



TMPF Early Career Teacher (ECT) Policy 2024

'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.'
(Psalm 32:8)

'Give a man a fish, you feed him for a day. Teach him how to fish, you feed him for a lifetime.'
(Chinese proverb)

Approved: Spring 2024
Next review: Spring 2025

*The Moorlands Primary Federation comprises seven schools:
Bishop Rawle C.E. Primary School; Dilhorne Endowed C.E. Primary School;
Great Wood Primary School; Hollinsclough C.E. Academy; Manifold C.E. Academy,
St. Werburgh's C.E. Primary School; and The Valley Primary School.*

1. Aims

This policy relates to each school comprising The Moorlands Primary Federation (see above). From this point onwards, they will be referred to as the Trust or TMPF.

The Trust aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF);
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- Enable all staff to understand their role in the ECT induction programme.

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2023;
- The [Early career framework reforms](#);
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#);

The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. The ECT induction programme

The following sets out the statutory minimum for ECT induction programmes. Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Prior to appointing an ECT, the Trust Leadership Team (TLT) must agree that the post is suitable for an ECT, carefully considering the entitled support for the colleague. The ECT's induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards partial completion of the induction period.

The induction programme will be supported by a selected Appropriate Body and Best Practice Network (BPN). The chosen Appropriate Body for ECTs employed within TMPF will quality assure the programme.

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period;
- Have an appointed Induction Tutor, who will have Qualified Teacher Status (QTS) and be a senior leader in school or the Trust;
- Have an appointed Induction Mentor, who will have QTS;
- Have a reduced timetable to allow them to undertake activities in their induction programme (in their first year, this will be no more than 90% of the timetable of our full-time existing teachers on the main pay scale, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main payrange);
- ECTs will receive Planning Preparation and Assessment (PPA) time in addition to 'ECT Time' (see above);
- Ideally teach the same class, or classes, or group on a regular basis (if employed as an ECT);
- 'ECT Time' (the 10% non-contact time in year 1 and 5% in year 2) may be flexibly allocated from week-to-week and any relevant CPD undertaken by the ECT outside of this time, may be considered to be part of the ECT allocation;
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts (ECTs will not undertake the same appraisal/Performance Management as fellow teachers whilst in the ECT period);
- Not be given additional non-teaching responsibilities without appropriate preparation and support;
- Not normally teach outside the age range they have been employed to teach;
- Not knowingly be placed with unreasonably demanding pupil discipline problems on a day-to-day basis;
- Adhere to the Trust's Code of Conduct and all policies including Safeguarding;
- Act in a positive and professional manner which reflects the ethos, values and aims of the school and Trust;
- Respect the Christian nature of the Trust and its Anglican schools;
- Ensure that they attend and participate in any school/Trust CPD and meetings as directed (including online CPD).

Support for ECTs will be as follows:

- A full induction programme over the two-year period;
- A designated Induction Tutor, who will provide monitoring and support, and co-ordinate their assessments;
- A designated induction Mentor, who will provide regular structured mentoring sessions (1 hour weekly in Year 1 and 1 hour fortnightly in Year 2, both within the school working hours) and targeted feedback which is followed-up;
- An induction Mentor who completes the dedicated training as directed by the Appropriate Body and BPN;

- Chances to observe experienced teachers (either within the school or at another school) with effective practice;
- Opportunities to meet with experienced practitioners and discuss effective practice;
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their Induction Tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths;
- The opportunity to meet with (face-to-face or remotely) other Trust ECTs on at least the equivalent of a half-termly basis within the Trust ECT Network.
- Upon request by ECTs, they will benefit from colleagues revisiting any areas of uncertainty in relation to policies and procedures.

Variations to the induction period

Induction period for part-time ECTs

- ECTs employed on a part-time basis have to complete the equivalent of six full-time terms to complete their ECT induction period;
- In some circumstances, ECTs serving induction on a part-time basis may, on completion of a minimum period covering but not equivalent to two full years, be able to have their induction period reduced (*this will be no less than 1.5 academic years of good attendance and performance at work*). After the minimum period, at the point when enough evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory and consistently embedded over time, the School Leader may consult with the Executive Principal and Chief Executive Officer (and provide extensive evidence) for this decision to reduce, so agreement can be reached as to whether this is appropriate. This will be on a case-by-case basis. The decision must maintain focus upon the important support provided for the ECT's professional development at this early stage. If this is agreed, then the School Leader may consult with the Appropriate Body on whether a reduced induction is appropriate. It is for the Appropriate Body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the Appropriate Body is expected to consult the Executive Principal (who must confirm with the Chief Executive Officer) and must gain the agreement of the teacher concerned. A reduction, in these circumstances, should only be made on the basis that the ECT has met and embedded the Teachers' Standards and that this can be clearly evidenced.

