



**MANOR**  
MULTI ACADEMY TRUST

# Early Career Teachers (ECTs) Induction Policy

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## Policy Abbreviations

<b>DFE</b>	Department of Education
<b>ECF</b>	Early Career Framework (the framework to support induction and professional development in the first two years)
<b>ECT</b>	Early Career Teacher (a teacher in the first two years of teaching)
<b>QTS</b>	Qualified Teacher Status
<b>SLT</b>	Senior Leadership Team

## Policy Intention


Embarking on the adventure that is your first twenty four months of teaching is a journey full of self-reflection, professional development and making a difference to the hearts and minds of

children.

At Manor MAT School, our Early Career Teacher (ECT) induction programme intends to

- Run a funded 2-year ECT induction core programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme - Induction mentor fulfilling a separate and distinct role to the induction tutor
- ECTs will be formally assessed twice – once midway through the 2-year period and once at the end – with a progress review each term where a formal assessment does not take place
- ECTs will get a 5% timetable reduction in their second year of induction (they'll still get a 10% reduction in the first year, as they do now)

The Early Career Teacher induction programme at Manor MAT will provide the very best support, guidance and Early Career Framework-based training as the central aspect of induction provided by

Ambition Institute  which is DFE accredited as an ECF provider so that every ECT at Manor MAT School and across our Trust, 'finds their wings and flies'.

The carefully structured ECT induction programme builds on initial teaching training and sets out what ECTs should learn about and learn how to do. It's designed to support development in 5 core areas and is an induction programme that is engrained in a culture of continuous learning through highly effective mentor guidance and instructional coaching that ultimately will enable our ECTs to form a secure foundation that underpins effective teaching, learning and the teacher standards upon which a successful teaching can be built.

At Manor MAT School, our philosophy is deep rooted around “Every child deserves a champion – an adult who will never give up on them, who understands the power of connections and insists that they become the best that they can possibly be” as a result of this, our mantra is centred around ‘Releasing Potential’ through providing a gateway into a highly rewarding career in teaching.

By “Releasing Potential” within our staff, at the very early stages of their professional careers, we aim to provide an excellent, dynamic and world class education to every child in our care. We believe that we have a moral imperative to guide, coach, empower and equip our teachers to be excellent practitioners at every stage of their career.

At Manor MAT School, our ECT induction first and foremost underpins the statutory guidance and further aspires to empower and grow successful teachers now, tomorrow and for the future! –


creating futures together!



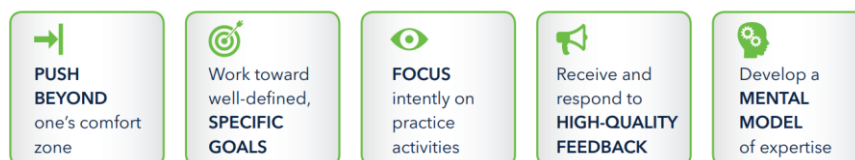
## **Our Aims**

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs through an entitlement of support that champions the development and empowerment of all ECTs.

This induction aims and entitlement includes

- two-year programme of structured training and support that is underpinned by the Early Career Framework (ECF) which covers five core areas of teaching: behaviour management, pedagogy, curriculum, assessment and professional behaviours
- to bridge and build on ITT and provide a platform for self-development in the first two years of teaching
- to ensure that the ECT engages with the ECF programme, facilitated by our chosen accredited provider, Ambition Institute
- to provide appropriate guidance and support through the role of a trusted mentor whose own practice and guidance is steeped in shared, current educational philosophy.
- weekly one-to-one instructional coaching with mentor using online portal Steplab  on Ambition Institute. Instructional coaching with ECT and mentor will involve dialogues focusing on models of what good looks like using the five principle of deliberate practice and modelling involving scripting and feedback.

#### THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



- to ensure a culture of self-directed study, implement actions from instructional coaching and enquiry to encourage research-informed practice, reflection and create teachers who 'know thy impact' (John Hattie 2009)



- providing a developmental approach: observation of staff and feedback is actively encouraged to FEED forward in the spirit of professional growth so that ECTs see and observe examples of great practice across school and across the MAT Trust schools.
- to support Early Career Teachers in building high quality, professional relationships with all members of the school community so that this impacts positively on the quality of learning across the school and fulfils the schools core values – **Exceptionality, Respect, Integrity** and **Collaboration**. We provide endless opportunities for our ECTs to collaborate and observe others: shining on the torch on observing best practise, collaborative planning, videoing self-practice using IRIS Connect in order to share within a peer-peer triad opportunity to celebrate good practice and move practice forward through personalised developmental actions.
- to help ECTs become aware of the MAT Trust's role in the local community and beyond
- to provide opportunities to recognise and celebrate good practice
- to help ECTs meet all requirements of statutory induction in line with DFE guidance
- to develop a learning-focused, empowered group of teachers and future leaders and support them to be able to embed school systems and processes with effect.

