



“Learn, *sparkle* & shine...”

St. Peter's C.E. Primary School - Farnworth

Handbook for the Induction of Early Career Teachers



Staff induction guidelines

To be read in conjunction with Information for volunteers and new members of staff.

The school recognises that its staff, both teaching and non-teaching, are its most important resource and that it is vital that newly appointed staff are integrated into the school smoothly, efficiently and comfortably if this valuable resource is to be managed effectively.

Early Career Teachers

On starting their teaching career teachers are referred to as Early Career Teachers (ECT) for the first two years of their time working in school. It is vitally important that they are fully supported in order to make a successful transition from student to confident class teacher.

During this time ECTs must undertake an induction based on the Early Career Framework (ECF) to support their development, collate a range of evidence and also be regularly observed by their mentor to demonstrate and prove that they have met the Teachers Standards.

To facilitate this, the school will provide an induction programme which:

- Is based on the ECF and gives ECTs opportunities to 'learn that . . .' and apply this with 'the learn how to . . .' statements from the ECF. (appendix 1)
- is based on structured monitoring and support, including observation and reviewing discussions with a mentor and induction tutor.
- relates to specific teaching context;
- involves the setting of targets for professional development.

At the end of the induction period each ECT will be assessed against the Teachers Standards determined by the Department for Education (DfE)

Although the Head teacher has ultimate responsibility for the ECT during the induction years, a mentor and school induction tutor will be assigned and all staff share a responsibility to offer support and advice, and to be willing to help with ECT training so that the ECT will become able to play a full and active part in the life and work of the school. The school will appoint experienced staff to act as school induction tutor and mentor for the ECT. The school will also ensure that release time is given as needed for the mentor and school based tutor as needed to fulfil their role and also be given adequate training.

Responsibilities of the school

1. The school will register the ECT with the Appropriate Body (Bolton Council, Tanya Johnson) after checking that they are eligible to begin employment and start their induction as an ECT.
2. The school will register the ECT with their chosen provider for the Early Career Framework. Currently this is the Education Development Trust <https://manage->

3. As part of the appointment process the teacher will have been given a job description and have seen around the school. On being appointed to St. Peter's, opportunities will be offered to the ECT to visit the school before taking up their post. During the visit(s), the ECT may:
 - tour the school again and meet other members of staff;
 - view the classroom where he/she will be teaching;
 - be able to view teaching resources;
 - observe class he/she will be teaching;
 - be introduced to the members of staff assigned to be their mentor and school based tutor and their role in the induction process explained;
 - be given copies of schemes of work, planning sheets and any other documentation relevant to their role in the school and referred to the website for policy documents.
4. The ECT will be given a reduction teaching load. This is a 10% reduction in year 1 and 5% reduction in year 2. This is in addition to the 10% PPA time that all teachers receive.
5. The reduced teaching role will give the ECT additional time to plan, prepare, assess and mark work for their classes, and take up training opportunities both in and out of school.
6. The ECT will have entitlement to the following training opportunities:
 - Access to ECF resources provided through the Education Development Trust and training provided by Ladywood Teaching School.
 - opportunity to observe experienced colleagues teaching in a variety of settings both at St. Peter's and other schools;
 - to meet and share experiences with other ECT's.
7. The school will appoint an induction tutor and a mentor. This is ideally two separate members of staff, both of whom are qualified teacher and able to carry out the role.
8. The school will ensure that the induction tutor and mentor both receive appropriate training and release time to carry out this role.
9. The teaching by the ECT will be observed regularly by the induction tutor, the Head teacher, the SIP and any other member of staff identified as having benefit for the ECT's professional development. Prompt written and oral feedback will be given. Children's work and classroom environment will also be monitored to ensure that they meet the standards to which the school aspires.
10. Outcomes of formal observations, reviews and assessment meetings will be recorded and kept by the ECT and the Induction tutor

11. The school will ensure that the ECT is made aware of forthcoming school events, health and safety and other procedures, and the expectations the school has of them.
12. Formal review meetings with the induction tutor or the head teacher will be held each term to recognise and celebrate the successes of the ECT and maintain an overview of the ECT's development. At these meetings targets for future progress will be set. At the end of each term the outcome of the review will include assessment of the ECT against the Teachers Standards. The appropriate body will be informed as to the outcome of these meetings through the use of the official proforma. In terms 1, 2, 4 and 5 this is the progress review template, in terms 3 and 6 this is the formal assessment template. (see appendix 3) At the end of the induction period the Head teacher will make a recommendation as to whether the ECT has met the requirements for the satisfactory completion of the induction period.

