



**Early Career Teacher
Induction Guidance
2022-23**

Induction of Early Career Teachers

The Early Career Teacher (ECT) induction period is designed to provide both support and development allowing ECTs to build upon the knowledge and skills gained during initial teacher training. All ECTs will have a structured programme of professional development and flexible support which will build on the areas for development identified at the end of their training. Working alongside their Mentor and Induction Tutor, there will be a personalised programme of development, support and professional dialogue under the Early Career Framework with monitoring and assessment of performance against the relevant Teachers' Standards. The programme will support the ECT in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher. As a whole school we also want:

- To make ECTs feel welcome and at ease in their new environment;
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work;
- To ensure there is a system of support in place;
- To ensure that systematic and fair assessment procedures are in place based on the ECT's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements; and
- To recognise that the appointment of an ECT is a serious responsibility and that appropriate funding will be given to support the ECT.

The Early Career Framework (ECF) sets out what new teachers learn so they are ready to have the greatest impact on students. The ECF draws upon strong evidence available from effective teaching independently reviewed by the Education Endowment Foundation and allows teachers to build upon their teaching expertise, honouring their skills required in Initial Teacher Training. The ECF sets out two types of content. Key evidence statements "Learn that..." and practice statements "Learn how to..." are split into eight sections and include:

- High Expectations
- How Pupils Learn
- Subjects & Curriculum
- Classroom Practice
- Adaptive Practice
- Assessment
- Managing Behaviour
- Professional Behaviours

Support for ECTs

Oversight of ECT Induction: Deborah Gordon (Assistant Principal: Curriculum & Professional Development)

Induction Coordinator: Georgina Ward (Early Career Coordinator)

Induction Tutor: Deborah Gordon or Georgina Ward

Mentor: HOD or an experienced member of the department

Appropriate Body: Cambridgeshire: Phil Nash 01223 699448 phil.nash@cambridgeshire.gov.uk

Early Career Framework Delivery Partner: Advantage Schools

Early Career Framework Provider: Ambition Institute

Induction Tutor

The Induction Tutor will oversee the monitoring, support, and assessment of all ECTs. They will provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development. They will oversee and quality assure the work of ECTs and Mentors, for example ensuring that the ECT's teaching is observed, and feedback provided throughout the induction period. ECTs in their first year should be observed weekly by their mentor using short 10-15minutes observations in an Instructional Coaching style and by their Induction Tutor once a half term. For ECTs in their second year (ECT2s), the instructional coaching observation becomes fortnightly. The Induction Tutor will carry out regular progress reviews throughout the induction period including *Half Termly Review Meetings* and *Yearly Formal Assessment Meetings*, co-ordinating input from mentors and other colleagues as appropriate to evaluate the ECT's strengths and progress in relation to the Teachers' Standards (please see 'Progress Review & Formal Assessment' section for more details).

ECT1s will have their first induction meeting with their Induction Tutor, ideally within the first three weeks of the autumn term, to discuss the ECT's goals and initial objectives. This will involve writing targets for the first term, developing or adapting those they made at the end of their training year. Mentors might like to discuss these with them in advance. The ECT should also send their Induction Tutor and Mentor a copy of their Career Entry Development Profile (or equivalent transition document) which will provide a mechanism for the ECT to develop his/her individual path of professional development in advance to this meeting.

Key documents: see Appendix A for Initial Meeting with Induction Tutor/Coordinator & Action Plan form

Mentor

The Mentor will provide regular ongoing monitoring and feedback to the ECT, using an Instructional Coaching style; this will happen weekly for ECT1s and fortnightly for ECT2s. The Mentor should provide day-to-day monitoring and support where necessary and provide effective coaching and mentoring to support the ECT in their progress in relation to the relevant teachers' standards. The Mentor has responsibility for guiding the ECT through the content of the Early Career Framework, using this as a tool to support and develop the ECT's practice. The Mentor and ECT should hold a weekly meeting to discuss the ECT's progress and areas for development using Steplab, a professional learning platform for schools that harnesses instructional coaching and data-driven insights to systematically improve teaching and learning; a timetabled hour per week is allocated for this. In year two this drops down to once per fortnight. The ECT can also complete the ECT Mentor Meeting Record Form during the meeting and share this with their Mentor if they feel this is beneficial.

