



EARLY CAREER TEACHER INDUCTION PACK 2023 – 2024

EARLSMEAD PRIMARY SCHOOL

SUCCESS for All

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Dear Colleague,

Welcome to Earlsmead Primary School!

We hope your time with us is stimulating and worthwhile. We want you to feel that you are a member of a successful and hardworking team. This induction programme is one way in which we can help to make that happen.

We recognise that our pupils will achieve most from well-informed, highly motivated staff. New staff will be supported during their induction period. We aim to complete induction as promptly as possible.

This induction pack contains material which will support your induction programme. The aim of the induction programme is to ensure that you are able to assimilate information about the school and how we work, as easily as possible. You will then be able to contribute to the maintenance of high standards of performance in your job and to the general ethos of the school.

At the beginning of your induction programme, please ensure that you have familiarised yourself with the following:

1. [Your Job Description](#) – you should have received a copy of your Job Description prior to your appointment.
2. [The Staff Code](#) – you should have received a copy of this prior to your appointment.
3. [The School Website](#) – this includes lots of information on our policies, values, organisation, staff etc.

Staff Induction Sheet

Earlsmead Primary School

Name:	
Role:	
Start Date of Employment:	

By the **end of the first day**
You should have been shown/told about:

Timetable and class lists		
Where to put your coat and bag/personal belongings		
Toilets – staff and pupils'		
First Aiders – who they are		
Location of the medical room (Welfare)		
Who manages whom - Staff schemata		
Fire drills and procedures		
Security of the building, signing in and out		
Duties and Rotas		
Staff briefings and meetings		
Car parking		
Staff lunch		
Use of phones/private calls		
IT log in and email details		

By the **end of the first week**
You should have been shown/told about:

Code of Conduct		
Safeguarding Training including Child Protection Policy		
School aims and values		
Mission statement		
SEND Policy		
Behaviour Policy		
SIMS - Registers and Assessment		
Health and Safety Policy		
Intimate Care Policy including Reducing the Risk of Allegation		
Behaviour systems (Class Dojo)		
Lunchtime procedures		
Keeping fire doors and exits clear of obstruction		
Self-certification of sickness		
Request for Leave of Absence Form		
Accident and illness procedures		
Accident forms		
Information on curriculum expectations		

Between **weeks one to six**

You should have been shown/told about:

Marking and Feedback Policy		
Electrical safety		
Supervision of pupils – activity duties		
Using the: Photocopier Laminator Guillotine Shredder Risograph		
Requesting IT support		
Risk Assessments for all activities		
School trip documents		
Homework Policy		
Diaries – School office		
Location of curriculum resources		
Annotating pupils' work		
Interactive whiteboard/plasma screen		

Tutor: _____

Mentor: _____

Lesson plan formats		
Pupils Assessment Files		
Annual Reviews		
End of Year Reports		
End of Term Assessments		
Achievement Assemblies		
School Improvement Plan		
Stock ordering		
Classroom Library		
Inclusion folders		
School Library		
Book store		
Edukey		

Mission Statement

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self- learning team members with a positive sense of wellbeing and a love of learning.

Our Vision

Working in partnership with children, parents, staff and Governors as a community we will achieve Success for All through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations



Key Information

- Confidentiality
- Professional conduct
- Health and safety
- Staffroom
- Things to remember
- At the end of the day
- Refreshments

Confidentiality

All adults working in a school, on a paid or voluntary basis, are in a privileged position regarding what they may say or hear. It is vital that, except where Child Protection Issues are concerned, confidentiality is respected in all cases. It is NOT appropriate to:

- Discuss a child's progress or behaviour with anyone other than that child's parents or guardian or relevant member of staff
- Discuss a child's progress or behaviour with a parent 'out of school' – this includes internet social network.
- Discuss a child or family in front of others

Professional Conduct

- Do not be tempted to be 'friends' with parents and pupils on any social networking sites.
- All staff are expected to act in a professional manner at ALL times.
- For any complaints, please refer to the schools Whistleblowing Policy on the school website.

Health and Safety

All members of staff are responsible for the health and safety of everyone in the school community. Please report any potential safety hazard or risk to the Site Team. Any faults that need to be looks at can be written on the whiteboard opposite the site team cupboard. Please read the Health and Safety Policy.

First aiders – displayed on the wall of each classroom

Refreshments

- Each class has access to drinking water
- All children are allowed to bring a names water bottle to drink at appropriate times
- Some children have milk – each class will have a list. The milk is kept in the fridge next to the welfare
- Fruit – Free fruit for all children – located next to welfare

Staffroom

- There are no 'special' chairs.
- Please put your washing up in the dishwasher.
- Please take your turn to unload the dishwasher.
- Please keep kitchen area tidy at all times.
- Please throw away unwanted food,
- Please keep the staffroom tidy.

All staff need to be aware of confidentiality issues when using the staffroom.

No staff should carry hot drinks out of the staffroom without a lid.

