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**The John Fisher School**  
**Induction of Early Career Teachers**  
**(ECTs)**

**Responsible:** Governors' SLAW Committee

**Next Review Date:** July 2024

## **Policy for the Induction of Early Career Teachers (ECTs)**

### **Rationale**

School's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations/learning visits are provided through a structured but flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, can be built.

### **Purposes**

School's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

- To support the introduction of the Early Career Framework (ECF) for all ECTs joining the school from September 2021;
- To provide a 2-year induction and CPD programme for teachers at the start of their careers - statutory entitlement for all early career teachers;
- To provide increased protected time for self-directed learning and mentoring (10% in year 1 and 5% in year 2);
- To provide ECTs with professional development training totalling 21 hours in total;
- To provide in school professional development activity totalling 61 hours in total;
- To provide programmes appropriate to the individual needs of the ECT and frequent review of performance against the Core Standards;
- To provide guidance and support to enable ECTs to meet the Core Standards by the end of their induction year;
- To provide appropriate mentoring and coaching through a dedicated non-judgemental 'Onside' mentoring scheme
- To provide appropriate action planning, reviewing, monitoring and support through the role of an identified ECF induction lead (PCM);
- To provide ECTs with examples of good practice both within school and at other schools as part of the Sutton Secondary School Partnership;

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- To help ECTs form good relationships with all members of the school community and stakeholders;
- To help ECTs become aware of the school's role in the local community;
- To ensure reflection on their own and observed practice;
- To provide opportunities to identify areas for development and to form action plans to meet identified targets via a support/intervention plan;

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

### **Roles and Responsibilities**

#### ***The Governing Body***

The Governing Body will be fully aware of the contents of Guidance to the Law 'The Education (Induction Arrangements for School Teachers) (England) Regulations 2012' which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date of induction arrangements.

The Governing Body will seek guidance from the appropriate body (**London Borough of Sutton**) if necessary.

#### ***The Headteacher***

The Headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. While the implementation of the ECF Induction Programme will be led by an induction tutor/coordinator, who oversees individual induction, the Assistant Headteacher with responsibility for Initial Teacher Training (ITT) will also observe each ECT during the academic year. Statutory responsibilities are to:

- Notify the Appropriate Body (Wandle Teaching School Alliance) when an ECT who is taking up a post in which they will be undertaking induction joins the school/college, before the appointment begins;

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- Ensure the ECT's post is a suitable post in which to serve induction;
- Ensure that an appropriate ECF induction programme is in place;
- Ensure the ECT has both a reduced timetable (10% ECT time) and PPA time as necessary;
- Ensure the ECT +1 has both a reduced timetable (5% ECT time) and PPA time as necessary;
- Where relevant obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period;
- Appoint an ECF induction lead (PCM) (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place;
- Ensure the ECF induction lead (PCM) is appropriately trained and has time to carry out their role;
- 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, particularly if progress towards meeting the standards may be at risk;
- Maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period;
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;
- Periodically inform the Governing Body about the school's induction arrangements;
- Ensure termly assessment reports are completed (on pro rated time scale for part-time staff) and sent to the Appropriate Body as required;
- Participate appropriately in the Appropriate Body's Quality Assurance procedures;
- Consult and agree with Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period;
- Within 10 days of the ECT completing the induction period, make a recommendation to the Appropriate Body on whether the ECT has met the core standards, using agreed forms;

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- Provide interim assessment reports for staff moving in-between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school/college;
- Retain all relevant documentation/evidence on file for six years;

While the headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction lead (PCM) or other suitably experienced colleague. In addition to the statutory requirements the headteacher will:

- Observe and give written warnings to an ECT at risk of failing to meet the required standards;
- Keep the Governing Body aware and up to date about induction arrangements and where appropriate, the ECT's progress.

***Assistant Headteacher (with responsibility for ITT)***

The Assistant Headteacher with responsibility for ITT oversees the induction of ECTs when there is more than one ECT working in the school at one time. He/she is responsible for ensuring that induction tutors are fulfilling their roles and provides support and advice to induction tutors. He/she ensures that all evidence is adequately recorded and that the school has a consistent approach to induction.

