



ANSFORD ACADEMY
LEARNING TOGETHER TO LEAD OUR LIVES

Professional Standards Policy

Governors Adopted: May 2021

Renewal Period: Annually

Review Date: November 2023

Rationale

At Ansford Academy we value all our staff and governors and see them as education's best resource and we actively encourage their development. We recognise that a strong commitment to Professional Learning promotes high morale, motivation, self-esteem and collegiality in the workforce.

Professional learning is necessary to ensure that staff have the skills, knowledge and understanding to deliver the academy aims. It is important that the academy is seen as a learning organisation for the adults within it as well as the students.

All staff members have an entitlement to high-quality induction and continuing professional Learning. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional Learning needs. Equally, governors need to have appropriate induction and training in order to carry out their duties effectively.

At Ansford Academy we pride ourselves in encouraging students and staff to take ownership of our own learning. We expect staff to use the opportunities given to them to reflect on and improve their practice by using the aspects of the yearly published professional learning offer which is relevant to them as an individual or to identify specialist training opportunities relevant to their particular role

Provision

At Ansford Academy there is a commitment to staff development that balances academy and individual priorities. The main aims of professional learning are:

- To improve the quality of teaching and learning,
- To provide effective and specialist support functions.
- To create learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement

Ansford Academy will also seek to meet the professional learning needs of individual staff members that have been identified through performance appraisal.

Professional learning is inextricably linked and integrated with the academy's improvement plan and will be based on a range of information:

- The needs of the academy as identified through its self-evaluation/school improvement plan
- Issues identified through monitoring
- National and local priorities
- Performance management
- Professional learning visits
- Feedback from staff

Planning for Effective Professional Learning

Professional learning will be planned to balance the use of resources with the aspirations and interests of staff. Professional learning opportunities should meet the following criteria:

- Meet identified individual, academy or national development priorities
Are based on good practice
- Help raise standards of student achievement or support functions
- Are provided by those with the necessary experience, expertise and skills
- Are planned systematically and follow the agreed programme except when dealing with emerging issues
- Are based, where appropriate, on relevant standards
- Are based on current research and inspection evidence
- Make effective use of resources
- Provide value for money (use of EEF Teaching and Learning Toolkit) ● Gives the opportunity to train up staff so that the Academy does not need to procure services externally.

The range of Professional Learning Activities

In order to meet the needs of staff and to maximize the impact of the activity a range of approaches will be used. These include (this is not a definitive list and further examples can be found in the professional learning offer):

- Coaching and mentoring
- Peer observation attendance at a course or conference
- In-school training using the expertise available within the academy
- In-school training using the expertise of local colleagues
- Academy based work through accessing an external consultant or relevant expert
- School visit to observe or participate in good and successful practice ● Research opportunities
- Distance/Online learning
- Practical opportunities e.g. contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local or national networks ● Job enrichment/enlargement e.g acting roles, shadowing

Monitoring and Evaluation

In order for Professional Learning to be effective there are measures in place to audit both personal and professional needs. This includes through formal procedures such as the performance appraisal and the identification of links with the academy's self-evaluation procedures. This process will reflect on the outcomes of training and whether benefits have been forthcoming.

Leadership and Management of Professional Learning

Staff

- Ansford Academy supports all staff to be proactive in seeking Professional Learning.
 - Staff are encouraged to maintain an appropriate Professional Learning portfolio which includes a record of their professional learning.
- Staff are responsible for disseminating relevant Professional Learning to the academy community and should complete an evaluation form submitting this to the Professional Learning coordinator.

Team and Faculty Leaders

- Should identify key foci for their teams' Professional Learning as part of the Faculty Improvement Plan or Support Service Plan process
- Following a Professional Learning opportunity, feedback should be given to the Team by the recipient so that it can benefit a wide audience.
- Heads of Faculty or Teams should review the impact of their training and development during the term/academic year during which Professional Learning occurs.

