

Early Career Teacher Induction Handbook

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Guidance for Early Career Teachers (ECTs)

Welcome to Teaching!

You have joined a vibrant and collaborative community of professionals as you begin your ECT induction. This process is designed to be an effective bridge between Initial Teacher Training and effective professional practice and will include a range of professional development opportunities over the next two years.

You are beginning your induction at a very exciting time as we embark on a new 2- year ECT induction period, which is underpinned by the Early Career Framework (ECF). This programme is designed to support ECTs at the start of their teaching careers by ensuring that you are accessing the most up to date evidence informed practice and an understanding of the strategies that really work in classrooms.

Your induction tutor and mentor will work with you to develop a programme that supports you during your induction period and you will be assessed against the Teachers' Standards at regular intervals to support your progress. **The process requires that you are actively involved.**

The programme will include 10% non-contact time in year 1 and 5% non-contact time in year 2 for professional development and induction related activities. In addition, you will be entitled to a further 10% off timetable for planning preparation and assessment (PPA), which should be provided on a regular basis (weekly or fortnightly).

If you have queries or concerns about your induction year, which cannot be dealt with in the school, your school's Appropriate Body (AB) may be able to help.

Please remember that you can ask for support from your ECT induction tutor, mentor, your headteacher, governors and other teaching staff in your school.

Roles, Responsibilities and Entitlements

What is your entitlement as an ECT?

- to be given well targeted support by your induction tutor, mentor and headteacher
- to have a structured induction programme, underpinned by the Early Career Framework (ECF), which is likely to involve you completing self-study activities, accessing training, regular meetings with your mentor, and observing experienced teachers (in your own and other schools)
- in year 1, to teach a 80% timetable, enabling you to have 10% professional development time and 10% planning and preparation time (PPA)
- in year 2, to teach a 85% timetable, enabling you to have 5% professional development time and 10% planning and preparation time (PPA)
- to be observed teaching by your induction tutor, your headteacher and maybe other members of staff e.g. subject leaders and be given helpful feedback [oral and written] that includes areas of strength and targets for development
- to have regular developmental meetings with your mentor
- to have progress review meetings and formal assessment meetings to review your progress towards achieving the Teachers' Standards, against which you will be assessed
- to be given support and advice to ensure you are able to evidence your professional development
- to feel that you are a full and valued member of the staff team
- to know that you are part of the process and actively involved

Your School will:

- provide you with a named induction tutor and a mentor, who will work together to support your professional development and monitor and assess your progress
- provide you with a structured induction programmed based on the ECF
- check that you have been awarded QTS and that you are registered with an Appropriate Body (AB) who will monitor and quality assure the induction process

- ensure that all record keeping and monitoring is done in the most streamlined and least burdensome way
- at the end of the induction, the Headteacher will make a recommendation to the AB about whether your performance against the Teachers' Standards is satisfactory, or requires an extension

Your Induction Tutor will:

- oversee all arrangements for induction, including the ECF professional development programme and other induction related activities
- carry out regular progress reviews, to consider your progress against the Teachers' Standards and next steps
- carry out formal assessment meetings and agree the judgements to be recorded on the assessment report
- ensure that your teaching is observed, and feedback is given promptly and constructively
- take action if you are experiencing difficulties
- ensure that monitoring and record keeping is done in the most streamlined and least burdensome way

Your Mentor will:

- provide regular structured mentor sessions, which include effective targeted feedback
- work collaboratively with you and other colleagues to ensure you receive a high-quality ECF-based induction programme
- provide, or broker, effective support - including phase or subject specific mentoring and coaching
- take action if you are experiencing difficulties

The Appropriate Body, in addition to its quality assurance role of ECTs' induction period, has the responsibility to ensure that:

- monitoring, support, assessment and procedures in place are fair and appropriate
- a final decision is made (at the end of induction) or whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required

- ECT's records are accurately maintained with the Teaching Regulation Agency (TRA)

The checklist on the next page is a useful way of checking that the appropriate arrangements are in place in advance of you starting induction

Checklist for Early Career Teachers (ECTs)

Here is a quick and easy checklist to make sure that you are eligible to start your induction period and that you are fully aware of your roles and responsibilities. If you respond to any points by ticking NO, you need to seek guidance and find out what you need to do.

Any questions in italics are prerequisites i.e. if the answer is NO, an ECT cannot start their induction, and any induction undertaken will be invalid and have to be repeated. All other questions highlight the essential elements of a successful induction support programme.

QUESTION	YES		NO
<i>Do you have QTS?</i>			
<i>If you have completed your Initial Teacher Training (ITT) between May 2001 and 2014, have you passed all of the relevant skills tests?</i> <ul style="list-style-type: none"> • <i>since 2014-15, the skills test is included in QTS</i> • <i>since 2019-20, literacy and numeracy skills have been assessed as part of the ITT process</i> 			
<i>Are you registered with an Appropriate Body?</i> <i>This also applies to some ECTs who qualified outside of England.</i>			
Have arrangements been made for you to have a reduced timetable?			
Have you familiarised yourself with your roles and responsibilities as an ECT?			
Are you familiar with the Teachers' Standards against which you will be assessed and the Early Career Framework (ECF) on which your induction will be based?			
Do you know how your school will provide you with an ECF-based induction programme?			
Do you have an induction tutor who has been prepared for the role?			
Do you have a mentor who has been prepared for the role?			
Have you discussed the areas for development identified at the end of your ITT? These may be part of your Career Entry and Development Profile (CEDP)			

Have your induction tutor and mentor considered any personalisation required when compiling your programme of support?			
Have regular (weekly) meetings with you and your induction mentor been set up?			
Do you have a programme of observations and feedback, and progress reviews and assessment meetings in place with your tutor?			
Do you know who your named contact is at your school's Appropriate Body?			

Getting to know your School – the first few weeks...and beyond

The checklists below aim to support you in finding your feet in your new school as you begin your ECT induction. You are likely to be made aware of much of this in the first few weeks in school but may like to come back to this over time to ensure that you have a good oversight of the relevant information you need.

Much of this information will be found in your school's staff handbook, policies and website – ask your induction tutor to signpost you.

