTs of their start date.

In line with DfE guidance for those serving an induction period in a Sixth Form College, Worcester Sixth Form College will:

- ensure that normally no more than 10% of the ECT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over.
- enable the ECT to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school; ECTs should spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction; and
- make every effort to provide the ECT with up to a further 10 days experience in a school setting.

Timetable – year 1 (10% reduced timetable)

ECTs will have a maximum timetable of 5 blocks. This will comprise of a suggested academic timetable of **4 academic blocks**.

0.5 block - student support/enrichment (less if ECTs need more subject meetings)

Other developmental activities – possibility of shadowing a tutor/high school liaison activities/interviewing new students.

Each ECT will be assigned a mentor (subject lead/HoD as appropriate) and will attend a timetabled meeting of 65 minutes with their mentor each week (part of this may include an informal lesson observation or learning walk). This meeting will be scheduled by the subject mentor at the start of the academic year.

ECTs will attend a 1-hour session each week with the induction tutor/ Senior Leader for Teaching and Learning and Staff Development and undertake a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements. The College's induction programme will also incorporate a post 16 context in terms of the selected ECT modules. This will also include identification and development of new enrichment options ECTs could deliver in year 2. Joint workshop/clinic sessions will also be provided in conjunction with The chantry High School to support the delivery of the framework modules.

ECTs will attend the Teaching and Learning Group when scheduled, in place of the weekly training session with the induction tutor. ECTs will also have access to one-to-one sessions from the induction tutor to support progress.

ECTs are also expected to observe experienced teachers at Worcester Sixth Form College as part of the training programme. ECTs will also have the opportunity to complete 10 days of observation in a secondary school.

Timetable Year 2 (5% reduced timetable)

ECTs will continue to receive support from their designated mentors and will have regular meetings with the induction tutor to facilitate delivery of the Early Career Framework.

ECTs will continue to attend the Teaching and Learning Group and share good practice through observation of experienced staff at College or other institutions. Twice termly workshop/clinic sessions will also be provided in conjunction with The Chantry High School to support the delivery of the framework modules. Year 2 ECTs will also complete an action research project based upon the WSFC teaching and learning strategy (key pedagogical principles).

Timetable to be determined by Vice Principal/HoD.

Observation of the ECT's teaching practice.

At College the ECT's teaching will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the relevant standards. Observations of the ECT will be undertaken by the induction tutor or the Principal once every half term. A lesson observation form will be completed, and feedback will be given.

Feedback will be prompt and constructive. Arrangements for review meetings will be made in advance and a brief written record made on each occasion. It will indicate where any development needs have been identified.

Mentors will observe ECTs on a regular informal basis. An initial informal observation should take place within the first 2 weeks of teaching. This may take the form of a learning walk. It is expected that some collaborative practice might also contribute to the support offered by a subject mentor.

Professional progress reviews of the ECT

- The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place once each term where a formal assessment is not scheduled (completion of form appendix 2)
- Reviews will be informed by evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- A written record of each progress review will be provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. Objectives will be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- The ECT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.
- The induction tutor will notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress an outline the plan will be put in place to assist the ECT in getting back on track.

Formal assessments

- Formal assessments will be carried out by either the headteacher or the induction tutor.
- ECTs will receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).
- Evidence used in assessments and copies provided to the ECT and appropriate body.
- ECTs will be kept up to date on their progress. There should be nothing unexpected.
- Formal assessment reports will be completed for both formal assessments. These reports will clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.
- Formal assessment meetings will be informed by evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Judgements made during the induction period will relate directly to the relevant standards. ECT's will be kept up to date on their progress.
- Formal assessment reports will be completed for the first and second assessments. These reports will demonstrate assessment of the ECT's performance against the relevant standards at the time of the assessment.
- The final assessment meeting is at the end of the induction period and will form the basis of the principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment form.
- Once assessment forms have been completed, the ECT should add their comments. They should then be signed by the induction tutor, Principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

Raising concerns

An ECT should normally raise any concerns about their induction programme with their induction tutor. Please also note in the useful contact session that you can also raise any concerns with the Personnel Officer. If the matter is not resolved, the ECT may notify the Lead Contact from SIPs.

Unsatisfactory progress

Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, this will be stated clearly within the progress review record and clearly outline the support plan put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and the principal will ensure that additional monitoring and support measures are put in place immediately. The College is committed to supporting staff to allow them to achieve positive outcomes for students. It is therefore essential that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The principal and the appropriate body should be satisfied that:

- Areas in which improvement is needed have been correctly identified.
- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the relevant standards.