The Headteacher and Senior Leadership Team

- The Headteacher and Senior Leadership Team will be responsible for identifying the academy's Professional Learning needs and those of the staff working within it.
- SLT line managers will review the impact of any Professional Learning which Faculties have undertaken during regular line- management meetings. In cases of longer term planning, review should follow by a predetermined date.
- There will be opportunities for annual review of the Professional Learning programme within the context of academy priorities. This will also involve the Performance Management process.
- A Professional Learning Report will also be made annually to the Governing Body.

In order to ensure there is equal access and involvement in Professional Learning by all staff, central records will be updated regularly recording the training undertaken by all of the academy community.

Equal Opportunities

Access to development opportunities is available to all school staff regardless of race, age, gender, disability. Provision conforms to the requirements set out in the academy's Equal Opportunity Policy.

Assessing the impact of Professional Learning

The impact of an individuals' Professional Learning will be reviewed as part of their appraisal each year. An annual review of Professional Learning across the Academy will be undertaken and will take into account the benefits to:

- Student and academy attainment and performance
- Improved teaching and learning

- Enhanced support services
- Increased student understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression/promotable staff

Linked Documents

- School Improvement Plan
- Faculty Improvement Plans

This is part of the Professional Standards Suite of Policies.



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Early Career Teacher (ECT) Policy statement

Status: Statutory

Governors Adopted: November 2022

Renewal period: Yearly

Review Date: November 2023

This policy is written in accordance with the following DFE statutory guidance for schools and colleges;

Early career framework

[https://www.gov.uk/government/publications/early-career-](https://www.gov.uk/government/publications/early-career-framework)

[framework](https://www.gov.uk/government/publications/early-career-framework)

Section A: Rationale

1. The first twenty four months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our academy's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible personalised programme.
2. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Section B: Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The 'relevant standards' referred to below are the Teachers' Standards. This policy complies with our funding agreement and articles of association

Section C: Purposes

Our academy induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- Run an ECT induction programme that meets all the statutory requirements through an external provider.
- To provide programmes appropriate to the individual needs of the ECT.
- To provide appropriate coaching and support through the role of an identified induction tutor.
- To provide ECTs with examples of good practice.
- To help ECTs form good relationships with all members of the academy community and stakeholders.
- To help ECTs become aware of the academy's role in the local community.
- To encourage reflection on their own and observed practice through regular reviews of progress
- To provide regular opportunities to recognise and celebrate good practice.
- To provide regular opportunities to identify areas for development.
- To help ECTs to develop an overview of a teacher's roles and responsibilities.
- To provide a foundation for longer-term professional learning.
- To help ECTs meet all the induction standards.

The whole staff will be kept informed of the academy induction procedures and

encouraged to participate, wherever possible, in its implementation and development.

These procedures reflect a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Section D The induction programme

For a full-time ECT, the induction programme will last for two academic years. Part-time NQTs will serve a fulltime equivalent. The programme is quality assured by an 'appropriate body' (reviewed annually). The school follows the DFE Funded – provider led programme. The external provider of the Early Careers Framework is reviewed annually.

1. Posts for induction

- 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 mentor, who will have qualified teacher status (QTS) and an induction tutor.
- Have a reduced timetable to allow them to undertake activities in their Early Careers Framework induction programme. In the first year a 10% reduction in the second year a 5% reduction should be timetabled when compared to our existing teachers on the main pay range.
- Be assigned to an external provider (ambition institute) for the Early Careers Framework.
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

2. Support for ECTs

- Their designated subject mentor tutor, who will provide day-to-day monitoring and support through the Early Careers Framework, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- 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 [half termly], at which we will review their objectives and revise them in relation to the relevant standards and

their current needs and strengths

- Chances to observe experienced teachers, either within the school or at another school with effective practice
- A programme of CPD throughout the year alongside the Early Careers Framework.

3. Assessments of ECT performance

- Each half term of an ECT's teaching will be observed against the teaching standards. This should be undertaken by the Induction tutor.
- Each term the ECT and Induction tutor will meet to undertake a professional progress review to identify development targets
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a plan will be shared to outline the strategies in place to support the ECT in getting back on track.
- ECTs are required to undertake 2 formal assessments. This must be undertaken by the headteacher or Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6). ECT's should be kept up to date on their progress. There should be nothing unexpected.