List of all staff and their responsibilities

Teaching and support staff	
Admin staff and premises officer/s	
Union representatives	
Designated safeguarding lead	
SENCO	
Teacher governor	

Premises opening times, access during holidays

Keys and security procedures	
Map of the school buildings and facilities - car park, sports etc.	
Telephone numbers for all sites	

Parents

Procedures for contacting parents	
Letters	
Home/telephone call	
Parents' evenings and interviews	

Term and holiday dates for the year

Times of school sessions	
School calendar of special dates - holidays, INSET	
Staff meetings and special occasions	

Duties

Procedures for wet weather?	
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Supervision duties?	
Assemblies	
When? How? Class rota?	

Planning and assessment

Planning documentation and guidance – check you know what is expected	
Assessment policy, including feedback	

Behaviour

Are you familiar with your school's policies on behaviour, anti-bullying and harassment?	
What are the expectations for pupils' behaviour whilst they are in the classroom, corridors and playground?	
What is the school rewards and sanctions framework?	
Find out what to do in the case of a confrontation with pupil and/or parent	

Get to know:

The layout of the school including exits and entrances	
Places out of bounds to children	
Premises officer's office	
Use of the playground, car parking, fire exits, security procedures and opening and access times of school	
Where the resources are kept	
How you can obtain stock	
Availability of stationery, hardware, IT equipment, library resources and access etc.	

Health and Safety

Whole school policy on safeguarding of pupils and adults	
Fire drill procedure	
Accidents and first aid procedures	
Social media and keeping yourself safe on-line guidance	
What is the procedure if there is an accident in your class?	
What is the procedure if a child is unwell?	
What is the safeguarding procedure?	
Are you clear about the fire drill procedure?	
Who is the health and safety representative?	

What to do if you are sick? Arrangements for cover lessons?	
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Getting going – what does induction involve?

Setting objectives

It is your responsibility to retain the materials from transition from your Initial Teacher Training (ITT) and to share them with your induction tutor when you begin your ECT induction period.

At the start of induction, you will share with your induction tutor your experiences of ITT, your strengths, achievements, development priorities and ambitions, and any new needs arising from the context of your class(es) and school.

Together, you will discuss your priorities for development in the context of your post as an ECT and use these to identify some initial objectives, using the Teachers' Standards as a framework.

You will already be familiar with the process of setting objectives from your initial teacher training and will know from experience that the most effective objectives are challenging but realistic. They will have a precise focus that you and the colleagues supporting you understand. You will then need to identify what support you need to help you meet your objectives, who will be responsible for what and when the activities will take place. It is important that you know the purpose of your programme and what it will involve, and that the people you are working with – and learning from – understand it too.

Lesson observations

Lesson observation is a major source of evidence of your performance. For this to be effective it needs to be seen as a process and not a one-off event.

Lesson observations should be based on current objectives or targets for development, so that you receive constructive feedback on how you are progressing and meeting these targets.

For lesson observation to be successful you need to make sure that you are clear about:

- the school's Teaching and Learning policy
- the format which the school uses for recording lesson observations
- what planning and preparation needs to be done before the observation takes place
- how observations will be planned and not just sprung upon you
- when and how feedback will be given
- that there is sufficient quality time and importance given to feedback
- what and how evidence is recorded

- identification and monitoring of targets
- support to meet recommendations/targets arising from lesson observation

Your Professional Development

You are entitled to a programme of training that supports you 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.

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This will be provided either as part of a school based programme, or by accessing a provider led programme. Your school will let you know how you will be accessing the ECF programme.

The ECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

Using the framework, teachers will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching practice and ultimately accelerate pupil outcomes.

In addition, you, along with your mentor and induction tutor may consider some of the following suggestions to ensure that the activities you are completing support your professional development towards your personal targets, as well as ensuring that you are gaining an overview of the ECF:

- ensure that clear targets are agreed after each observation and each meeting
- ensure that there is follow up on the targets at the next meeting and that progress is recorded
- if you are experiencing a particular problem, ask if you can observe someone in the school who is good at that particular technique e.g. questioning, behaviour management
- observe other people teaching, particularly within your own key stage/ department
- arrange to see good practice in other schools
- request information about your classes or your form
- talk with the SENCO about the SEND/Inclusion policy, use of support staff and IEP writing
- get some training on the collection, analysis and use of data in the school
- look out for Continuing Professional Development opportunities both in school and beyond
- use on-line resources
- talk with other ECTs
- be pro-active and suggest ideas for support e.g. cluster meetings

- be willing to support other teachers in areas where you have a strength e.g. ICT
- ask to shadow other experienced teachers e.g. for parents meetings, report writing
- keep a record of evidence to support your progress against the Teachers' Standards

Professional progress reviews

- at the end of terms 1, 2, 4 and 5, your induction tutor will review your progress against the Teachers' Standards
- progress reviews are expected to be informed by existing evidence of your teaching and to ensure that you are clear about the progress you are making and your next steps - there should be nothing unexpected when it comes to your formal assessment
- there is no expectation for you to create evidence specifically to inform a progress review, however you are expected to engage with the process fully and provide evidence as agreed with your induction tutor
- you will agree a written record of each progress review, which will clearly state whether you are on track to successfully complete induction, as well as summarising evidence collected and agreed development targets, with reference to the Teachers' Standards
- your school will notify the appropriate body after each progress review about whether you are making satisfactory progress, and a plan will be put in place to assist you to get back on track if your tutor believes you are not making satisfactory progress

Formal assessments

- a formal assessment will be completed by your induction tutor and/or headteacher/principal in the final term of your first year (term 3) and the final term of the second year on induction (term 6)
- Formal assessment meetings should be informed by evidence you have gathered during progress reviews and assessment periods leading up to the formal assessment and will consist of existing documents – there is no need to create anything new for a formal assessment
- An assessment report will be completed for both formal assessment, which will clearly show the assessment of your performance against the Teachers' Standards at that time
- The final assessment meeting (term 6) will include the headteachers' recommendation as to whether your performance against the Teachers' Standards is satisfactory or unsatisfactory – or whether an extension should be considered

A copy of the Teachers' Standards can be accessed via this link: [Teachers' standards: overview \(publishing.service.gov.uk\)](#)

Gathering Evidence to inform formal assessments

Whilst there is no requirement to create portfolios of evidence especially to bring to assessment meetings, it is important to reflect on your progress on a regular basis and to consider the evidence you would signpost to support your self-evaluations.