Role of the ECT

1. To provide evidence that they have QTS and eligible to start the induction process.
2. Meet with the induction tutor and agree priorities for induction and review these regularly.
3. Agree with the induction tutor how best to use the reduction in timetable and guarantee engagement with the ECF.
4. Provide evidence of their progress against the Teacher's Standards.
5. Participate fully in the agreed monitoring and development programme.
6. Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution
7. Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
8. Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
9. Retain copies of all assessment reports

Role of the induction tutor.

1. The induction tutor is responsible for offering monitoring and support to the ECT and coordinating the statutory assessments that are required. They must be able to make rigorous and fair judgements against the Teachers standards.
2. The ECT is entitled to regular observation and written feedback, this takes place in two ways. Formal assessment in term 3 of the first year and term 6 in the second year. Progress reviews in each of the other terms; Term 1, 2, 4 and 5.
3. The induction tutor will provide prompt, written feedback to the ECT following observations.

4. Inform the ECT of their progress against the Teachers Standards following each review period.
5. Share the progress reviews with the Head teacher, members of the Governing Body and appropriate body.
6. The induction tutor will notify the appropriate body of the outcome of the progress reviews and the formal assessments.
7. They will also notify the appropriate body if the ECT is making unsatisfactory progress and be responsible for writing the support plan and ensuring this is used to get the ECT back on track.

Role of the mentor

1. Meet regularly with the ECT for structured mentor sessions providing targeted feedback.
2. Work with the ECT and other members of staff to ensure that the ECT receives a high-quality ECF based induction programme.
3. Provide effective support including phase or subject specific mentoring and coaching.
4. Take prompt action if the ECT appears to be struggling with aspects of the role.

ECTs making unsatisfactory progress

1. Concerns may be raised by the mentor, induction tutor or ECT themselves at any point.
2. The induction tutor will determine whether the ECT is making satisfactory progress during a progress review against the Teacher's Standards.
3. Any ECT experiencing difficulties will be placed on a support plan and additional training or support offered at the earliest opportunity. The support plan should clearly outline how it will support the ECT in getting back on track.
4. The induction tutor will inform the appropriate body of the actions they have taken and the support plan that will be put in place which the appropriate body will review.
5. Regular progress reviews will take place where the ECT will be judged against actions on the support plan and the Teaching standards.
6. If the ECT continues to make unsatisfactory progress the appropriate body will be informed and further support will be offered. In rare cases, capability procedures may also need to be instigated. These should run alongside the support plan.
7. If an ECT fails induction or has their induction extended then the ECT has the right to appeal and the appropriate body will explain their rights to the ECT.

Appendix 1

St. Peter's C.E. Primary School, Farnworth

Teacher standards

1 Set high expectations which inspire, motivate and challenge pupils

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

Learn that

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

Learn to

Communicate a belief in the academic potential of all pupils

- Using intentional and consistent language that promotes challenge and aspiration.
- Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)

Demonstrate consistently high behavioural expectations, by:

- Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- Acknowledging and praising pupil effort and emphasising progress being made.

2 Promote good progress and outcomes by pupils

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

Learn that;

1. Learning involves a lasting change in pupils' capabilities or understanding.
2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

Learn to;

Avoid overloading working memory, by:

- Taking into account pupils' prior knowledge when planning how much new information to introduce.
- Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).

- Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

Build on pupils' prior knowledge, by:

- Identifying possible misconceptions and planning how to prevent these forming.
- Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).
- Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.
- Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.