The Mentor should also ensure that:

- the ECT has been provided with a reduced timetable to enable them to undertake activities in their induction programme
- they are available on a day-to-day basis to support the ECT where necessary
- the ECT is regularly teaching the same class(es)
- they meet regularly with their ECT and at least weekly for ECT1s or at least fortnightly for ECT2s, as described above. If you have several ECTs in your department you could meet with them together to discuss general topics/issues connected with schemes of work, syllabuses etc. and sometimes individually for more focussed discussion.
- there are opportunities to involve similar planning, teaching, and assessment processes to those in which other teachers working in similar substantive posts in the academy are engaged
- the ECT is not involved in additional non-teaching responsibilities without the provision of appropriate preparation and support
- take prompt, appropriate action if an ECT appears to be having difficulties, communicating with the Induction Tutor

Key documents: See Appendix B for the ECT Mentor Meeting Record form

Observations

An ECT's teaching should 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 Teachers' Standards. They are a useful opportunity for formative feedback and reflective discussions regarding the ECT's progress and development priorities. Observations will be undertaken by the Induction Tutor at least once every half term. Shorter 10–15 minute observations will be carried out by the mentor once a week for ECT1s and fortnightly for ECT2s. Observations should be carried out in a supportive fashion with professionalism, integrity, and courtesy; be evaluated objectively and reported accurately and fairly. The Induction Tutor should use the 'ECT Induction: Observation Record Form' to highlight the Teaching Standards the ECT is working towards

whilst Mentors will record their evaluations on Steplab. Lesson observations will provide some of the evidence required to demonstrate that an ECT is meeting the Teachers' Standards which will be referred to within the reports. This form is also available electronically via Teams.

The lesson focus should be clarified and agreed in advance to the lesson observation. Afterwards, the ECT and the observer should meet to review teaching that has been observed and feedback should be prompt and constructive identifying key strengths and areas of development with action points and strategies to address areas where development has been identified. This conversation should ideally take place on the same day as the observation or during the weekly Mentor meeting period.

Key documents: see Appendix C for ECT Induction: Observation Record Form

ECTs should also take the opportunity of their reduced timetable to observe other colleagues within and outside of their subject departments on at least a fortnightly basis. Observations can be very effective in helping ECTs to gauge appropriate expectations of students and to extend their teaching strategies. Such observation is particularly effective when:

- a focus has been agreed that is linked to the ECT's objectives or focus for professional development
- the observation objectives have been shared between the ECT and the classroom teacher
- the ECT gets the opportunity to observe teaching once per fortnight, but little and often is the best medicine
- observations include the opportunity to observe others teaching the ECT's students
- criteria have been identified for gathering information
- provision has been made for post-observation discussion.

ECTs should keep a record of their observations on the ECT Observation Log. This record can be used as evidence for the ECT's report.

Key documents: see Appendix D for ECT Observation Log

Progress Review & Formal Assessment

Professional Progress reports in terms 1,2,4 and 5

Regular termly progress reviews will be carried out by the Induction Tutor throughout the induction period. The meeting will review the ECT's progress against the Teachers' Standards and is informed by a range of existing evidence. The review will highlight the ECT's areas of strengths and progress made in relation to the teaching standards and will provide opportunities for development targets to be created.

Key documents: see Appendix E for ECT: Progress Review Form

Formal Assessment reports in term 3 (end of year 1) and term 6 (end of year 2)

ECTs will have two formal assessments during the total induction period, co-ordinating input from the Induction Tutor and other colleagues as appropriate. This should be a collaborative process between the Induction Tutor and the ECT, detailing evidence gathered during the preceding assessment period and drawing on the ECT's work as a teacher and from their induction programme in relation to the Teachers' Standards. ECTs should be kept up to date on their progress; there should be no surprises. 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 and the form will be submitted to the Appropriate Body (online via the ECT Manger website).

Key documents: See Appendix F for ECT: Formal Assessment Form

Key report deadlines:

Progress Review Submission Dates

Term 1 progress report:	due end of autumn term 2022
Term 2 progress report:	due end of spring term 2023
Term 4 progress report:	due end of autumn term 2023
Term 5 progress report:	due end of spring term 2024

Formal Assessment submission dates

End of Year 1:	approx. 10 working days before end of term
End of Year 2:	approx. 10 working days before end of term

To pass induction, ECTs need to be consistently meeting the Teachers' Standards. ECTs may find it useful to keep a log of the Teaching Standards they have met using the 'Teachers' Standards Tracker form'. This will be a useful document to refer to when evidencing the Teaching Standards during progress review and formal assessment meetings.