See page 12 for some prompts to support you in reflecting on your progress and pages 13-21 for suggestions on evidence that could be gathered or identified to support an assessment of your progress and performance against the Teachers' Standards

Reflecting on your progress against the Teachers' Standards

In preparation for progress reviews and assessment meetings, you may find it useful to use the questions below to support your reflection in relation to each of the Teachers' Standards, with particular reference to your current targets/objectives.

Professional behaviour Progress towards my current targets/objectives:

- What do I do? What do I do well?
- How is my practice making an impact/ a difference on my pupils and their learning, my practice as a teacher?
- What have I learned (from my practice and professional development I have had)?
- What evidence have I got or might need to collect? How will I analyse and make sense of it?

Professional development:

- In what ways has my CPD informed my practice, thinking, understanding, professional actions, pupil learning, and relationships with pupils?
- In what ways have I engaged in critical discussion about my CPD and its impact on my practice/ development?
- How have I shared my learning and developed knowledge with others?

Moving forward/ continuing to develop: (self- reflection and in discussion with mentor)

- What do I need to do differently? Why is this important?
- What do I need to know/learn to develop and improve pupil learning? How do I know?
- What CPD / support will I need?

- In what ways will my CPD/ support help me to address my needs / raise my performance?
- How will I know I am on the right path?

PROMPTS TO SUPPORT THE DEVELOPMENT AND ASSESSMENT OF ECTs

This document is aimed at ECT tutors and ECTs to support them during the induction. How this document can be used:

1. Tutor/s may use it during observations and when gathering evidence against standards. Also, they may use it to plan support for ECTs
2. ECT/s may use when working with the teachers' standards, to aid own reflections and gathering evidence for assessments

Please note: Suggestions here are aimed to guide you and are not exhaustive.

Teacher Standards: PART 1 – Teaching

1. Set high expectations which inspire, motivate and challenge pupils.

- Establish a safe and stimulating environment for pupils, rooted in mutual respect. **Links to standards:** 4 (promote love of learning) and 7 (behaviour management).
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. **Links to standard:** 5 (adapt teaching).
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. **Links to standard:** Part 2 (personal and conduct).

What will the tutors be looking for:

- How the ECT has contributed to ensuring the classroom is a stimulating environment.
- What the ECT has learned from the school's health and safety policy. How this is evident in the ECT's practice. How the ECT ensures pupils are aware.
- How the ECT has ensured tasks are relevant and engaging.
- How the ECT has used his/her knowledge of the pupils to plan to challenge and support.
- How the ECT seeks to ensure pupils feel comfortable in lessons and able to contribute.
- How the ECT fosters effective collaboration in their classroom.
- How the ECT seeks to be a positive role model in class and in the wider school.
- How the ECT seeks to enact the school's policies on inclusion and behaviour

Evidence presented by ECT for this standard may include:

- **Lesson plans** show
 - Appropriate learning objectives that stretch and challenge all pupils. Activities are relevant to the expected outcomes of the lesson.
 - Where appropriate planning includes risk assessment, Health and Safety risks communicated to the pupils.
 - Use of quality resources that stimulate interest in pupils.
- **Lesson observations** show that
 - Learning objectives and success criteria are communicated to pupils
 - Pupils aware of purpose of the lesson and are on task.
 - Planning is timed/paced lessons.
 - ECT communicates high expectations to learners.
 - ECT uses strategies such as praise, questioning or intervention which help promote and maintain a purposeful learning environment.
 - ECT promote fair and trusting interactions amongst pupils.
 - ECT demonstrate enthusiasm for subject.
 - ECT challenges inappropriate behaviour, sexist, racist, homophobic or inappropriate personal comments.
 - ECT communicates respectfully with pupils.
- **Evidence of seating plan and classroom rules**
- **Annotated school behaviour policy.**
- **ECT is punctual, well presented and smart.**

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. **Links to standards:** 4 (structured lessons) and 6 (use of assessment).
- Guide pupils to reflect on the progress they have made and their emerging needs. **Links to standard:** 6 (self and peer assessment).
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. **Links to standard:** 5 (adapt teaching).
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

What will the tutors be looking for:

- The ECT is aware of actual and expected outcomes for the pupils.
- How the ECT seeks to use assessment to move pupils' learning forward.
- The ECT has used self and peer assessment. How effective this is.
- How the ECT uses questioning to help her/him focus teaching for different pupils. Questions are planned and used appropriately.
- The ECT can explain the impact she/he has had on pupil achievement.
- How the ECT has planned for progression within the relevant programme of study / in the core areas and foundation subjects.
- The strategies the ECT has used to scaffold learning effectively.
- The ECT can explain why she/he has identified particular learning objectives for particular lessons/schemes of work. If this reflects prior attainment, appropriate challenge, awareness of wider factors that may influence learning.
- How the ECT has sought to encourage pupils to take responsibility for their work.

Evidence presented by ECT for this standard may include:

- **Lesson plans** show
 - Lessons build on learners' prior knowledge, achievement and experience.
 - Opportunities to work independently to demonstrate and apply their knowledge, understanding and skills.
 - Use of data / assessment to inform planning of a sequence of lessons.
 - Lessons meet the needs of all groups (EAL, SEN, Most Able, etc.).
 - Evidence of how pedagogical knowledge informs planning.
- **Lesson observations and evidence in pupil books** show
 - ECT demonstrates an understanding of learning theories and pedagogies. Able to articulate scaffolding strategies.
 - Formative assessment used to establish existing knowledge at start of topic/lesson.
 - Teaching demonstrates a personalised learning approach.
 - Questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning.
 - Effective plenary structure to review learning.
 - Use of AfL strategies, pupil self-assessment & peer assessment.
 - Pupils encouraged to set own targets for learning.
 - Monitoring and assessment over time – recording pupil progress.
 - Consistent marking with feedback including guidance on how to move the work to the next level.
 - Pupils are provided with an opportunity to develop their work before it is assessed again. Evidence in books shows the progress from the initial work and the final work.
 - Targets and objectives for pupils changed as they progressed over time.