Increase likelihood of material being retained, by:

- Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Planning regular review and practice of key ideas and concepts over time.
- Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

3 Demonstrate good subject and curriculum knowledge

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

Learn that

1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
6. In order for pupils to think critically, they must have a secure understanding of knowledge of the subject they are being asked to think critically about.
7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

Learn how to

Deliver a carefully sequenced and coherent curriculum, by:

- Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.
- Ensuring pupils' thinking is focused on key ideas within the subject.
- Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. • Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).
- Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

Support pupils to build increasingly complex mental models, by:

- Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.
- Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.
- Drawing explicit links between new content and the core concepts and principles in the subject.

Develop fluency, by:

- Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).
- Using retrieval and spaced practice to build automatic recall of key knowledge.

Help pupils apply knowledge and skills to other contexts, by:

- Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
- Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

Develop pupils' literacy, by:

- Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.
- Supporting younger pupils to become fluent readers and to write fluently and legibly.
- Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
- Modelling reading comprehension by asking questions, making predictions, and summarising when reading.
- Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).
- Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing

4 Plan and teach well-structured lessons

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

Learn that

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

Learn how to

Plan effective lessons, by:

- Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
- Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.
- Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
- Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
- Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).

Make good use of expositions, by:

- Starting expositions at the point of current pupil understanding.
- Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.
- Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).

Model effectively, by:

- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).
- Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).
- Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:

- Planning activities around what you want pupils to think hard about.

- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are required.
- Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
- Providing scaffolds for pupil talk to increase the focus and rigour of dialogue

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

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

Learn that;

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential

Learn how to

Develop an understanding of different pupil needs, by:

- Identifying pupils who need new content further broken down.
- Making use of formative assessment.
- Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
- Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

Provide opportunity for all pupils to experience success, by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants.

Meet individual needs without creating unnecessary workload, by:

- Making use of well-designed resources (e.g. textbooks).
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
- Building in additional practice or removing unnecessary expositions.
- Reframing questions to provide greater scaffolding or greater stretch.
- Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

Group pupils effectively, by:

- Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.
- Changing groups regularly, avoiding the perception that groups are fixed.
- Ensuring that any groups based on attainment are subject specific.

6 Make accurate and productive use of assessment

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

Learn that

1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.

2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.
5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.
6. Over time, feedback should support pupils to monitor and regulate their own learning.
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

Learn how to

Avoid common assessment pitfalls, by:

- Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).
- Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).
- Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.

Check prior knowledge and understanding during lessons, by:

- Using assessments to check for prior knowledge and pre-existing misconceptions.
- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).
- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitoring pupil work during lessons, including checking for misconceptions.

Provide high-quality feedback, by:

- Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
- Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
- Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

Make marking manageable and effective, by:

- Recording data only when it is useful for improving pupil outcomes.
- Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).
- Using verbal feedback during lessons in place of written feedback after lessons where possible.
- Understanding that written marking is only one form of feedback.
- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

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

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

Learn that;

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure

Develop a positive, predictable and safe environment for pupils, by:

- Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).

- Giving manageable, specific and sequential instructions.
- Checking pupils' understanding of instructions before a task begins.
- Using consistent language and non-verbal signals for common classroom directions.
- Using early and least-intrusive interventions as an initial response to low level disruption.
- Responding quickly to any behaviour or bullying that threatens emotional safety.

Establish effective routines and expectations, by:

- Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).
- Practising routines at the beginning of the school year.
- Reinforcing routines (e.g. by articulating the link between time on task and success).

Build trusting relationships, by:

- Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.
- Responding consistently to pupil behaviour.

Motivate pupils, by:

- Supporting pupils to master challenging content, which builds towards long-term goals.
- Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.
- Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically

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

Learn that

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
7. Engaging in high-quality professional development can help teachers improve.

Learn how to

Develop as a professional, by:

- Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- Strengthening pedagogical and subject knowledge by participating in wider networks.
- Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- Engaging critically with research and discussing evidence with colleagues.
- Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

Build effective working relationships, by:

- Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.
- Seeking ways to support individual colleagues and working as part of a team.
- Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
- Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
- Sharing the intended lesson outcomes with teaching assistants ahead of lessons.
- Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

- Knowing who to contact with any safeguarding concerns.

