HORSFORTH SCHOOL

Opportunity and achievement for all

Early Career Framework Policy

Last Reviewed	July 2025
Next Review Date	July 2027
Ratified by the Trustee Board	July 2026

Early Career Framework Policy

1 Purpose

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the **early career teacher** (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher

2 Context

Horsforth School operates within guidance and procedures set out by the Department for Education (DfE).

3 Evaluation

This policy will be evaluated annually by the Trustee Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

4 Authors

This policy has been reviewed by CMA in July 2026.

5 Procedures

Procedures to support this policy are appended as follows:
Appendix 1: Roles and Responsibilities
Appendix 2: Entitlement and Continuing Professional Development
Appendix 3: Advice & Guidance for ECTs requiring additional support
Appendix 4: Teachers' Standards

Appendix 1: Roles and Responsibilities

This section summarises the roles and responsibilities of those involved in the induction process.

The ECT

The ECT is expected to:

• provide evidence that they have QTS and are eligible to start induction;
• meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
• agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
• provide evidence of their progress against the Teachers' Standards (see para 1.8);
• participate fully in the agreed monitoring and development programme;
• raise any concerns with their induction tutor as soon as practicable;
• 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;
• keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
• 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; and
• retain copies of all assessment reports.

Headteachers and principals

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

• check that the ECT has been awarded QTS;
• clarify whether the teacher needs to serve an induction period or is exempt;
• agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
• notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction; • ensure that the requirements for a suitable post for induction are met;
• ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
• ensure that the mentor has the ability and 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 of and feedback on their teaching;
• ensure that assessments are carried out and reports completed and sent to the appropriate body;
• maintain and retain accurate records of employment that will count towards the induction period;
• ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
• make the Trustee Board aware of the arrangements that have been put in place to support ECTs serving induction;
• make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
• participate appropriately in the appropriate body's quality assurance procedures; and
• retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

• obtain interim assessments from the ECT's previous post;

• act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
• ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
• notify the appropriate body as soon as absences total 30 days or more;
• periodically inform the Trustee Board about the institution's induction arrangements;
• advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
• consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
• provide interim assessment reports for staff moving school in between formal assessment periods; and
• notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction tutors

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

• provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
• carry out regular progress reviews throughout the induction period;
• undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
• carry out progress reviews in terms where a formal assessment does not occur;
• inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
• inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
• ensure that the ECT's teaching is observed and feedback provided;
• ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
• take prompt, appropriate action if an ECT appears to be having difficulties; and
• ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

• regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
• work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
• provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
• take prompt, appropriate action if an ECT appears to be having difficulties.

The Trustee Board

The Trustee Board:

• should ensure compliance with the requirement to have regard to this guidance;
• should be satisfied that the institution has the capacity to support the ECT;
• should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
• must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
• can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
• can request general reports on the progress of an ECT.

Appendix 2: Entitlement and Continuing Professional Development

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

The key aspects of the induction programme for ECTs at Horsforth School are as follows. Further details of this and the school documentation which is shared with ECTs can be found in Appendix 1.

- Access to an induction programme delivered by Leeds Teaching School hub and UCL, that will commence upon appointment;
- Structured visits to the school prior to taking up appointment;
- Help and guidance from an induction tutor who is adequately prepared for the role;
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate;
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;
- Continual Professional Development through Incremental Coaching Scheme;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out according to the LA's *Advice and Guidance for ECTs Who Require Additional Support.*

Where necessary, the Headteacher/ECT Co-ordinator will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT programme and that all steps have been taken to help a failing ECT improve.

Raising Concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

Appendix 3: Advice & Guidance for ECTs requiring additional support

Unsatisfactory progress and appeals

Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

The headteacher/principal and the appropriate body should be satisfied that:
• areas in which improvement is needed have been correctly identified;
• appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
• an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

• the identified weaknesses;
• the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
• details of additional monitoring and support put in place;
• the evidence used to inform the judgement; and
• details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction

period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

Further guidance about the appeals process is available at:
https://www.gov.uk/government/publications/induction-appealsprocedures

ECTs completing induction in more than one institution simultaneously

In all cases where induction is served in more than one institution simultaneously, one headteacher/principal 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 headteachers/principals;
• 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. Each separate contract of employment must meet the minimum period criteria.

Completing the induction period

An ECT completes their induction period when they have served:
• the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
• a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
• a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body); or
• an extension to that period, as a consequence of absences occurring during the period; or
• an extension following a decision by the appropriate body or the Appeals Body.

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher/principal.

Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the ECT:

• has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
• requires an extension of the induction period; or
• has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency, and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation **Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances**.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Appendix 4: Teachers' Standards

High Expectations (Standard 1 – Set high expectations)	
Learn that…	**Learn how to…**
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.	**Communicate a belief in the academic potential of all pupils, by:** • *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.*
Notes *Learn that…* statements are informed by the best available educational research; references and further reading are provided below. *Learn how to…* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners	

Pupils Learn (Standard 2 – Promote good progress)	
Learn that…	**Learn how to…**
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.	**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*
Notes Learn that… statements are informed by the best available educational research; references and further reading are provided below. Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners	

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)	
Learn that…	**Learn how to…**
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 within the subject area 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	**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 (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).* *• Teaching different forms of writing by modelling planning, drafting and editing.*
Notes *Learn that…* statements are informed by the best available educational research; references and further reading are provided below. *Learn how to…* statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.	

Classroom Practice (Standard 4 – Plan and teach well-structured lessons)	
Learn that…	**Learn how to…**
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.	**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.*
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Adaptive Teaching (Standard 5 – Adapt teaching)	
Learn that…	**Learn how to…**
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	**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.*
Notes *Learn that…* statements are informed by the best available educational research; references and further reading are provided below. *Learn how to…* statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.	

Standard 6 – Make accurate and productive use of assessment)	
Learn that…	**Learn how to…**
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.	**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.*
Notes *Learn that…* statements are informed by the best available educational research; references and further reading are provided below. *Learn how to…* statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.	

Managing Behaviour (Standard 7 – Manage behaviour effectively)	
Learn that…	**Learn how to…**
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*
Notes *Learn that…* statements are informed by the best available educational research; references and further reading are provided below. *Learn how to…* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.	

Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)	
Learn that…	**Learn how to…**
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.	**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.*
Notes *Learn that…* statements are informed by the best available educational research; references and further reading are provided below. *Learn how to…* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.	

This document is based on the Statutory Guidance on Induction for Early Career Teachers (England).