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. **Links to standards:** 2 (promote progress) and 4 (foster curiosity).
- 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. **Links to standard:** 2 (promote progress).
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

What will the tutors be looking for:

- The ECT has secure subject knowledge and makes effective use in the classroom. (Primary ECT demonstrates an understanding across the full range of non-core subjects).
- The ECT is able to use curriculum specifications / guidance to inform his/her planning and teaching.
- The ECT demonstrates secure knowledge and understanding of relevant curricula, frameworks, National Curriculum and general teaching requirements relating to inclusion, use of language, use of ICT and health and safety.
- The ECT demonstrates secure knowledge/ understanding of relevant school policies.
- To what extent the ECT is aware of pedagogy related to phase / subject.
- How the ECT plans to tackle misconceptions.
- The ECT uses questions effectively to promote reflection and critical thinking, checks understanding to ensure all pupils have made the expected progress.
- To what extent the ECT fosters pupils' appreciation of the subject being taught.
- The ECT is aware of the difference between standard English and dialect. She/he knows when and how to use this in her/his teaching.
- How the ECT plans to develop pupils' language through teaching reading, writing, speaking and listening.
- The ECT (Primary) plans and is able to teach phonemes accurately and understands how pupils make progress in phonics.
- The ECT is able to explain the role of phonics in the teaching of reading
- The ECT uses appropriate vocabulary for developing mathematic understanding.
- To what extent the ECT seeks to use stimulating and engaging resources to teach number.

Evidence presented by ECT for this standard may include:

Evidence of

- Subject knowledge audit/ personal targets for subject knowledge.
- Minutes of meeting with mentor that focused on subject knowledge.
- Lesson plans in with subject-specific target.
- Involvement in phase/ departmental curriculum planning.
- CPD / INSET log of training opportunities with annotated handouts.
- Annotated research on the subject area.
- Minutes of a meeting with an appropriate colleague (e.g. SENCO) to learn more about specific strategies.

Lesson plans

- Demonstrate secure knowledge and understanding of teaching requirements from NC programmes of study.
- Use of guided reading, text analysis and subject specific language.
- Demonstrate awareness of conventions across the curriculum.

Lesson observations show the ECT

- Demonstrates a secure pedagogical knowledge and understanding in the subject area(s).
- Understands how to scaffold a pupils learning.
- Knows common misconceptions and shows how to deal with them.
- Demonstrates confidence in answering pupils' questions.
- Effective use of assessments.
- Able to explain the broad principles of the use of systematic synthetic phonics.
- Uses systematic synthetic phonics with one-to-one learners (SEN, dyslexic pupils etc.).
- Articulates various methodologies to pupils in class, small group and one to one learners where appropriate.
- o Can articulate an understanding of basic mathematical learning strategies for learners (primary ECTs).

4. Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time. **Links to standards:** 2 (promote progress) and 3 (accurate subject knowledge).
- Promote a love of learning and children's intellectual curiosity. **Links to standard:** 3 (foster interest).
- 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. **Links to standards:** 2 (promote progress) and 6 (assessment).
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). **Links to standard:** 2 (set high expectations).

What will the tutors be looking for:

- The ECT ensures pupils make progress in understanding key concepts and skills in the subject area being taught she/he understands progression. She/he can sequence activities to secure progression.
- The ECT is able to plan and justify a sequence of lessons / medium term plan.
- To what extent the ECT is able to ensure pupils are engaged in activities.
- The ECT is able to explain key content clearly and accessibly.
- How the ECT communicates enthusiasm / passion for what is being learned.
- The ECT uses a variety of teaching and learning strategies to stimulate learning.
- The ECT plans homework as an integral part of the medium-term planning.
- The homework is appropriate to the needs and abilities of the pupils. The ECT follows up and uses the homework.
- The ECT has had opportunities to extend classroom learning with out of school learning. If not, she/he can suggest ways in which this might happen in relation to her/his own teaching.
- The ECT routinely evaluates her/his own teaching. How this has informed subsequent planning.
- The ECT has had the opportunity to contribute to phase/ departmental level curriculum planning.

Evidence presented by ECT for this standard may include:

- **Lesson observations show**
 - The ECT actively promotes pupil-pupil and pupil-teacher dialogue.
 - Explanations to pupils are clear and well-structured.
 - Lessons are timed and timings are shared with the pupils.
 - Pupil voice comments indicate positive response to teaching and learning in trainee's lessons.
 - Pupils are engaged in their learning during lessons.
 - Pupils demonstrate eagerness to articulate their learning.
 - Pupils ask interesting questions related to lesson content.
 - Challenge is appropriate to the age and ability of the learners in the class.
- **Lesson plans**
 - Are in line with the National Curriculum programme of study.
 - Are sufficiently detailed to allow for personalised learning opportunities for all pupils. The level of challenge is appropriate to the age and ability of the learners in the class.
 - Students work marked with opportunities for students to respond to marking.
 - Homework is appropriate, assessed and recorded.
 - Assessment and marking in line with the school/department policy.
- **Evidence of**
 - Prior attainment data within lesson plans or lesson evaluations to explain teaching approaches used.
 - Video lesson and review with mentor and/or other ECT.
 - Observations of other teachers' lessons with reflective notes.
 - Evidence of reflection upon lessons delivered / notes for improvement.
 - Contributions to phase/ department planning or schemes of work/ resources and ideas.
 - ECT takes account of the role of parents and carers in supporting learners when setting homework.

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. **Links to standards:** 1 (challenge) and 2 (promote progress).
- 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. **Links to standards:** 2 (promote progress) and 7 (appropriate behaviour management).
- 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. **Links to standard:** 2 (promote progress).

What will the tutors be looking for:

- How the ECT's planning refers to all pupils' learning needs. She/he knows what her/his pupils already know and are able to do. ECT is aware of IEPs, language assessments etc.
- Learning objectives reflect the needs and abilities of the class. How pupils know what is expected of them.
- How the ECT uses children's prior knowledge in her/his teaching.
- The ECT is able to explain how particular lessons provide appropriate challenge and support. How the ECT uses a variety of strategies for differentiation. She/he can explain why specific strategies are being used.
- The ECT explains relevant factors that might inhibit learning for the pupils being taught. She/he can devise strategies to overcome these factors.
- The ECT's lesson plans / medium term plans incorporate appropriate models of progression.
- When evaluating lessons, the ECT is aware of the levels of engagement and attainment of different groups and individuals.
- How the ECT seeks to actively engage all pupils in the learning.