Manage workload and wellbeing, by:

- Using and personalising systems and routines to support efficient time and task management.
- Understanding the right to support (e.g. to deal with misbehaviour).
- Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
- Protecting time for rest and recovery

Appendix 2

St. Peter's C.E. Primary School - Farnworth

SAFEGUARDING INDUCTION

CHECKLIST

Name:		Date came into post:	
Role:		Line Manager	

	Date Completed	√	Comments
Read through Safeguarding and Child Protection Policy and aware of main areas of abuse.			
Names of and how to contact the Designated Safeguarding Lead (DSL) and the DDSL			
Keeping Children Safe in Education: Part one or condensed version (cross out as applicable)			
Safeguarding reporting and recording systems explained			
Expectations of school- safer working practice			
School's Code of Conduct, the role of the LADO & First Steps procedures			
Child protection training date set			Date set :
Online Safety policy and curriculum explained			
Read acceptable use of ICT Policy			
Prevent duty explained and training date set			Date set:
Read all key school policies inc Behaviour, SEND, Bullying, equality, whistleblowing, first aid			
Made aware of how to access all policies and procedures			
Working Together (2018), Information Sharing (2018), What to do if you are worried about a child (2015) made available			
Aware of LA Multi agency Safeguarding Children Partnership website and GM Safeguarding protocols website			
Aware of FGM mandatory reporting duties			
Aware of Bolton's Multi Agency training offer and E learning available			
Understand key Safeguarding priorities in the School and local community			
Understands the Teachers Standards and its link to Safeguarding			
Fully understands what to do if a concern arises			
Has access to safeguarding recording systems – Cpoms or other to record safeguard concerns and has been advised on procedures			
Is aware of all Safeguarding staff including Senco, Mentors, Behaviour, Pastoral, Attendance officer, admin, H&S, First Aiders, Prevent and LAC leads			
Able to access all key forms such inclusion forms, accident forms, Individual Behaviour plans and other inclusion forms			

Read relevant risk assessments and know how to access these			
Made aware of how Safeguarding information and updates will be communicated (newsletters / team meetings / e-mails/ etc.)			
Clear on role profile / Job description in relation to Safeguarding			
Local Authority information on Thresholds (Framework for action) shared.			
Early Help processes and procedures explained			
Explained how ACE's (Adverse Childhood experiences) and trauma could be underlying to presenting behaviours and how we support children who are distressed.			
Integrated Front Door and out of hours procedures explained and numbers provided.			
Confidentiality / Data Protection (including access to files) explained			
Mobile phone policy explained			
Made aware of Operation Encompass and what happens when notifications are received			
Where appropriate notified of relevant Looked After Children and children with a Social Worker and your involvement with assessments and support packages.			
Made aware of key partner agencies who the school work in partnership with.			

Comments by Employee			
Comments by Line Manager			

Signature of Employee: Date:

Signature of Line Manager: Date:

Quiz/ knowledge checker

- 1. Where will you find our policies and procedures?**
- 2. Who is the DSL and Deputy DSL?**
- 3. What are the main areas of abuse?**
- 4. What steps would you take if you had a concern about a child?**
- 5. Who would you speak to if you had a concern about a member of staff's behaviour or conduct?**
- 6. What is the team called that child protection concerns are referred to in Bolton?**
- 7. Why do we want to support children and their families early? (Early Help)**
- 8. What is PREVENT?**
- 9. How do we keep children safe online here?**
- 10. Where can you access safeguarding information/updates?**

Appendix 3 – links to useful documents



ECT Progress
Review Template v2.



ECT - Formal
Assessment Templat



Classroom obsv
sheet.docx



Record of
professional review



ECT Action Plan
Master.docx



Release time master
timetable.docx



Statutory ECT
Induction Guidance



Teachers
Standards.pdf