- to enable our ECTs to take responsibility for their own learning and increase their capacity to lead the learning of others. Be the Catalyst for their own Change!
- to help ECTs perform successfully against the Teachers' Standards. Headteacher or induction tutors should formally assess ECTs at two assessment points – one in the final term of the first year and the final term of the second year.

All staff will be kept informed of the Trust ECT induction policy and encouraged to participate, wherever possible, in its implementation and development. It is important that there is both a sense of shared ownership and collective responsibility.

This policy reflects a structured, whole school approach to Early Career Teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

### **Outcomes**

- All ECTs will receive their entitlement to a coherently structured programme of professional development and tailored support which will enable them to thrive and succeed.
- The induction process will positively contribute towards the personal and professional development of the ECT and form a secure foundation upon which a successful teaching career can be built.
- All ECTs will be successful in meeting the Teacher's Standards, which, in turn will ensure that the ECT has a positive impact on the children and young people for whom they teach.



### **Roles and Responsibilities**

At Manor MAT School and across our Trust, we strongly believe in our collective responsibilities to support, nurture and champion our beginner teachers. The following roles and responsibilities are based on those outlined within the DfE's statutory induction guidance for ECTs.

#### **The Governing Body and Trustees**

The governing body and all Manor MAT Multi-Academy Trustees will be fully aware of the contents of the DfE's statutory guidance on induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs and will ensure school complies with statutory guidance. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body and trustees will be kept aware about up to date induction arrangements and ensure Headteachers are fulfilling their responsibility to meet the requirements of a suitable post for induction for all ECTs.

The governing body and all Manor MAT Multi-Academy Trustees to investigate concerns raised by an individual ECT as part of the Trust's grievance procedures and policy. If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process. The Governing Body and Trustees, can if they wish to, request general reports on the progress of the ECT on a termly basis

## **The Head Teacher**

The Head teacher at Manor MAT School plays a significant and leading role in the process of inducting early career teachers to the profession. The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

### **Statutory responsibilities are:**

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- check that the ECT has been awarded QTS
- ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability, training and sufficient time to carry out their respective roles effectively.
- ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year.
- ensure that an appropriate induction programme is in place
- ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- participate in the appropriate body's quality assurance procedures of the induction programmes
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
- recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- make the governing board aware of the support arrangements in place for the ECT
- ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

There may also be circumstances where the Headteacher may need to:

- alert the appropriate body 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
- notify the appropriate body when an ECT serving induction leaves the school

### **Induction Tutor**

The role of induction tutor is separate from the role of the mentor. The induction tutor is expected to:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs and provide guidance and effective support to the ECT (with the Appropriate Body if necessary)

- co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body.
- carry out termly progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines (refer to Section 11 for further information)
- ensure that the ECT's teaching is observed, and feedback provided on a half-termly basis
- ensure that all documentation concerning an ECT is uploaded to ECT manager in a timely manner and in line with the requirements of the Appropriate Body.
- take prompt and appropriate action if an ECT appears to be having difficulties (refer to page 15 within this policy)
- design and co-ordinate a programme of induction that complements the ECF
- support the ECT mentor team
- keep the Headteacher informed of the ECT's progress
- ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards

#### **ECT Mentor**

The role of the mentor is separate from the role of the induction tutor. The mentor is expected to:

- act as a critical friend, mentor, and coach
- provide effective support and engage fully with the mentor training and development provided
- meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the early career framework
- ensure that they are fully prepared for each meeting
- work collaboratively with the ECT and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF-based induction programme which meets the training needs of the ECT in their care
- provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring for ECT
- work with the ECT to identify, on a half-termly cycle, their development needs
- share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

#### **Early Career Teacher (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

#### **ECT Entitlements**

ECTs have the right to:

- access an ECF induction programme that will commence upon appointment and be reviewed after one year in post.
- be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year
- support and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in school.
- meet termly with their induction tutor to review progress
- meet weekly (in first year) and fortnightly (in the second year) with their mentor
- time and regular opportunities to collaborate with other ECTs. Where appropriate this would include opportunities across schools within and beyond the Trust
- support with building high quality, professional relationships with all members of the school community so that this impacts positively on the quality of learning across the school and fulfils the schools core values – **Exceptionality, Respect, Integrity** and **Collaboration**. Opportunities for our ECTs to collaborate and observe others: shining on the torch on observing best practise, collaborative planning, videoing self-practice using IRIS Connect in order to share within a peer-peer triad opportunity to celebrate good practice and move practice forward through personalised developmental actions.
- have their teaching observed by experienced colleagues, at least once every half term, with at least three of these observations being carried out by the induction tutor or members of the Senior Leadership Team
- to receive prompt written as well as oral feedback on the teaching observed and to receive advice, as necessary
- Peer-to-peer, ECT and induction tutor joint book and evidence (day-to-day assessment books, online TEAMS portal) trawls to identify strengths and clear actions for development and growth.
- access external training and CPD as appropriate in school and across the Trust.

### **ECT Responsibilities**

At Manor MAT School, we expect our ECTs to be proactive in their own career development and see themselves as continuous learners who see feedback as a Gift and who are not afraid to make mistakes. We aim to grow highly reflective practitioners, who ask and discuss their own questions when something does not go well and find their own solutions when thinking about what they would do differently next time. As such, our ECTs can expect to read research (Education Endowment Foundation, Key educators – John Hattie, Carol Dweck) across self-directed study, complete research related learning opportunities to consolidate, challenge and deepen their thinking.

During the Spring term our ECTs undertake an opportunity to shadow a highly experienced teacher in the year group that teach, across one of our Trust schools and settings to cement teaching, learning and the key teaching standards.

### **ECTs have a responsibility to:**

- engage fully and pro-actively with the induction programme of mentoring, support, and assessment
- evaluate, with support, their own performance and progress against the Teachers' Standards
- engage fully and pro-actively with the ECF training and development, including the self-directed study.



- engage with instructional coaching with mentor using online portal Steplab on Ambition Institute. Instructional coaching with ECT and mentor will involve dialogues focusing on models of what good looks like through deliberate practice involving scripting and feedback
- negotiate actions and professional development activities with their mentor and induction tutor
- take increasing responsibility for their own professional development as the induction period progresses

### **Pre-Induction**

Before ECTs start, and usually in the term before they take up their position, they should have:

- 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)
- Have an appointed induction mentor, who will have QTS
- a timetable amounting to not more than 90% of that given to a main scale teacher in year one, and not more than 95% of the same, in year 2
- a copy of this ECF induction policy
- a copy of the DfE Teachers' Standards
- a staff and Teaching and Learning handbook, containing reference to basic procedures on attendance, conduct, health and safety, safeguarding and the relationships and behaviour policies.
- a chance to meet their induction tutor, mentor and other colleagues as appropriate.
- a chance to ask any questions about the induction process
- the names of the Trust representatives for professional associations and teachers' unions

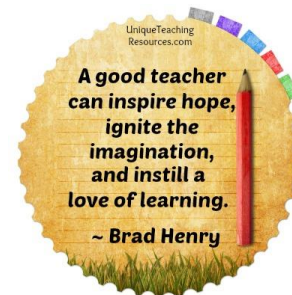
### **Classroom Observation**

All ECTs must be observed six times (one per half-term) during the first year of induction, with the first of those being inside the first 4 weeks. These observations may be carried out by the induction tutor, and/ or members of Senior Leadership Team.

All ECTs should also observe teaching by other practitioners at least once a half term.

Effective classroom observation should have the following characteristics:

- be explicitly related to the Teachers' Standards
- written feedback should be recorded on a lesson evaluation form
- a meeting between the ECT and the observer should occur within 48 hours to discuss the lesson
- the ECT should be encouraged to evaluate the lesson for themselves
- a record of all observations should be kept by both the induction tutor and the ECT



## Early Career Framework (ECF)

Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.

The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development. The ECF is aimed to build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.

Across Manor MAT School and all schools within the Trust will be following a provider-led programme. Our accredited provider of choice is Ambition Institute. Training through the framework will occur through three strands – self-directed study, ECT conferences and clinics and instructional coaching.