Key documents: See Appendix G for ECT Induction: Teachers' Standards tracker

Reduced timetable

An ECT is entitled to an additional 10% time off-timetable to undertake appropriate professional development, be mentored, and spend extra time in non-contact work. From 2021, teachers in their second year of teaching will receive a 5% additional off timetable time, as part of the Early Career Framework that is being introduced by the government, with an early rollout starting in September 2020.

Continuing Professional Development during induction

During the induction period ECTs are entitled to additional professional development underpinned by the Early Career Framework. The reforms entitle all ECTs to a fully-funded programme of structured support and training which builds upon the initial teacher training year and helps support developing practice in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

ECTs will receive a structured programme of professional development which will include attending training sessions with other ECTs, webinars, self-study/reading and observations of others. ECTs will meet with the Induction Co-ordinator every Monday 3:20-4pm* to discuss and participate within this professional development. ECTs may find it useful to record their participation in Professional Development activities using the 'Professional Development Record' which can be used as evidence during Progress Review & Formal Assessment meetings.

*Times and dates may vary throughout the programme, however notice will be given in advance.

Key documents: See Appendix H for ECT Induction: Professional Development Record

Concerns

Where an ECT has concerns about the Induction provision or support they are receiving, they should raise these concerns with their Mentor, Induction Tutor, another relevant person named in the 'Support for ECTs' section above or the Principal.

Where a Mentor, Head of Department, Induction Tutor, or other relevant colleague, has concerns about the progress that an ECT is making, the Induction Coordinator and Assistant Principal: Curriculum & Professional Development should be informed, so that appropriate support can be provided.

ECT's Initial Meeting with Induction Tutor/Coordinator & Action Plan

ECT:

Induction Tutor:

Date:

Items to discuss	Notes
1. Is the ECT aware of the support, monitoring and assessment procedures which will be provided to assist their successful induction and professional development?	
2. Is the ECT aware of the role of the Induction Tutor and Mentor and who these individuals are? (please refer to Induction Guidance booklet pages 6-10)	
3. How has the term started? What aspects does the ECT feel confident about & what aspects do they feel need development? Use these as a starting point for the first half term's objectives.	
4. Discuss the ECT's targets from ITT. These can also be fed into the objectives for this half term.	

<p>5. What guidance has the ECT had so far in the areas of planning and assessment? Are they confident with the school's procedures and policies?</p>	
<p>6. Has the ECT received safeguarding training?</p>	
<p>7. Has the ECT activated their free Chartered College of Teaching membership? They will have received an online link from the ECT Induction Service in their welcome email.</p>	
<p>8. Set the date for the first observation by the induction tutor and a focus.</p>	
<p>9. Set the dates for the half termly reviews, termly progress reviews and end of year assessment meeting.</p>	
<p>10. Is the ECT aware of who the 'ECT Named Contact' is and their role? (Please refer to the most up to date details in the Induction Guidance booklet page 7)</p>	
<p>11. Provide form F for recording professional development activities and discuss CPD plans.</p>	

Action Plan for first term

Objectives for next term (linked to Teachers' Standards)	Success Criteria	Actions to be taken, and by whom	Resources required

Date for first half termly review:

Induction Tutor/Coordinator signature:

ECT signature:

ECT Mentor Meeting Record

ECT _____

Mentor _____

Date _____

Discussion and reflection on previous targets and achievements

Target	Training activities & links to the Early Career Framework	Achieved (date)

Action points, notes, AOB

ECT Induction: Observation Record

Form B

(Focused on those teachers' standards which can normally be observed during a lesson.)

ECT:	Observer:
Subject:	Date and Duration:
Class/Year Group: Number of students:	Focus targets:
Lesson Context:	

Part one: Teaching		
1. Set high expectations which inspire, motivate and challenge students		
1a. establish a safe and stimulating environment for students, rooted in mutual respect		
1b. set goals that stretch and challenge students of all backgrounds, abilities and dispositions		
1c. demonstrate consistently the positive attitudes, values and behaviour which are expected of students		
2. Promote good progress and outcomes by students		
2a. be accountable for students' attainment , progress and outcomes		
2b. be aware of students' capabilities and their prior knowledge and plan teaching to build on these		
2c. guide students to reflect on the progress they have made and their emerging needs		
2d. demonstrate knowledge and understanding of how students learn and how this impacts on teaching		
2e. encourage students to take a responsible and conscientious attitude to their own work and study		
3. Demonstrate good subject and curriculum knowledge		