Extending the induction period prior to completion to account for ad hoc absences

- The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental/familial bereavement leave. In these circumstances, the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the

minimum period of employment of one term or equivalent must be served in a new school/institution.

Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental/familial bereavement leave

- ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, **and any such request must be granted**. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Extension of the induction period after induction has concluded

- The Appropriate Body has the option, when making its decision at the end of the induction period, to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end.
- The Appropriate Body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:
 - personal crises;
 - illness;
 - disability;
 - issues around the support during induction; or
 - where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.
- An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.
- If an ECT leaves an institution having started but before completing their extension, the School Leader (in accordance with the Induction Tutor) should complete an interim assessment report and notify the Appropriate Body.

ECTs completing induction in more than one institution simultaneously

- In all cases where induction is served in more than one institution simultaneously, one Headteacher/School Leader acts as the Lead Headteacher/Principal.
- The Lead Headteacher/Principal:
 - is expected to ensure that they are satisfied that all posts are suitable for induction, and provide a fair opportunity for the ECT to demonstrate

- that they have performed satisfactorily against all of the Teachers' Standards by the end of the induction period;
 - is responsible for consulting with and gathering evidence from the other Headteacher/School Leader;
 - should also, in the case of unattached teachers, where appropriate, consult the Head of Service from the local authority; and
 - having coordinated the evidence, make the recommendation to the Appropriate Body on whether the ECT has performed satisfactorily against all of the Teachers' Standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the ECT.
- In all cases where induction is served in more than one institution simultaneously, it is essential that one Appropriate Body takes the lead in making the decision, following the recommendation from the Lead Headteacher/Principal.
- For ECTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the Lead Headteacher/Principal. An 'unattached teacher' means a teacher employed by a local authority who is: (a) not attached to a particular school, or (b) employed otherwise than at a school. The Head of Service is the person at the local authority responsible for the line management of the ECT.

Assessments of ECT performance

End-of-year assessments

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by either the ECT's Induction Tutor or School Leader. These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied upon will be provided by/to the ECT and to the Appropriate Body. Where the Appropriate Body requests termly assessment reviews, these will be completed by the Induction Tutor in accordance with the Induction Mentor and ECT by the scheduled deadline.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Induction Tutor (and School Leader) will also recommend to the Appropriate Body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by ECT, the Induction Tutor, and School Leader or Executive Principal. A copy of the formal assessment report will then be sent to the Appropriate Body. The final assessment report should be sent to the Appropriate Body within 10 working days of the meeting (ECTs must ensure they complete their section in sufficient time for the subsequent approvals to be made within this period) to allow them make the final decision on whether the ECT has passed their induction period.

- There are two formal assessment points, one midway through induction, and one at the end of the induction period (see para 2.55). These are supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 2.48).

Termly assessments

Termly reports of the ECT's performance will be completed by the Induction Tutor (following discussions with the Mentor) on the ECT portal in association with the timelines specified by the Appropriate Body. On the completion of a full year, the termly assessment will be the end-of-year assessment. These reports should be discussed with the ECT by the Induction Tutor prior to submission and the ECT must read and comment upon these as part of the termly process. Following comments and agreement by the ECT, the assessment needs to be approved by the named School Leader/ Executive Principal before being accepted by the Appropriate Body as complete. It is the responsibility of the ECT to evidence the completion of any development points raised during the next period of assessment. Termly assessments identify whether the ECT is making appropriate progress towards the standards. The Induction Tutor and the ECT are expected to maintain ready access to copies of all termly reviews.

Monitoring and support throughout induction should be sufficient so that an ECT's progress against the Teachers' Standards is not unexpected when an ECT reaches a formal assessment point.

ECT moving schools

If the ECT leaves their post after completing one term or more, but before the next formal assessment would take place, the Induction Tutor or School Leader should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures

If it becomes clear during a termly assessment progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified;
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards;
- An effective support programme will be put in place to help the ECT improve their performance.