A brief overview of the framework is summarised below:

<p><b>Early Career Teacher Year 1</b></p>	<p><b>One module each half-term.</b> Carefully sequenced to fit day-to-day teaching and designed with national experts.</p> <p>Modules focus on:</p> <ol style="list-style-type: none"><li>1. Creating powerful learning environments</li><li>2. How pupils learn</li><li>3. How to plan and teach lessons</li><li>4. Supporting every pupil to succeed</li><li>5. Assessment &amp; feedback</li><li>6. Planning a coherent curriculum</li></ol> <p><b>Additionally... ECTs will engage in:</b></p> <ol style="list-style-type: none"><li>7. Self-directed study (4 1/2 hours over the course of the module)</li><li>8. 2x 90-minute group seminars per module (occurring outside of the school day)</li><li>9. Weekly one-to-one instructional</li></ol>
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	coaching with their mentor (1 hour a week)
<b>Early Career Teacher Year 2</b>	<ol style="list-style-type: none"> <li>1. Self-directed study</li> <li>2. Phase / subject specific network and training sessions; led by subject / phase experts</li> <li>3. Fortnightly one-to-one instructional coaching with their mentor – with opportunities to observe others’ practice during this time on weeks when not meeting with mentor</li> <li>4. Prompts for reflection, critical to change teacher action over time &amp; prevent over-reliance on habits</li> <li>5. Additional research and resources to stretch ECTs</li> <li>6. Career development modules (during the summer term): a) Research in the classroom b) Leading careers and employability c) Preparing to mentor d) Preparing for middle leadership</li> </ol>

### **Weekly / fortnightly ECT & mentor meetings**

In line with the requirements of the Trust’s nominated accredited provider, mentors will spend one hour per week with their ECT. This hour could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT’s understanding of the topic within the school’s context. These meetings reduce to one hour per fortnight in the second year of induction.

### **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews.

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 Headteacher or the ECT’s induction tutor.

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 on will be provided to the ECT and the appropriate body.

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 Headteacher will also recommend to the appropriate body in the final assessment report on the on-line portal, ECT Manager 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 the Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

The following summary of principles apply for ECT assessment points:

- ECTs should not be assessed against the ECF, but instead the Teachers' Standards
- ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction
- Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These are not formal and should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successfully complete induction

### Assessment points

Early Career Teacher Year 1		Early Career Teacher Year 2			
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

- Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction
- The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment
- Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view
- The induction tutor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the appropriate body within the specified timeframe
- The appropriate body plays an important quality assurance role

### Newly qualified teacher (NQT) induction transitional arrangements

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

NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our NQT induction policy, which can be found on our school website.

All NQTs have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the Headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point

to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

### **Unsatisfactory progress by ECTs**

Headteachers and induction tutors should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs.

The following principles apply:

- The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction
- It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether or not the ECT is making satisfactory progress
- Where the induction tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track
- If it is apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed and additional monitoring and support measures should be put in place by the induction tutor immediately
- If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ECT's objectives and support plan
- Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards
- Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor should explain the consequences of failure to complete the induction period satisfactorily.

In a minority of 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. The induction process should continue in parallel with any capability procedures.

### **At risk procedures**

1. In the event of initial concerns - the following procedures will be put into place:
  - the Induction mentor and ECT identify the area of concern
  - new agreed support and action plan will be developed with specific support outlined for securing an improvement in practice
  - early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.
2. Continued concern - the head teacher and ECT Appropriate Body's co-ordinator will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the two year induction and to ensure that all steps have been taken to improve the situation.
3. Improvements not achieved - despite the additional support, the head teacher/induction tutor and Appropriate Body co-ordinator will meet with the ECT to explain their options and provide advice on next steps.

**The ECT will be made aware of any concerns, at all stages, throughout the induction process and this will be documented and signed by Headteacher, ECT and ECT Induction tutor.**

### **Addressing an ECT's concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the Appropriate Body's 'Named contact'.