***Induction Tutor (PCM)***

The principal requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

The induction tutor provides the ECT with day-to-day monitoring and support and must:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with Appropriate Body where necessary);
- Carry out fortnightly Professional Studies session to enhance their progress with a fortnightly reflection session on progress / observations
- Carry out 6 reviews of progress during the induction period;

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- Undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate
- Undertake 6 observations of the ECT's teaching and provide the ECT with copies of written feedback;
- Ensure ECTs 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 and appropriate action where an ECT appears to be experiencing difficulties; and
- Ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

**Early Career Teacher - The ECT has a vital part to play in their own induction.**

**Before the period starts:**

- Checking that they have passed any skills tests prior to starting the induction period
- Checking with the DfE Teaching Agency that they have been awarded QTS before starting an induction period; and
- Providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- At the earliest opportunity following appointment meet with their induction lead to discuss and agree priorities for their induction programme and development, and keep these under review;
- Agreeing with their tutor how best to use their ECT reduced timetable allowance;
- Recording evidence of their progress against the core standards;
- Participating fully in the agreed monitoring and development programme;
- Raising any concerns with their induction tutor as soon as practicable;
- Consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- Keeping track of and participating effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;

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- Agreeing 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; and
- Retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period.

In addition:

- ECTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits.

### **The Appeal Body**

The DfE Teaching Agency (TA) is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- Allow the appeal;
- Dismiss the appeal; or
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

### **Entitlement and Continuing Professional Development**

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements of the Teachers' Standards for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post;
- Structured visits to the school (New Staff Induction Day – SPD 4) prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these;
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme;

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- Regular meetings with mentor, SLT, subject coordinators and other key staff where appropriate;
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA without delay.

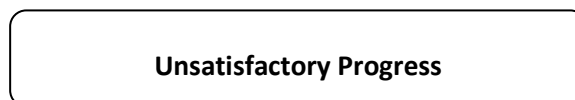
Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out according to the LA's *Advice and Guidance for ECTs Who Require Additional Support*. Where necessary, the Headteacher/Assistant Headteacher will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to help a failing ECT improve.

**Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named LA contact.

**Procedures to follow after the appointment of an ECT:**

The following flow chart identifies actions which need to be taken after an ECT has been appointed:



The vast majority of ECTs will complete the induction period satisfactorily. Nevertheless, there will be ECTs who, at some stage of their induction programme, may be judged to be making unsatisfactory progress or feel themselves that they are not progressing as they would like. If this occurs, early action must be taken in order to provide the ECT with the opportunity to make the necessary improvements to his or her performance.



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All ECTs must be monitored in accordance with the statutory guidance - <http://media.education.gov.uk/assets/files/pdf/induction%20statutory%20guidance%20april%202012.pdf> . This process should enable the headteacher to identify any difficulties experienced by the ECT in making progress towards the core standards at an early stage.

**Putting in place additional monitoring and support**

If it becomes apparent that an ECT is not making satisfactory progress, the headteacher must ensure that additional monitoring and support measures are put in place immediately (*See Appendix 1 and 2*). **Action to improve performance must not be delayed until a formal assessment meeting has taken place.** Additional action might include setting more specific or shorter-term objectives and closer monitoring and recording of progress. It is important that concerns are communicated quickly to all those with responsibilities in the induction process; including the ECT, induction tutor and the Appropriate Body. It is especially important that the ECT is made aware of the area(s) in which they need to improve their practice, and that he or she is given every opportunity to improve his or her performance and go on to meet the core standards. A sample support plan is provided at the end of this document.

Where there is concern about the ECT's progress, both the headteacher and the Appropriate Body should be satisfied that:

- the assessment of the ECT is well founded and accurate;
- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards meeting the teachers' standards; and
- an effective support programme is in place to help the ECT improve and to address identified areas for development.

**Arranging a professional review by a third party**

In cases where the induction tutor is not the Headteacher, the Headteacher/Assistant Headteacher must observe the teaching of any ECT considered not to be making satisfactory progress, in addition to the observations which take place as a part of the induction process. The school should also use its own monitoring systems to identify ECT support needs (*See Appendix 1 and 2*)

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

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In many cases the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be formally assessed at the end of the period as having met the core standards.