3a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings		
3b. demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship		
3c. demonstrate an understanding of and take responsibility for promoting high standards of literacy , articulacy and the correct use of standard English, whatever the teacher's specialist subject		
4. Plan and teach well-structured lessons		
4a. impart knowledge and develop an understanding through effective use of lesson time		
4b. promote a love of learning and children's intellectual curiosity		
4c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understand students have acquired		
5. Adapt teaching to respond to the strengths and needs of all students		
5a. know when and how to differentiate appropriately, using approaches which enable students to be taught effectively		
5c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development		
5d. have a clear understanding of the needs of all students , 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		
6b. make use of formative and summative assessment to secure students' progress		
6d. give students regular feedback , both orally and through accurate marking, and encourage students to respond to the feedback		
7. Manage behaviour effectively to ensure a good and safe learning environment		

7a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		
7b. have high expectations of behaviour , and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
7c. manage classes effectively , using approaches which are appropriate to students' needs in order to involve and motivate them		
7d. maintain good relationships with students, exercise appropriate authority, and act decisively when necessary		
8. Fulfil wider professional responsibilities		
8b. develop effective professional relationships with colleagues , knowing how and when to draw on advice and specialist support		
8c. deploy support staff effectively		

Part two: Personal and professional conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

9a. treating students with dignity, building relationships rooted in mutual respect , and at all times observing proper boundaries appropriate to a teacher's professional position		
9b. having regard for the need to safeguard students' well-being, in accordance with statutory provisions		
Additional comments based on record keeping (data) and/or planning (6c, 4a)		

Summary of discussion with ECT

Strengths	Areas for Development
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Agreed Actions

On the evidence of this observation is the school's judgement on the ECT's progress confirmed?

- Yes
- No

Comments:

Signed (ECT)..... **Date**.....
Signed (Observer)..... **Date**.....

ECT Reflection (4d)

Additional space for notes



ECT Observation Log

Please use this document to record brief notes about lessons you observe throughout your ECT year.

Date	Teacher
Subject	Group
Observation focus	
What did you learn?	

Date	Teacher
Subject	Group
Observation focus	
What did you learn?	

Date	Teacher
Subject	Group
Observation focus	
What did you learn?	

Early Career Teacher: Progress Review Form

N.B This is an exemplar form to give an indication of sections that will need to be completed. All statutory induction reports are completed and submitted online on the ECT Manager website.

This form is for induction tutors to complete the necessary progress review of the Early Career Teachers (ECTs) in any term where a formal assessment is not required (i.e. terms 1,2,4 and 5). Further guidance is available in paragraphs 2.46 – 2.51 of the [statutory guidance on induction](#).

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**

Personal details and induction details (*most of this section will be pre-populated by the ECT Manager website*)

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	
Mentor name	
Progress review period start date	
Progress review period end date	
Term 1 / 2 / 4 / 5	
Is the ECT full-time or part-time?	FT / PT
Days absent in this period	

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

If the ECT is not on track to successfully complete induction, has the ECT been informed? Yes/No

If the ECT is not on track to successfully complete induction, has a support plan been put in place? Yes/No (*If yes, please ensure the ECT Adviser has been informed and send the support plan to ect@cambridgeshire.gov.uk*)

Quality assurance questions

- a) Is the ECT accessing a programme of support based on the Early Career Framework?
Yes / No
- b) Is the ECT receiving regular support from a mentor to support with the Early Career Framework? **Yes / No**
- c) Is the ECT receiving 10% (year 1) or 5% (year 2) ECT release time to complete induction-related activities? **Yes / No**
- d) Has the ECT had the opportunity to observe other teachers? **Yes / No**
- e) Has the ECT been formally observed and received formative feedback against the Teacher Standards at least once every half term? **Yes / No**
- f) Has the ECT met with the Induction Tutor at least once per half-term to discuss progress against the Teacher Standards? **Yes / No**

Comments

Give brief details of areas of strength and progress made, clearly linking to Teachers' Standards and evidence.

It is helpful to relate back to any objectives set at the end of ITT/during the term – to what extent has the ECT achieved these? What are their areas of strength? What evidence is there to support this?

Briefly describe agreed development targets, clearly linking to Teachers' Standards and any support that will be provided for the ECT.