The progress review record/termly assessment, or formal assessment report, will be shared with the Appropriate Body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent termly assessments, or formal assessment, as long as it is not the final formal assessment, the Induction Tutor (or School Leader) will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4. Roles and Responsibilities

The Appropriate Body will:

- Provide the main quality assurance role within the induction process. The Appropriate Body is responsible for checking that School Leaders have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet the teaching standards;
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review;
- Discuss with their Induction Tutor how best to use their reduced timetable allowance ('ECT time') and guarantee engagement with their ECF-based induction;
- Provide evidence of their progress against the relevant standards;
- Participate fully in the monitoring and development programme;
- Participate positively in scheduled classroom observations, progress reviews and formal assessment meetings;
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period;
- Keep copies of all assessment reports;
- Act professionally as a teacher;
- Positively represent the school and Trust;
- Adhere to TMPF's Code of Conduct;
- Ensure all SEND and Pupil Premium documentation, marking, planning and assessment is updated regularly;
- Ask for support in areas/incidents in which they are unsure;
- Support pupils and colleagues;
- Maintain a positive and professional approach when meeting/communicating with parents/carers;
- Ensure that they follow the policies and statutory guidance and apply learning from relevant training to keep children safe;
- Follow school processes, procedures, policies and play a role in keeping themselves and others safe.
- Raise any concerns with their Induction Tutor as soon as they can and in a professional manner;
- Consult with their contact at the Appropriate Body at an early stage if there are any difficulties in resolving issues with their Induction Tutor or within the school.
- Attend all CPD as directed
- Maintain a positive and professional approach to their work and to the school and Trust.

The School Leader will:

- Ensure that the ECT is registered as appropriate with the Department for Education (DfE), the Appropriate Body and the Best Practice Network.
- Meet on at least a termly basis with the ECT as a forum of support and to discuss any concerns;

- Liaise with the Deputy Business Manager to check that the ECT has been awarded QTS and whether they need to serve an induction period;
- Agree, in advance of the ECT starting, who will act as the Appropriate Body;
- Notify (register ECT with) the Department for Education and the Appropriate Body when an ECT is taking up a post and undertaking induction;
- Ensure that the ECT's role is suitable according to statutory guidance;
- Ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- Ensure the induction Mentor is appropriately trained/ is undertaking their ECF training and has sufficient time to carry out their role effectively;
- Ensure an appropriate ECF-based induction programme is in place;
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- Ensure that formal assessments are carried out and reports completed and sent to the Appropriate Body;
- Maintain and keep accurate records of employment that will count towards the induction period;
- Ensure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- Ensure that the Trustees, CEO and Executive Principal are made aware of the support arrangements in place for the ECT;
- Sign to make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is, or is not satisfactory;
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes;
- Ensure the ECT has sufficient non-contact time, including PPA and 'ECT time';
- Provide termly updates for the Pupil Welfare, Learning and Achievement Committee regarding support arrangements in place for the ECT and their progress.
- Provide pastoral support whilst maintaining high expectations;
- Schedule time for ECT meetings with the Induction Mentor during working hours;
- Review minutes from Mentor meetings and lesson observations on at least a termly basis;
- Keep all relevant documentation, evidence and forms on file for 6 years.

The Induction Tutor will:

- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary);
- Carry out regular progress reviews throughout the induction period;
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- Carry out progress reviews in terms where a formal assessment doesn't occur (and submit to the Appropriate Body where required);
- Inform the ECT following progress reviews against the relevant standards, and share records with the ECT, School Leader (if different) and Appropriate Body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments;

- Ensure that the ECT's teaching is observed and feedback is provided (this can be any qualified teacher) and recorded;
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school;
- Take prompt, appropriate action if the ECT appears to be having difficulties;
- Offer support of the ECT's wellbeing;
- Ensure that all monitoring and record keeping is done in the least burdensome way.

The Induction Mentor will:

- Regularly meet (weekly in year 1 and fortnightly in year 2) with the ECT for structured mentor sessions to offer support and provide targeted feedback;
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality full ECF-based programme;
- Provide, or arrange, effective support (including subject-specific) phase-specific, coaching and/or mentoring;
- Complete/ attend their ongoing Mentor training from the Appropriate Body and the Best Practice Network.

The Executive Principal/CEO will:

- Be satisfied that the school has the capacity to support the ECT;
- Ensure the school complies with the statutory guidance on ECT induction;
- Investigate any concerns raised by the ECT as part of the school's grievance procedures;
- Liaise with leaders to provide an ECT Network (if more than one ECT is employed within the Trust) which will meet the equivalent of at least half-termly;
- Report to the Pupil Welfare, Learning and Achievement Committee any staffing updates including that of ECTs.