At the end of the day

- Send letters, books, etc. home
- Please ensure that the children are met by a known adult. All agreed names should be on the yellow dismissal slip.
- Dismissal register to be completed each day with details of who collected.
- Staff to be aware of who is attending clubs

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 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 observations to be successful you need to make sure that you are clear about:

- the Teaching and Learning policy
- the format used for recording lesson observations
- what planning and preparation needs to be done before the observation takes place
- when and how feedback will be given
- what and how evidence is recorded
- identification and monitoring of targets
- support to meet recommendations/targets arising from lesson observations

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

The 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 Assessment

A formal assessment will be completed by your induction tutor and/or headteacher 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

Reflecting on your progress and linking to evidence

Whilst there is no requirement to create portfolios of evidence especially to bring to progress reviews and 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-evaluation

The following resources may be useful in supporting you to maintain a record of your progress through induction, against the Teachers' Standards, and link it to evidence:

- Termly Planner
- Teachers' Standards progress and evidence

DfE's statutory guidance Keeping children safe in education 2022 (publishing.service.gov.uk) 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 our 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.

The school's Designated Safeguarding Lead is: Jackie Stangroom

The Deputy Designated Safeguarding Lead(s) is/are: Catherine Fennell, Barbara Graham

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 and nothing should be said to the colleague involved. It must be shared with the Chair of Governors if it relates to the Headteacher

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.

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'll 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 and your ability to implement the 'cycle of care' effectively.

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!

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

Good enough versus fabulous. Sometimes, if you're busy, you need to explicitly tell yourself that what you've done may not be perfect, but it is good enough.

Using the time on your commute home to wind down from 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.

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

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.

Laugh with the children

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

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

Termly planner

The termly planner below provides a template to set out the key activities for each term, to support forward planning and communication between the ECT, Tutor and Mentor.

Term 1/2/3/4/5/6 (highlight as appropriate)		
Objectives/targets for this term:		
Induction activities	Who is involved?	Dates and details
Setting initial objectives and actions	ECT Tutor	
Lesson observation 1 Feedback meeting Revision of targets as needed	ECT 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 2 Upload progress judgement on ECT Manager	ECT Tutor	
Induction related activities – e.g. self study, mentor/ECT session, central training, additional CPD opportunities, observing experienced teachers		
Week	Activities	Actions
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Teachers' Standards progress and evidence – ECT Self-reflection record

Standard 1 - Set high expectations which inspire, motivate and challenge pupils a) establish a safe and stimulating environment for pupils, rooted in mutual respect b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
Previous target/s set for this standard (if applicable):	
Progress in this standard	How I know (evidence)
Points to celebrate:	
To be developed further:	
Moving forward/next steps:	
Additional support and actions to be taken:	
Am I on track to meet this standard? (term 3)	I have met this standard (term 6)

Standard 2 – Promote good progress and outcomes by pupils a) be accountable for pupils' attainment, progress and outcomes b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these c) guide pupils to reflect on the progress they have made and their emerging needs d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching e) encourage pupils to take a responsible and conscientious attitude to their own work and study.	
Previous target/s set for this standard (if applicable):	
Progress in this standard	How I know (evidence)
Points to celebrate:	
To be developed further:	
Moving forward/next steps:	
Additional support and actions to be taken:	
Am I on track to meet this standard? (term 3)	I have met this standard (term 6)

Standard 3 - Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) 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
- d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Previous target/s set for this standard (if applicable):

Progress in this standard

How I know (evidence)

Points to celebrate:

)

To be developed further:

Moving forward/next steps:

Additional support and actions to be taken:

Am I on track to meet this standard?
(term 3)

I have met this standard
(term 6)

Standard 4 - Plan and teach well-structured lessons

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

Previous target/s set for this standard (if applicable):

Progress in this standard

How I know (evidence)

Points to celebrate:

To be developed further:

Moving forward/next steps:

Additional support and actions to be taken:

Am I on track to meet this standard?
(term 3)

I have met this standard
(term 6)

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

- a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) 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
- d) 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.

Previous target/s set for this standard (if applicable):

Progress in this standard

How I know (evidence)

Points to celebrate:

To be developed further:

Moving forward/next steps:

Additional support and actions to be taken:

**Am I on track to meet this standard?
(term 3)**

**I have met this standard
(term 6)**

Standard 6 - Make accurate and productive use of assessment

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

Previous target/s set for this standard (if applicable):

Comments from previous placement (end of SE2 report 27/5/21): "Is making better use of assessment for learning in class, though sometimes struggles to incorporate feedback into responsive teaching. Should try to make more use of data/PEN portraits to inform teaching. Has worked through assessment cycles; has experience assessing student work and providing feedback to improve work."

Progress in this standard	How I know (evidence)
<p>Points to celebrate:</p>	
<p>To be developed further:</p>	
<p>Moving forward/next steps:</p>	
<p>Additional support and actions to be taken:</p>	

Am I on track to meet this standard? (term 3)	I have met this standard (term 6)
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Standard 7 - Manage behaviour effectively to ensure a good and safe learning environment

- a) 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
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Previous target/s set for this standard (if applicable):

Progress in this standard

How I know (evidence)

Points to celebrate:

To be developed further:

Moving forward/next steps:

Additional support and actions to be taken:

Am I on track to meet this standard?
(term 3)

I have met this standard
(term 6)

Standard 8 - Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to pupils' achievements and well-being.

Previous target/s set for this standard (if applicable):

Progress in this standard**How I know (evidence)**

Points to celebrate:

To be developed further:

Moving forward/next steps:

Additional support and actions to be taken:

Am I on track to meet this standard?
(term 3)

I have met this standard
(term 6)

Teachers' Standards Part 2: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- b) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- c) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Previous target/s set for this standard (if applicable):

Progress in this standard

How I know (evidence)

Points to celebrate:

To be developed further:

Moving forward/next steps:

Additional support and actions to be taken:

Am I on track to meet this standard?
(term 3)

I have met this standard
(term 6)