Evidence presented by ECT for this standard may include:

- **Lesson plans and lesson observations show that the ECT**
 - Uses differentiation to support learners' varying needs.
 - Plans lessons to incorporate different learning styles.
 - Plans for use of support staff.
 - Uses of a number of differentiation strategies.
 - Uses prior attainment data to inform differentiation.
 - Lesson planning takes account of SEAL.
 - Lesson planning addresses the development of PSHE skills.
 - Evidence of use of SEN register in planning.
 - When interacting with pupils ECT shows sensitivity to social background, ethnicity and religious beliefs.
- **Evidence of**
 - Shadowing of subject teacher/ a form tutor.
 - An understanding of the role of extended services.
 - Attending SEN pupil review meeting.
 - Articulating the needs of different pupils' groups i.e. SEN, EAL, MAGT and how their needs are met.
 - Selection of resources, examples, analogies which promote inclusion e.g. cultures/gender.
 - Account taken of different abilities and backgrounds.
 - References to pupils' individual learning plans, targets and records of progress.
 - Meetings with the SENCO and EAL co-ordinator or TAs to discuss ways of supporting relevant pupils.
 - Annotated school policies and handbook.
 - Use student progress data to set pupil targets.
 - Extension tasks for Most Able pupils.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. **Links to standard 3** (understand curriculum).
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons. **Links to standards:** 2 (build on prior knowledge) and 5 (adapt teaching).
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

What will the tutors be looking for:

- The ECT understands the statutory assessment requirements in their phase / subject / context.
- How the ECT uses assessment guidance / frameworks / specifications to help them in her/his planning. How she/he incorporates this into her/his teaching.
- What the ECT has learned from marking and moderation experience. How this informs her/his practice.
- The ECT keeps detailed and up to date records of assessment. How the ECT uses this information to inform planning, teaching and assessment.
- Books are regularly marked. The marking supports progress and pupils have opportunities to engage with and respond to marking comments.
- The ECT uses a variety of formative assessment strategies. The ECT can justify why specific strategies are being used.
- How the ECT uses assessment to form a picture of pupils' learning. How the ECT uses this information within lessons and to review plans between lessons.
- The ECT builds in opportunities for peer and self-assessment. The ECT enables pupils to effectively reflect on learning and progress. How she/he ensures pupils know what success looks like.
- The ECT makes use of appropriate support to set appropriate targets and monitor progress.

Evidence presented by ECT for this standard may include:

- **Evidence of**
 - Marking work collaboratively with other teachers.
 - Use of relevant exemplification materials re assessment.
 - An awareness of how to moderate and interpret assessments.
 - Annotated school policy on assessment and recording procedures.
 - Annotated research / notes on the topic of assessment for learning.
 - Meeting with mentor on marking criteria /Meeting with assessment lead.
 - A knowledge of the range of national and local performance data, and an understanding of how to access such data.
 - Monitoring and assessment over time /recording pupil progress.
 - Understanding of data analysis to inform planning.
- **Pupils' books**
 - Pupils' work marked using the appropriate assessment criteria. Where appropriate, guidance given to pupils on the next steps.
 - Pupils being able to state their prior assessment data and target grades, and are able to explain what they need to do to meet their target.
- **Lesson plans and observations show**
 - Lesson plans taking into account assessment criteria / Reference to assessment requirements made within planning and teaching.
 - Use of performance data in lesson plans and within assessment, including records to identify any SEN / EAL/AGT.
 - End of topic activity that gives students an opportunity to be measured against stated assessment criteria.
 - A range of assessment strategies in lesson planning, e.g. peer assessment, self-assessment, formal assessments, questioning, etc.
 - Effective use of oral feedback to support, develop and stretch learning outcomes within a lesson.
 - Employs effective plenary to review learning.
 - Plans the use of appropriate (personalised) tasks/activities.
 - Involves pupils in target setting.

- Reflective evaluations of the impact of the different assessment strategies used within lessons.

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 **Links to standards:** 1 (model behaviour) and 8 (contribute to ethos).
- 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. **Links to standards:** 4 (plan effectively) and 5 (adapt teaching).
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

What will the tutors be looking for:

- How the ECT uses the school's policy on behaviour. How the ECT uses school systems to follow up behaviour issues e.g. rewards, sanctions, etc.
- The ECT uses a variety of behaviour management strategies in their teaching.
- What the ECT perceives as the main behaviour challenges in their teaching. What she/he is doing to address these.
- To what extent the ECT establishes consistent and effective systems. In which areas the ECT has made progress. Areas needing further development.
- What strategies the ECT uses to establish good relationships with pupils. To what extent these have been successful.
- To what extent the ECT considers classroom management issues when planning learning activities, organising groups and selecting resources.
- How the ECT deals with challenging incidents.
- To what extent the ECT provides clear instructions in class relating to her/his expectations of pupil behaviour.
- The ECT follows up instructions with positive reinforcement to promote a positive classroom ethos.
- How well the ECT works with other adults to promote good behaviour e.g. staff / parents.

Evidence presented by ECT for this standard may include:

- **Lesson plans and observations show**
 - ECT makes reference to positive relationships within the classroom.
 - Lesson plans, observations and pupils progress show ECT motivates and engages learners.
 - Seating plans which show careful consideration of the grouping of pupils.
 - A range of behaviour management strategies are used:
 - Pupils settled from the start of the lesson
 - ECT varies tone of voice and uses non-verbal communication.
 - Positive rewards being given to students (merits, etc.), though these should make it clear what the reward has been given for.
 - Sanctions being taken in line with school behaviour policy.
 - Practical activities are appropriate and managed effectively
 - Class can be settled again after noisy activity
 - Transitions between activities are managed effectively
 - ECT gives clear instructions.
 - ECT set high expectations which are enforced through consistent and effective communication to pupils.
 - Pupils contributing positively within class through lesson observations or evidence of peer evaluation tasks.
 - Tasks set match the learners' ability range. Learning extended for different groups within the class.
 - Activities have been designed to develop specific values, attitudes or behaviours in class.
 - Positive relationships with pupils through participation in extra-curricular activities.