This policy has been written to support all our staff involved with ECT induction. This policy is based on and follows the guidance and statutory requirements set out in

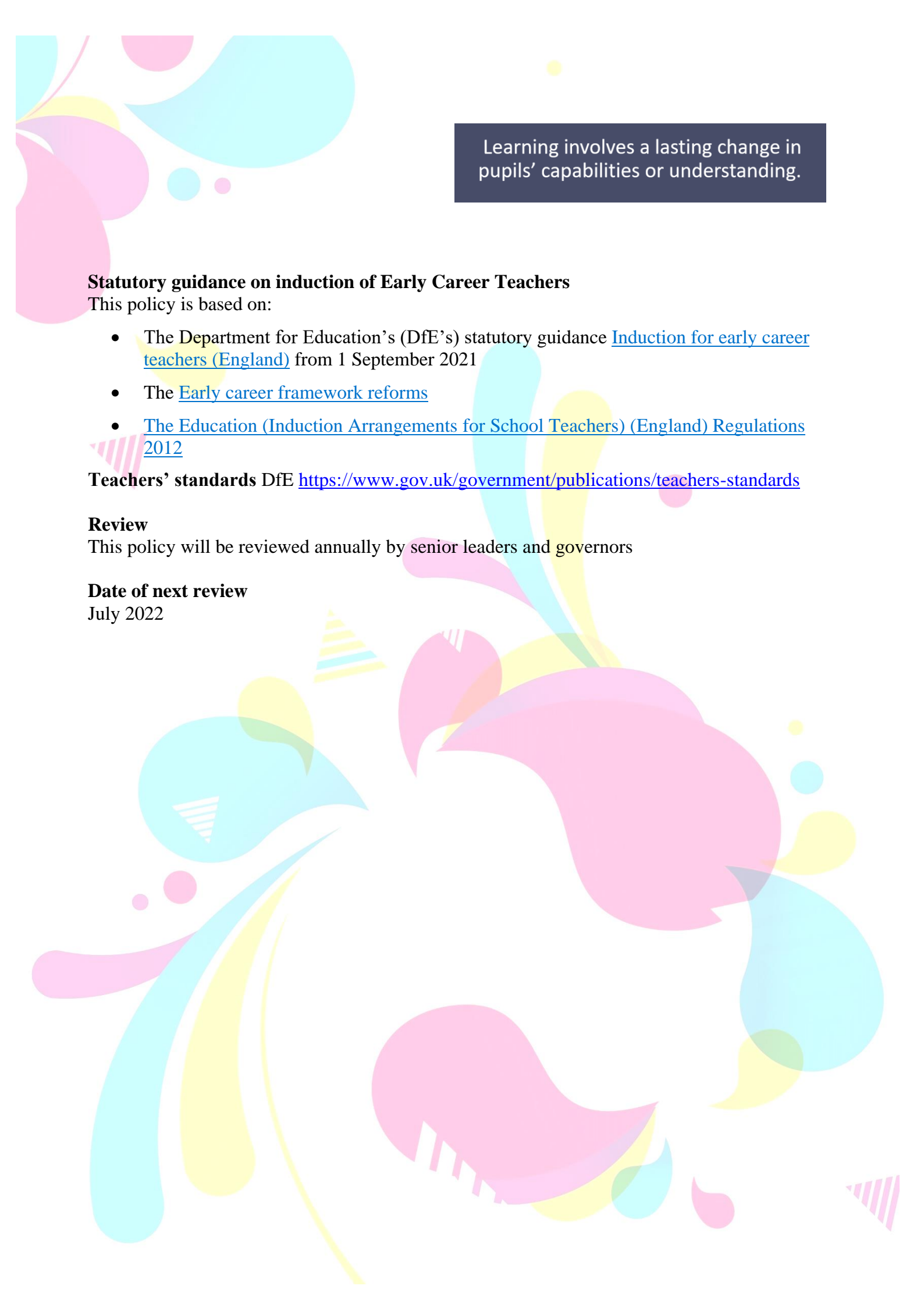
### **Whistleblowing**

If an ECT is dissatisfied with any aspect of their induction and cannot resolve this in collaboration with their mentor, the induction tutor, or the Headteacher. They have the right to contact the Chair of Governors or the appropriate body.

### **Monitoring, Evaluation and Review**

The process of induction should be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- All ECTs will complete a full evaluation and written exit survey at the end of their induction period
- The induction tutor and mentor will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year



Learning involves a lasting change in pupils' capabilities or understanding.

## **Statutory guidance on induction of Early Career Teachers**

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

**Teachers' standards** DfE <https://www.gov.uk/government/publications/teachers-standards>

### **Review**

This policy will be reviewed annually by senior leaders and governors

### **Date of next review**

July 2022