However, in some cases improvement will not be enough. Where there are still concerns about the ECT's progress at the next assessment point (and this is not the final assessment), the headteacher should explain to the ECT where 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.

Following the discussion, the headteacher must complete the relevant assessment form and send it to the Appropriate Body, indicating to the Appropriate Body that, at their current rate of progress, the ECT is at risk of not completing their induction satisfactorily. In addition to comments on progress, the completed assessment form should, in these circumstances, include brief details of the issues discussed.

The ECT should as normal sign the assessment form to confirm that he or she is aware of the contents of the form. The headteacher should then give the original copy of the completed form to the ECT, send a copy to the Appropriate Body and retain a copy.

**Induction in more than one institution**

The headteacher and Appropriate Body should act promptly in circumstances where an ECT experiencing difficulties has served part of their induction in another institution, and where at the time of the latest appointment there is only a short period of the induction period left to serve. It is also important in these circumstances that the headteacher has (as required, on appointment) contacted the previous Appropriate Body to obtain copies of earlier assessment reports, including any interim assessments and details of any absences. This will ensure any previously identified support needs are met as quickly as possible.

Where performance remains unsatisfactory at the point of the final assessment the headteacher should follow the guidance and take action as set out below.

**Completing the third formal assessment form and making the recommendation**

Following the third and final formal assessment meeting the relevant assessment form should be completed by the induction tutor and/or headteacher (as appropriate). This form must record the

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headteacher's final recommendation as to whether or not, upon completion of the induction period, the ECT has met the teachers' standards.

The headteacher, the induction tutor and the ECT must then sign the final assessment form and the ECT should be invited to add their comments before signing the form.

The headteacher should ensure a signed copy of the assessment form, containing the recommendation, is sent to the Appropriate Body **within ten working days from the date of completion of the induction period**. The headteacher should keep a copy, and give the original to the ECT. Copies of all assessments and supporting evidence should be retained for six years by the headteacher/principal and the Appropriate Body.

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**The aims of ECT induction**

- To build on and extend knowledge and skills developed during ITT.
- To provide a programme to assist the ECT to meet the Teachers' Standards.
- To provide a programme that is tailored to suit the ECT's needs to include a reduced timetable of 10% ECT and PPA time.

In order to confirm that the ECT has received appropriate support, we will evidence the following:

1. Evidence of the reduced timetable which enables them to undertake activities in their induction programme	<i>10% PPA 10% ECT</i>
2. Programme for ECT which is 'appropriately targeted' based on prior induction period evidence including 'specific or additional support'.	<i>See ECT programme</i>
3. Evidence of effective coaching and mentoring from all the induction tutors involved	<i>Ensure that the induction tutors/ mentors are trained and able to do the role effectively.</i>
4. Evidence of when ECT began to show s/he was experiencing difficulties and the action planned to deal with this	<i>Initial Support/Intervention plan for an ECT (see Appendix 1)</i>
5. The 'personalised' supported programme for the ECT including evidence of:  (a) The meeting to discuss with the induction tutor their strengths and weaknesses.  (b) The agreed timetable of observations, reviews and assessment meetings.  (c) The personalised development plan.  (d) The appropriate programme of training and improvement activities.  (e) Induction into institution-wide policies, including safeguarding/child protection, behaviour management, SEN and H&S.  (f) Opportunities for more targeted support and advice in (f) above.  (g) Appropriate training development and advice from outside organisations.  (h) External training events relevant to identified needs.	<i>(a) ECT mentoring/coaching diary.  (b) ECT mentoring/ coaching diary.  (c) Discussed at professional review meetings.  (d) See ECT programme  (e) In-school induction within first weeks.  (f) In-school induction within first weeks.  (g) In-school induction within first weeks.  (h) CPD/ networking</i>