- **Other evidence:**
 - Appropriate professional relationships.
 - Annotated school policies (behaviour) / CPD notes on behaviour management/ Lesson observations of experienced teachers.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school. **Links to standard:** 1 (model behaviour).
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively. **Links to standard:** 2 (promote progress).
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. **Links to standard:** 2 (be accountable for pupils' attainment).
- Communicate effectively with parents with regard to pupils' achievements and well-being.

What will the tutors be looking for:

- How the ECT has participated in the wider life of the school, beyond classroom teaching.
- The ECT is aware of other colleagues in the school who can support them. She/he knows when it is appropriate to approach them and what support they can offer.
- The ECT understands how the school supports individuals with SEN, EAL or other additional needs. She/he is aware of pupils who are 'at-risk'.
- To what extent the ECT is able to establish positive working relationships with support staff, other teachers and senior teachers.
- How successfully the ECT has integrated herself/himself into staff teams in the school.
- How well the ECT engages in mentoring and coaching (with mentor, etc.). How she/he manages feedback. Can she/he use feedback to make progress?
- What action the ECT takes to improve her/his teaching e.g. accessing CPD.
- What the ECT understands about the role of parents in the phase she/he is teaching. The extent she/he is able to identify challenges and further opportunities to engage positively with parents.
- The ECT has attended parent evenings and has prepared progress reports for pupils. Can the ECT reflect on these experiences to identify suggestions for good practice?

Evidence presented by ECT for this standard may include:

- **Evidence of:**
 - Attendance at staff and other meetings, INSET & CPD.
 - Meetings with/support re extra-curricular activities/ trips.
 - Contributions to the work of colleagues both inside and outside the classroom, e.g. year group/ phase/ department, etc.
 - Relevant school policies being employed accurately and consistently.
 - Meetings with SENCO to gain an insight into the pupils she/he teaches.
 - Knows the named child protection person within the school and follows policy relating to child protection.
 - The ECT has received and then made use of feedback from others.
 - The ECT has observed more experienced colleagues and reflected on the experience.
- **Meeting / discussions with mentor and other colleagues:**
 - An awareness of the roles of other professionals within schools, e.g. educational psychologists, school business managers, etc.
 - An awareness of how ECT could contribute to the effectiveness of professionals working in other sectors of children's services.
 - An awareness of the importance of the role of TAs/support staff.
 - An awareness of the contribution that all parents or carers can make.
 - A knowledge of the statutory rights of parents and carers.
 - Sensitivity with regard to ethnic, cultural and religious factors when communicating with parents and carers.
 - Goals and targets that ECT has set for herself/ himself.
 - The ECT can identify her /his strengths and weaknesses as a teacher.

	<ul style="list-style-type: none"> ○ The ECT can identify the skills, techniques and approaches to teaching that are successful, and those that are not. ● Lesson observations <ul style="list-style-type: none"> ○ Effective use of other adults in the work of the classroom. ○ The ECT uses learning from CPD and the feedback from mentor and colleagues to improve practice.
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Teacher Standards: PART 2 – Personal and professional conduct

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

- **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**
 - Teachers must maintain high standards of punctuality.
- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

What will the tutors be looking for	Examples of evidence ECT may present
<ul style="list-style-type: none"> ● How far the ECT gives and receives mutual respect by appropriate dress and speech. ● In what ways the ECT has ensured that appropriate distance is maintained with pupils including awareness of social media. ● How effectively the ECT has followed pupil well-being and protection policies and procedures when faced with incidents of danger, intolerance or prejudice, including the use of social media. ● How the ECT has set a positive classroom environment in which pupils are enabled to achieve. ● The ECT is consistently positive and professional with all. 	<p>Evidence must come from</p> <ul style="list-style-type: none"> ● Lesson Observations, Work scrutiny and Learning walks ● Minutes of meetings, Discussions with tutor/head teacher ● Involvement with citizenship/assemblies/form time/ CPD ● DBS <p>Evidence of:</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.

- While upholding British values, the ECT has kept her/his own views to herself/himself.
- How far the ECT's lessons include support for the school's values and ethos.
- The ECT's attendance and punctuality have given pupils an appropriate role-model. When late or absent the ECT has complied with procedures.
- The ECT has fulfilled the requirements of her/his contract of employment.

- 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.
- Punctuality in the morning, meetings and other.
- Application of school's policies / statutory requirements accurately and consistently.

Termly planners and checklists

The termly planners below set out the key activities for each term, to support forward planning and communication between the ECT, induction tutor and mentor

Term 1		
Objectives/targets for this term:		
Induction activities	Who is involved?	Dates and details
Setting initial objectives and actions	ECT induction tutor	
Lesson observation 1 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Lesson observation 2 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Progress review meeting Targets reviewed and revised for term 2 Upload progress judgement on ECT portal	ECT induction tutor	
Induction related activities – e.g. self study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers		
Week	Activities	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12			
Term 2			
Objectives/targets for this term:			
Induction activities		Who is involved?	Dates and details
Lesson observation 1 Feedback meeting Revision of targets as needed		ECT induction tutor or another staff member	
Lesson observation 2 Feedback meeting Revision of targets as needed		ECT tutor or another staff member	
Progress review meeting Targets reviewed and revised for term 3 Upload progress judgement on ECT portal		ECT induction tutor	
Induction related activities – e.g. self study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers			
Week	Activities		
1			
2			
3			
4			
5			
6			
7			
8			
9			

10	
11	
12	
Term 3	
Objectives/targets for this term:	
Induction activities	Who is involved?
Lesson observation 1 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member
Lesson observation 2 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member
Formal assessment meeting Agree progress and next steps for year 2 Upload assessment report to ECT portal	ECT induction tutor
Induction related activities – e.g. self-study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers	
Week	Activities
1	
2	
3	
4	
5	
6	