ECT section – to be completed by the ECT

ECT Statutory Entitlements

- a) Are you accessing a programme of support based on the Early Career Framework? **Yes / No**
- b) Are you receiving regular support from your mentor to support you with the Early Career Framework? **Yes / No**
- c) Have you had your 10% (year 1) or 5% (year 2) ECT release time? **Yes / No**
- d) Have you had the opportunity to observe other teachers? **Yes / No**
- e) Have you been formally observed and received formative feedback against the Teacher Standards once every half term? **Yes / No**
- f) Have you met with your Induction tutor at least once per half-term to discuss your progress against the Teacher Standards? **Yes / No**
- g) Have you met with your Induction tutor to discuss this progress review? **Yes / No**

ECT Comments Please use the box below to make any other brief comments on this period of your induction that you wish to record.

Digital signatures

(ECT Manager will send reminder emails for these once the ECT has commented and signed)

ECT:

Induction Tutor:

Headteacher:

Early Career Teacher: Formal Assessment Form

N.B This is an exemplar form to give an indication of sections that will need to be completed. All statutory induction reports are completed and submitted online on the ECT Manager website.

This form is for the formal assessment of Early Career Teachers (ECTs) at the end of Year 1 and Year 2 of their statutory induction. It will also be used for **interim assessments** which are completed by the school when an ECT leaves induction partway through a year.

Form handling advice

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

Personal details and induction details (*most of this section will be pre-populated by the ECT Manager website*)

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	
Mentor name	
Assessment period start date	
Assessment period end date	
Term 1 / 2 / 4 / 5	
Is the ECT full-time or part-time?	FT / PT
Days absent in this assessment period	

Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period.

The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.

(For final assessments only) The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion

of the induction period and an extension to the induction period is required.

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

Yes / No

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

Use this box for the answer

If the ECT is not on track to successfully complete induction, has the ECT been informed? Yes/No

If the ECT is not on track to successfully complete induction, has a support plan been put in place? Yes/No (If yes, please ensure the ECT Adviser has been informed and send the support plan to ect@cambridgeshire.gov.uk)

Quality assurance questions

- h) Has the ECT accessed a programme of support based on the Early Career Framework?
Yes / No
- i) Is the ECT receiving regular support from a mentor to support with the Early Career Framework? **Yes / No**
- j) Is the ECT receiving 10% (year 1) or 5% (year 2) ECT release time to complete induction-related activities? **Yes / No**
- k) Has the ECT had the opportunity to observe other teachers? **Yes / No**
- l) Has the ECT been formally observed and received formative feedback against the Teacher Standards at least once every half term? **Yes / No**
- m) Has the ECT met with the Induction Tutor at least once per half-term to discuss progress against the Teacher Standards? **Yes / No**

Comments

Briefly describe strengths and progress made towards meeting the Teachers' Standards, clearly linking to evidence. Do not reproduce evidence in full. The Teachers' Standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

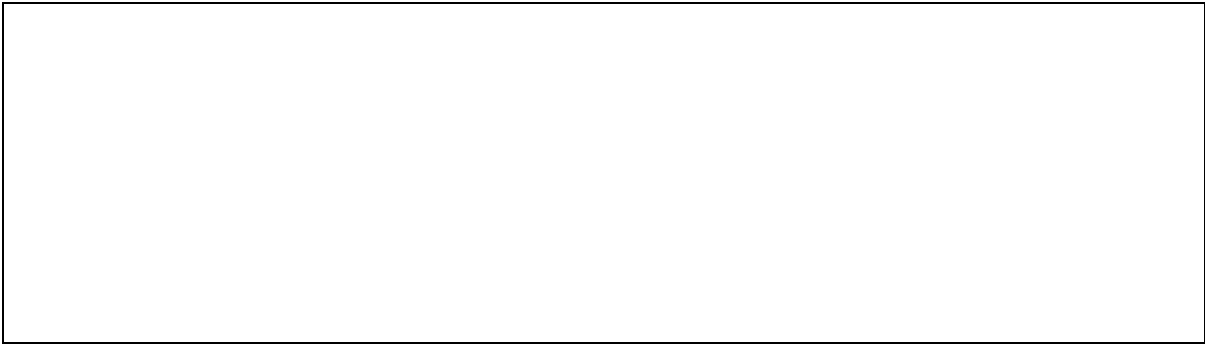
TS1 Set high expectations which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils


TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well structured lessons

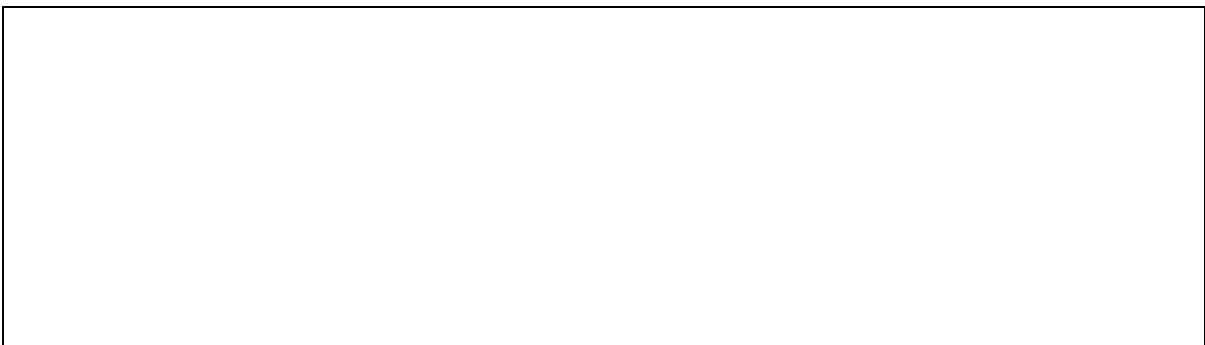
TS5 Adapt teaching to respond to the strengths and needs of all pupils



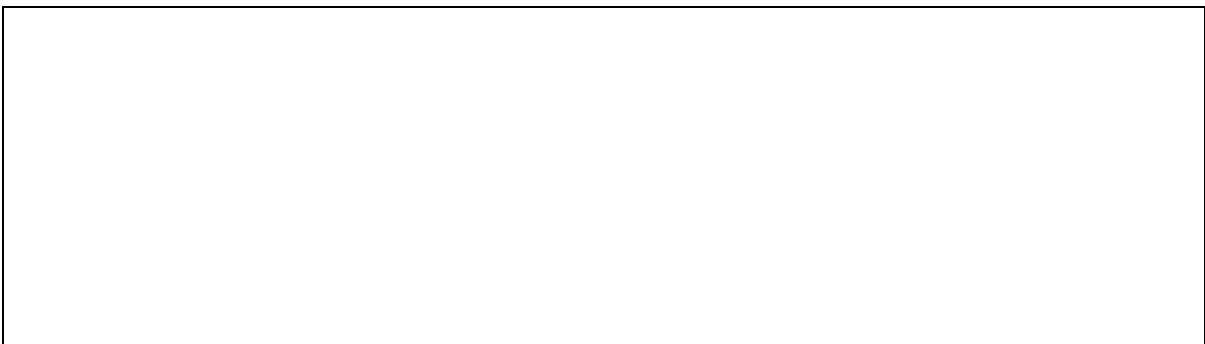
TS6 Make accurate and productive use of assessment



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



TS8 Fulfil wider professional responsibilities



Personal and professional conduct

Briefly describe agreed development targets, clearly linking to Teachers' Standards and any support that will be provided for the ECT.

Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it is useful for the ECT's continued development to identify some objectives/areas for further development going forward.

ECT section – to be completed by the ECT

ECT Statutory Entitlements

- a) Are you accessing a programme of support based on the Early Career Framework? **Yes / No**
- b) Are you receiving regular support from your mentor to support you with the Early Career Framework? **Yes / No**
- c) Have you had your 10% (year 1) or 5% (year 2) ECT release time? **Yes / No**
- d) Have you had the opportunity to observe other teachers? **Yes / No**
- e) Have you been formally observed and received formative feedback against the Teacher Standards once every half term? **Yes / No**
- f) Have you met with your Induction tutor at least once per half-term to discuss your progress against the Teacher Standards? **Yes / No**
- n) Have you met with your Induction tutor to discuss this progress review? **Yes / No**

ECT Comments Please use the box below to make some brief comments on this period of your induction that you wish to record.

Digital signatures

(ECT Manager will send reminder emails for these once the ECT has commented and signed)

ECT:

Induction Tutor:

Headteacher:

Part Two: Personal and Professional Conduct

The part two standards are just as important as those in part one, but are often evidenced slightly differently and sometimes the absence of problems or issues is evidence that an element within the standard is being met. This section of the tracker can be used to record positive evidence as well as ensuring that difficulties or concerns are also noted.

	Particular achievements, issues, concerns or difficulties	
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • 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 	1a	
	1b	
	2a	
	2b	
	3a	

<p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p>	<p>3b</p>	
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<p>4</p>	
	<p>5</p>	