- An effective support programme is in place to help the ECT improve their performance.
- If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Principal and appropriate body.

Action if performance is still unsatisfactory at the next assessment point.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- The identified weaknesses.
- The agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these, as necessary.
- Details of additional monitoring and support put in place.
- The evidence used to inform the judgement.
- Details of the improvement plan for the next assessment period.
- As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Completing the induction period

An ECT completes their induction period when they have served:

- The full-time equivalent of a standard school/college year (usually three terms), or
- A reduced period (as agreed with the appropriate body and headteacher) based on previous teaching experience, or
- An extension to that period, as a consequence of absences occurring during the period, or
- An extension following a decision by the appropriate body or the appeals body.

The appropriate body makes the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on the recommendation of the principal.

Within 20 working days of receiving the principal's recommendation, the appropriate body must decide whether the ECT:

- Has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period.
- Requires an extension of the induction period, or
- Has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the principal (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the National College for Teaching and Leadership within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school, or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Monitoring and Review

This policy will be monitored by the Senior Leader for Teaching and Learning who will be responsible for its oversight and implementation.

This policy will be reviewed annually by the College Senior Leadership Team and where significant alterations are intended it will be presented for approval to the Local Governing Body.

Sally Johnson
August 2022

Appendix 1: Teachers' Standards



Department
for Education

Teachers' Standards

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.

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.

Appendix 2: Mentor coaching form



ECT INSTRUCTIONAL COACHING OBSERVATION FORM

| | |
|--|--|
| ECT: | Date: |
| Mentor: | |
| ECF Focus Link to weekly self-study ECF materials – details on year plan. | Relevant Teacher Professional Standards |
| Review of previous targets (using evidence from observation) | |
| Targets met: Y/N Details of further development action if no: | |
| General comments about the lesson (linked to Teaching Standards) | |
| Targets and actions for next observation (set 2 targets related to current ECF study and 1 applicable to ECT) 1. 2. 3. | |

Appendix 3: pre observation and observation forms



Worcester Sixth Form College
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working in partnership

Pre-Observation Proforma

| Teacher initials: | Observer: | Teaching group: | Date: |
|---|-----------|-----------------|-------|
| Quality of Education 1. How does the content of this lesson fit into the sequence of learning? 2. What are the intended learning outcomes for this lesson and/or unit of work? 3. What is the challenge/application of new knowledge/skill expected? 4. How are these resources or activities intended to help the pupils/students achieve the anticipated outcomes? | | | |
| Teacher: Professional Learning Focus 1. What have you been focusing on/trying? 2. What has been your new learning? 3. What are you focusing on in particular, in this lesson? 4. What are you hoping I will observe linked to your focus? | | | |
| Targeted Students/Pupils: 1. Who are they? Why? 2. What have you been trying with them in previous lessons? 3. What changes have you seen? | | | |

LESSON DETAILS: TO BE COMPLETED BY OBSERVER

Teacher:

Observer:

Class:

Year:

Date:

Summary of main points:

Positive opening question:

Key strengths:

Areas for development:

Is any follow-up required? YES/NO

If 'YES', outline required action:

Action completion date:

Appendix 4: Mentor review form



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ECT Professional Review Meeting with Mentor (termly to feed into AB review)
Name of ECT _____ Name of Mentor _____

| |
|--|
| Overall progress made against Standards/since last review (general statements) |
| Part 1: Teaching Review of progress in each of the Part I Standards (with evidence) |
| |
| Part 2: Personal & Professional Conduct (evidence observed/noted) |
| |
| Areas for development |
| |
| Progress made in meeting objectives previously identified (n/for very first professional review) |
| Agreed steps to be taken to help meet (new) objectives |
| Any other matters to note |
| Date of next professional review meeting: |
| I confirm that the above has been discussed and agreed |
| Date: _____ Signed: ECT _____ Induction mentor _____ |