7	
8	
9	
10	
11	
12	

Term 4		
Objectives/targets for this term:		
Induction activities	Who is involved?	Dates and details
Lesson observation 1 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Lesson observation 2 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Progress review meeting Targets reviewed and revised for term 5 Upload progress judgement on ECT portal	ECT induction tutor	
Induction related activities – e.g. self-study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers		
Week	Activities	
1		
2		
3		

4	
5	
6	
7	
8	
9	
10	
11	
12	

Term 5		
Objectives/targets for this term:		
Induction activities	Who is involved?	Dates and details
Lesson observation 1 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Lesson observation 2 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Progress review meeting Targets reviewed and revised for term 5 Upload progress judgement on ECT portal	ECT induction tutor	
Induction related activities – e.g. self-study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers		
Week	Activities	

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Term 6		
Objectives/targets for this term:		
Induction activities	Who is involved?	Dates and details
Lesson observation 1 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	
Lesson observation 2 Feedback meeting Revision of targets as needed	ECT induction tutor or another staff member	

Formal (final) assessment meeting Agree recommendation against the Teachers' Standards Upload assessment report to ECT portal		ECT induction tutor	
Induction related activities – e.g. self-study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers			
Week	Activities		
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Further information and support

Statutory Guidance – Induction for Early Career Teachers

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-ECTs>

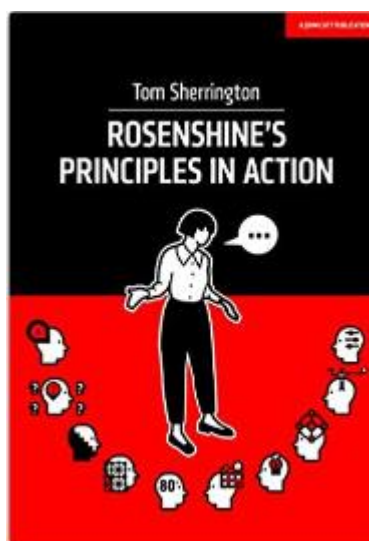
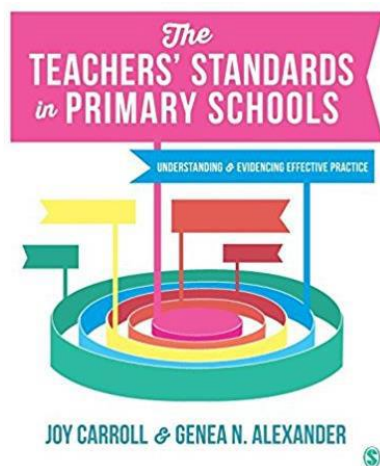
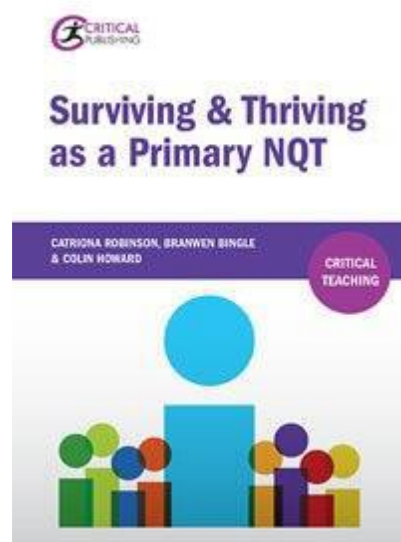
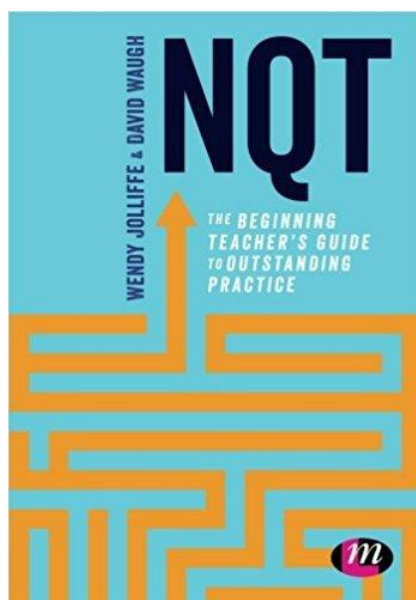
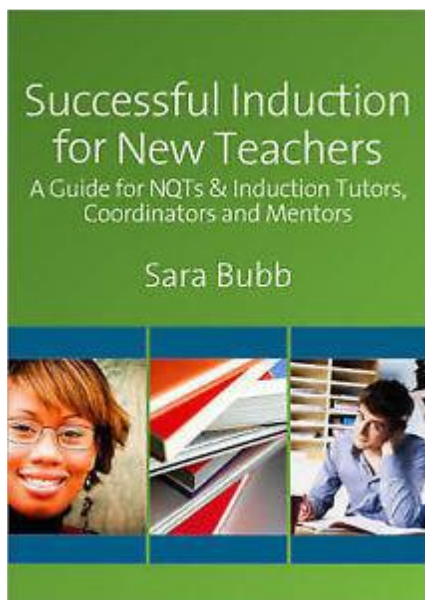
Early Career Framework

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Teachers' Standards

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Useful reading



Wellbeing

Tips and strategies for time and workload management

Strategies that might work for you include:

Creating clear boundaries between work and home - try not to let work spill over into your personal life. If you need to bring work home, designate a separate area for work and stick to it, you'll find it much easier to then close the door on work.

Don't take attitude
and bad behaviour
personally

Planning your work - find a way that suits you, some people use a planner or make a 'realistic' to do list. (At the end of each day, go over your list/ planner and write up one for the next day, when your thoughts are down on paper, you'll find it easier to not think about work).

Managing your working hours –

you will have times when you need to work longer to meet deadlines but try to make this the exception not the norm. Long hours mean you may be working harder, but not better – they'll quickly take their toll on your concentration, productiveness and health.

Don't work from 7 am to
6pm without a lunch
break and then continue
to work at home. It will
get done – just prioritise.

Working smart not long - this involves tight prioritisation and allowing yourself a certain amount of time per task. Try not to get caught up in less productive activities. Do you, for example, check your e-mails only at specific points in the day? Is your e-mail alert turned off? When asked or given the opportunity, to do an optional additional/ different activity, give yourself time to think about it and how you would manage it before saying yes or no!