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6. Evidence of opportunities to observe experienced teachers to develop good practice in those areas of teaching identified as requiring development.	<i>School to outline expectations on use of ECT time, some of which to be used on in and out of school observations /non-hierarchical coaching triads</i>
7. Evidence of feedback from observations relating to identified needs.	<i>See ECT lesson observation and feedback form.</i>
8. Reviews and the revision of objectives.	<i>Mentoring diary and professional reviews.</i>
9. The written reports of observations and progress review meetings which were used to inform the formal assessment meeting and the formal assessment record.	<i>ECT folder</i>
10. Follow up support to initial support/ intervention plan	<i>See personal development plan (appendix 2)</i>
11. Which standard(s) is the ECT at risk of not meeting?	<i>Mentor meetings/ professional reviews</i>
12. What further support does the ECT think s/he needs?	<i>Mentor meetings/ professional reviews</i>
13. What further support does the school think the ECT needs?	<i>Mentor meetings/ professional reviews</i>



**Initial Support/Intervention plan for an ECT (exemplar)**

<b>Target 1: Routine within classes</b>	<b>Intervention / support</b>
Time-keeping	Make sure you are downstairs waiting for your class before they are - this will help with the foundation of behaviour management. This is where you check uniform, correct seating plan etc.
Presence and control	... has agreed to help with voice control & management to help you with presence in your classes.
Structure	To watch ..... for "Do now" tasks so students settle straight away - this will also help the student's subject knowledge.
<b>Target 2: Reduce low-level behaviour</b>	<b>Intervention / support</b>
No whistle	Do not blow the whistle to gain students attention. Find a strategy that works for you, e.g. 5,4,3,2,1 and walk up and down/ circulate the class etc.
Follow the behaviour policy & removal rota	Constant circulation throughout class & high expectations of behaviour - do not settle for any poor behaviour whatsoever.  1. Physically take their lanyard 2. Warning again = 20 minutes 3. Subject removed (please follow rota)
ECT help	ECT +1 .....will be mentoring..... to help with presence & control..... faced challenges as an ECT last year with some difficult classes. .... is now a very confident practitioner who hardly has any behaviour issues due to consistency of expectations.
Lesson planning	Make sure you have a lesson plan (doesn't need to be the whole observation plan) so that you know exactly what is to be taught/ intended learning outcomes. Have spare worksheets / textbook pages ready for students who finish early to stretch them academically.

**Name/subject of ECT:** \_\_\_\_\_

**Date of intervention:** \_\_\_\_\_

**Intervention targets agreed by:** CDR (PCM) + JEV (AHT)

Appendix 2



**A Personal Development Plan for an ECT**

**Objectives and Success Criteria**

*Focus on the key areas for improvement that have been identified in the previous term and that will enable the ECT to pass the induction. The teachers' standards are the success criteria by which they should be measured – make sure you identify the right ones.*

Objective for development	Success Criteria – Teachers' Standard
1.	
2.	
3.	

**Support Activities**

*Identify the activities that will best enable the ECT to address his/her areas for improvement and who will work with them to achieve it. It is important that the ECT is able to spend time reviewing the outcome of each activity with his/her induction tutor, or by self-evaluation, thus being able to agree a new focus for improvement. Outcomes and follow-up can be noted in more detail on a separate sheet.*

Activity	Whom	Date/Target date	Review – process, outcomes, follow-up

**Monitoring Activities**

*How will the ECT's progress be monitored and judged? By observation, by interview, by self-evaluation. Who will undertake these?*

Activity	Date/Target date	Whom

**Evidence of progress from monitoring**

*Use this table to note down the key judgements being made as an outcome (these can be more detailed on a separate sheet).*

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Monitoring activity/date	Judgment & Evidence

<b>Overall Evaluation</b>	
<i>What has been the overall outcome of the improvement and support programme? Focus on the core standards used in the initial plan/objectives. Ensure that the ECT is able to comment and agree. Any disagreement needs to be noted.</i>	
Teachers' Standard/Objective for development	Outcome of progress made by ECT
1.	
2.	
3.	
<b>Any issues arising?</b>	

<b>Comment by Induction Tutor</b>	<b>Signed/Dated</b>
<b>Comment by ECT</b>	<b>Signed/Dated</b>
<b>AHT signature and comment</b>	<b>Signed/Dated</b>





## **DFE: Teachers' Standards**

Teachers make the education of their students 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 students.

### **PART ONE: TEACHING**

A teacher must:

#### **1 Set high expectations which inspire, motivate and challenge students**

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

#### **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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 students 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 students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- 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**

- 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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**

- 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 students' 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 students 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 students' 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 students' 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.