Section D Roles and Responsibilities

1. The ECT will

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
Provide evidence of their progress against the relevant Teaching standards
- Participate fully in the monitoring and development (ECF) programme
- Participate 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 forms
- Retain copies of all assessment reports.

When the ECT has any concerns, they will

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

2. Induction Tutor

The principal requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Ansford's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks

Role of the Induction Tutor The Induction Tutor will hold QTS status and:

- 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 ECT's 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.
- 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.
- Keep all relevant documentation, evidence and forms on file for 6 years

In exceptional circumstances you may need to ask one person to carry out both roles, but in these cases it's important that the individual understands the distinction between their role as tutor and their role as mentor.

3. Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, we will appoint a mentor who can provide on-going, daily support.

- The mentor will hold QTS status and: Regularly meet (weekly) 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.
- Take prompt, appropriate action if an ECT appears to be having

difficulties

- Take part in ECF training as delivered through the external provider.
- Provide guidance and effective support to the ECT, including coaching and mentoring
- 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 Work with the induction tutor to ensure any concerns or additional support are dealt with effectively and timely.

The mentor will take part in the DFE ECF (Early Career Framework Training) This will be timetabled. the collection of evidence relating to the ECT's progress against the Induction Standards. If the mentor is to contribute to the judgements about the progress against the Induction Standards this will be made very clear to the ECT.

4. The Headteacher.

The Headteacher at Ansford Academy plays a significant and leading role in the process of inducting new colleagues to the profession 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 and the mentor have 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 governing body 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
- notify the appropriate body as soon as absences total 30 days or more

5. The Governing Body

The Governing Body will be fully aware of the contents of the statutory guidance which sets

out the academy's responsibility to provide the necessary monitoring, support and assessment for ECTs.

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT

Careful consideration is given, prior to any decision to appoint an ECT, whether the academy currently has the capacity to fulfill all its obligations. The Governing Body will be informed of induction arrangements and the results of formal assessment meetings.

The academy's Induction Tutor is Thomas Cue.

ECT Tutors are where possible the line manager/SIL

Section E Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfill their professional duties and meet the requirements 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 ECT at Ansford Academy are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post (or the equivalent part-time).
- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- 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.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of ECTs arranged by the Appropriate Body.
- Opportunities for further professional development based on agreed

targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE guidelines on ECT induction unless the ECT is viewed as at risk of failing to meet the necessary standards.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective.

The criteria used for formal assessments will be shared and agreed in advance.

- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

Termly reports will give details of:

- areas of strength against the teacher standards
- areas requiring development against the teacher standards
- evidence used to inform judgment
- targets for coming term
- support to be provided by the academy

Section F At risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance
- The appropriate body may be contacted and asked for further support

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment

period. Under the statutory guidance ECT are also required to complete the Early Careers Framework materials provided by the external provider.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the academy in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (Five Counties) contact via their website (<https://fivecountiesalliance.co.uk/>).

Role of the Appropriate Body

The appropriate body (five counties) has the main quality assurance role within the induction process

Links with other policies

This policy links to the following policies and procedures:

Appraisal
Grievance
Code of conduct

This policy will be reviewed

- As part of the academy's development cycle
- Prior to the renewal date should there be any changes to statutory requirements.

Somerset County Council Appropriate Body Contacts

	info@fivecountiesalliance.co.uk
Five counties Mailbox	Admin support

Carol Gair cgair@backwellschool.net AB Lead for ECT Induction

Induction for Newly Qualified Teachers website on the Somerset Learning Platform:

[https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects](https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects#:~:text=Teachers%20starting%20induction%20on%20or,on%20the%20early%20career%20f%20framework)
[#:~:text=Teachers%20starting%20induction%20on%20or,on%20the%20early%20career%20f%20framework](https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects#:~:text=Teachers%20starting%20induction%20on%20or,on%20the%20early%20career%20f%20framework)