**Trial different
approaches and ideas
and don't panic if they
don't work**

to explicitly tell yourself that
perfect, but it is good enough.

Accepting help and asking for help - your induction tutor and mentor will meet with you regularly and will be a valuable source of advice, resources and assistance, as will your colleagues and fellow ECTs. There are also a range of external organisations who support teachers including trade unions and the charity Education Support Partnership

**You're doing a great
job- try to
remember the
-----**

Good enough versus fabulous -
sometimes, if you're busy, you need
what you've done may not be

Using the time on your

work - read a book or listen to your music to set aside some time to yourself. Maybe try cycling part of your journey or getting off a stop early to take a shortcut through a park or quiet streets. These little actions can really help you to switch off.

commute home to wind down from

**Laugh with
the children**

Having a life outside work and school - have interests and a life outside of the job.

Sources of information and support

The Education Support Partnership <https://www.educationsupportpartnership.org.uk/> is a charity providing mental health and well-being services to educational professionals. It also has grants available to support CPD.

There are a range of professional organisations or trade unions which provide support, advice, information and training for teachers. These include:

- The National Education Union; <https://neu.org.uk/>
- The National Association of Schoolmasters Union of Women Teachers <https://www.nasuwat.org.uk/>

Websites supporting well-being and mental and physical health:

The National Health Service (NHS): <http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>

<https://www.mentalhealth.org.uk/a-to-z/w/work-life-balance> has a range of resources and advice including about stress management and sleep.

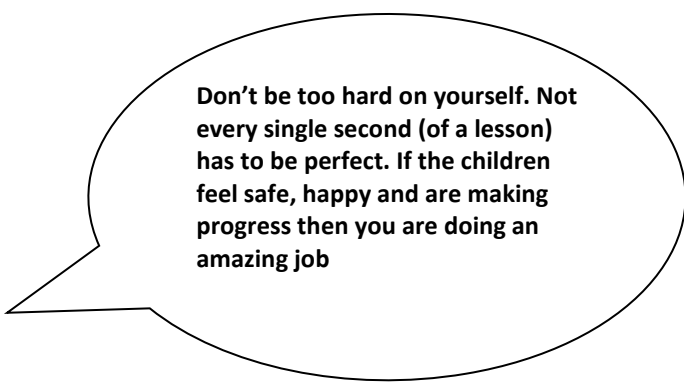
Bemindful: <http://bemindful.co.uk/> has information, resources, including learning resources, and contacts about Mindfulness.

Family Lives has advice for parents and carers on all aspects of family life, including managing family and work life: <http://www.familylives.org.uk/advice/your-family/family-life/how-to-keep-a-work-life-balance/>.

Financial and legal advice

StepChange provides financial advice and support for people dealing with a range of debt problems. Freephone (including from mobiles) 0800 138 1111 or visit the website on www.stepchange.org.

Citizens Advice provides free, independent and confidential advice for a range of problems as well as providing information on your rights and responsibilities. Visit www.citizensadvice.org.uk for more information and advice.



Don't be too hard on yourself. Not every single second (of a lesson) has to be perfect. If the children feel safe, happy and are making progress then you are doing an amazing job

Safeguarding

DfE's statutory guidance [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/keeping-children-safe-in-education-2021.pdf) states that safeguarding and promoting the welfare of children is everyone's responsibility and that school staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

It is important to familiarise yourself with part one of this guidance, as well as your school's safeguarding policy and practice at the start of the year – and to ask questions about anything you are unsure of.

If you have a concern about a child's welfare, you should follow the school's referral processes set out in school's safeguarding policy and procedures. If need be, you are expected to support social workers and other agencies following any referral.

Every school has a designated safeguarding lead who is a member of the school's leadership team and provides support to staff to carry out their safeguarding duties and liaises closely with other services such as children's social care. There are also deputy designated safeguarding leads in schools.

Your school's Designated Safeguarding Lead is:

The Deputy Designated Safeguarding Lead(s) is/are:

The Designated Safeguarding Lead will have shared the school's safeguarding policy, staff code of conduct and other relevant procedures and documents with you as part of your induction. If you think a child or young person is in need because they are suffering or likely to suffer significant harm:

- Make a note of what you have seen or been told: don't make assumptions – keep an open mind
- Don't ask any leading questions and don't cross-examine the child. Only ask simple and open questions – Who? What? Where? When? etc.
- Don't physically examine the child (other than in an emergency when no first aider is available)
- NEVER promise to keep "secrets". Explain that you can listen to them, but make it clear that if you perceive that they are in any danger of harm then you will have to seek advice because you have a duty to protect children and young people. Reassure them that they can be helped and kept safe
- Maintain confidentiality for the child or young person. Be discreet – do or say nothing that may place the child or yourself at risk

- It is normally the role of the Designated Safeguarding Lead to ring home or contact relevant teams in the Local Authority
- Act quickly and share the information with your Designated and/or Deputy Designated Safeguarding Lead
- If the disclosure or your concern relates to a member of staff, this must as soon as possible be shared with the Headteacher or the Designated Safeguarding Lead if the Headteacher is not available - nothing should be said to the colleague involved. It must be shared with the Chair of Governors if it relates to the Headteacher

Know your procedure – they are your boundaries and are there to protect you as well as the children

Finally, after induction...

Final assessment form

Your final assessment form is completed by the induction tutor and Headteacher, signed by them and you and uploaded to the ECT portal. The Appropriate Body will then review your final assessment and confirm successful completion of your induction period, subject to ratification by the Teaching Regulation Agency (TRA).

Notification to the Teaching Regulation Agency (TRA)

Records of ECTs induction who have successfully completed induction are uploaded to the TRA.

This is why it's important for all parties to digitally sign the final assessment form within the deadline.

Induction Certificate

An email will be sent to you stating how you can download and print off your induction certificate. This will be sent using the email address that your school has registered with us.

You can maintain your own records, including email and home addresses and download your QTS and ECT certificates from the TRA website: <https://teacherservices.education.gov.uk/SelfService/Login>

Please ensure that you keep a copy of your induction certificate safely, as this is important documentation of your full teaching qualification.

If you would like any further information about your induction, please do not hesitate to contact me on christine.lonsdale@croydon.gov.uk or **07920 657797**