Appendix 5: ECT checklist
The ECT Checklist – First Priorities
My job

| 1. I received the following information during my induction/welcome at WSFC: | Tick if completed. |
|---|--------------------|
| College timetable. | |
| Schemes of work. | |
| Copies of planning frameworks. | |
| Information about the students (assessments/records etc) | |
| Other information about the college. | |
| 2. I have a contract that is clear and straightforward to understand. | |
| 3. For part-timers (and those who started mid-term): I know when I will finish my induction period. | |
| 4. I have a clear and appropriate job description. | |
| 5. I have a timetable that includes 10% ECT time | |
| 6. I have been given appropriate support for any extra responsibilities I agreed to take on. | |
| 7. I have been given time to read and discuss college policies and procedures. | |
| Safeguarding and child protection (I know who the DSL is and what to do about concerns). | |
| Parent contact procedures. | |
| Behaviour policy (rules/rewards/sanctions). | |
| Sickness and absence policy (I know what to do when I have to report in sick/request an absence). | |
| Health, safety, and emergency (first aid/fire drill/risk assessments). | |
| My induction tutors. | |
| 8. I have been assigned an induction tutor and mentor. | |
| 9. My induction tutor and I have had formal assessment meetings. | |
| 10. I have regular planned contact with my induction tutor. | |
| 11. Meetings with my induction tutor are arranged in advance to an agreed timetable. | |
| 12. I have easy informal access to my induction tutor. | |
| 13. My induction tutor is supportive, constructive, and sympathetic to my needs. | |
| 14. I have been observed teaching by my induction tutor (and/or other experienced staff as appropriate) and given helpful feedback. | |
| Assessment and progress | |
| 15. My initial development targets were built on the Transition Document I had brought from ITT Provider. | |
| 16. I clearly understand what my strengths are and what areas I have to develop. | |
| 17. It has been made clear to me how I need to improve, and support has been planned to help me get there. | |
| 18. It has been made clear to me that I am/am not making appropriate progress towards successful completion of my induction. | |

| | |
|---|--|
| | |
| My professional development | |
| 19. I have observed others teach and learned from it. | |
| 20. I have been taking part in and learned from in-school professional development activities, for example, twilights, development days etc. | |
| 21. I have the same opportunity to attend courses as other staff. | |
| 22. I have had support to plan for my development next year (if appropriate). | |
| Other support | |
| 23. I have easy access to the resources that were in school. | |
| 24. I am provided with support for planning. | |
| 25. I am able to access a network of other ECT's and the ECF programme. | |
| 26. My headteacher is available and supportive. | |
| 27. I feel able to turn to other colleagues for advice as well as my induction tutor. | |
| 28. My contributions to school and staff activities, and to staff meetings are welcomed. | |
| 29. When I have a problem, I feel it is dealt with fairly. | |
| 30. The induction booklet contains useful information. | |
| 31. I have begun to maintain a portfolio that helps me record and plan for my professional development. | |
| 32. As appropriate, I have had access to additional Appropriate Body advice and support, for example, advanced skills teachers, advisers, leading teachers. | |
| 33. I feel that I can have access to the Appropriate Body 'named contact' if I need it. | |

Appendix 6: Early Career Teacher: Progress Review Template

Below is a form which induction tutors can use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further guidance is available on GOV.UK.

Form handling advice

- 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**
- In all instances, send copies of this form to the ECT and their designated mentor
- If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body

Personal details and induction details

| | |
|---|---------|
| Full name of Early Career Teacher (ECT) | |
| ECT Teacher Reference Number (TRN) | |
| ECT date of birth (DD/MM/YYYY) | |
| School/Academy name | |
| Induction tutor name and role | |
| Mentor name and role | |
| Progress review period start date | |
| Progress review period end date | |
| Term 1 / 2 / 4 / 5 / Other? | |
| Is the ECT full-time or part-time? (Give the FTE if PT) | FT / PT |
| Days absent in this period | |

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled (adjusted to FTE if the ECT is part-time).

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed. **Based on current**

performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?

Yes / No

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

Use this box for the answer:

been increased opportunity to contact parents to discuss both work related and pastoral issues.

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

Yes / No

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

Yes / Not yet

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

Yes / No Through Ambition Institute and Prince Henry's TSH

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

Yes / No

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

Use this box for the answer

Teacher comments

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

Use this box for the answer

Section 3 - Signatures

Induction tutor. This progress review was completed by:

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

Early Career Teacher.

| | |
|--------------------------|--|
| Signature | |
| Date (DD/MM/YYYY) | |

In all instances, copies of this progress review should be provided to the ECT and their designated mentor.

If the answer given to questions (1), (3), (5) or (6) is 'No', or if the appropriate body has requested a copy, copies should also be provided to the headteacher/principal and appropriate body. Additionally, appropriate bodies are able to request copies of any ECT's progress review forms.

GDPR statement on data collection

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention, and storage of data.