The Trust Board will:

- Ensure that the Trust schools comply with the statutory guidance on ECT induction;
- If it has any questions or concerns, seek guidance from the CEO/ Executive Principal and/ or the Appropriate Body on the quality of the induction arrangements and the roles/responsibilities of those involved;
- If it wishes, request general reports on the progress of ECTs;
- Be satisfied that each Trust school has the capacity to support the appointment of any ECT.

5. Meeting and learning records

All meetings between ECTs and Induction Tutors, Mentors, or other colleagues, should be recorded using the 'ECT Meeting' template (see Appendix). Experienced colleagues with QTS who are fulfilling school-wide, or Trust-wide roles may highlight any Teaching Standards which they believe have been met through these meetings, or through evidence provided in these discussions. Other colleagues must seek approval from the School Leader, Assistant School Leader, Mentor, Induction Tutor, Executive Principal or CEO before highlighting any standards. This form must contain a sufficient review of the meeting, but there is no requirement for extensive minutes which would create excessive and unnecessary work. If the form does not contain sufficient information, then it should not be used as evidence towards a teaching standard.

It is the responsibility of the ECT to ensure that these records are signed and uploaded to the portal as evidence of the meeting. ECTs must ensure that they receive a signed copy of any lesson observations/ learning walks/ book trawls/ pupil conferences which can be used to supplement evidence of their progress towards the standards. These must be redacted as appropriate if notes about other colleagues' are present i.e. a Key Stage observation. Pupils should not be identifiable through any notes – instead, a first initial may be used.

6. When the ECT has concerns

They should raise these with their Mentor or Induction Tutor as soon as they can. If the matter is not resolved this may be escalated to the School Leader (if not the Induction Tutor), then the Executive Principal. If this is not resolved, it can be referred to the CEO.

ECTs may wish to consult with their contact at the Appropriate Body at an early stage if there are difficulties resolving issues with their Induction Tutor or within school.

7. Links with other policies

TMPF Appraisal Policy
TMPF Grievance Policy
TMPF Pay Policy
TMPF Safeguarding Policy
TMPF Code of Conduct
TMPF Online Safety Policy
Other policies relating to employment within the Trust

Early Career Teacher Meeting

ECT:		Class:
Mentor/ Induction Tutor/ Senior Leader* (& name): <small>*delete as applicable</small>		Date:
Discussion:		
Teacher Standards focused upon (see next page):		
Evidence:		
Next Steps:		
Signed (ECT):	Signed (Mentor/ Induction Tutor/ Senior Leader):	

Copy for ECT, copy for school record and copy to be uploaded to portal.

Teacher Standards **Those achieved through this record to be highlighted.*

<p>1 - Set high expectations which inspire, motivate and challenge pupils 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>6 - Make accurate and productive use of assessment 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; 6(b) Make use of formative and summative assessment to secure pupils' progress. 6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons. 6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>
<p>2 - Promote good progress and outcomes by pupils 2(a) be accountable for pupils' attainment, progress and outcomes. 2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. 2(c) guide pupils to reflect on the progress they have made and their emerging needs. 2(d) demonstrate knowledge of how pupils learn and how this impacts on teaching. 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>7 - Manage Behaviour effectively to ensure a good and safe learning environment 7(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; 7(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; 7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; 7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>
<p>3 - Demonstrate good subject and curriculum knowledge 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interests in the subject, and address misunderstandings. 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. 3(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. 3(d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	<p>8 – Fulfil wider professional responsibilities 8(a) Make a positive contribution to the wider life and ethos of the school. 8(b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. 8(c) Deploy support staff effectively. 8(d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. 8(e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>
<p>4 - Plan and teach well-structured lessons 4(a) impart knowledge and develop understanding through effective use of lesson time. 4(b) promote a love of learning and children's intellectual curiosity. 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching. 4(e) contribute to the design and provision of an engaging curriculum within the relevant subject areas.</p>	<p>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. 2 (i) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:</p> <ul style="list-style-type: none"> - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions - Showing tolerance of and respect for the rights of others - Not undermining Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <p>2(ii) Teachers must have proper and professional regard for the those, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>2(iii) Teachers must have an understanding of, and always act within. The statutory frameworks which set out their professional duties and responsibilities.</p>
<p>5 - Adapt teaching to respond to the strengths and needs of all pupils 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. 5(b) have a secure understanding of how factors can inhibit pupils' ability to learn, and how best to overcome these. 5(c) demonstrate 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. 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	