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**A group of people sitting at tables

Description automatically generated with medium confidence**

**Maintaining Good to Outstanding during your ECT Induction**

**For Primary ECTs**

**TS 8: Fulfil wider professional responsibilities**

**Introduction**

We understand that your ECT induction can be very demanding and that there may be times when a little extra support may be needed. We have put together this guidance in order to help you maintain good to outstanding teaching across all of the Teachers’ Standards during your ECT induction. You may wish to use this booklet during discussions with your mentor to discuss specific activities and strategies and think about next steps.

**TS 8: Fulfil wider professional responsibilities**

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| **An outstanding ECT:**   * **Makes a positive contribution to the wider life and ethos of the school** * **Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support** * **Deploys support staff effectively** * **Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** * **Communicates effectively with parents with regard to pupils’ achievements and well-being.** |
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| **Teachers’ Standard sub headings:** |
| 1. **make a positive contribution to the wider life and ethos of the school** |
| **Strategies**   * **The school’s wider life -** be consistently proactive and make a positive contribution to the wider life and ethos of the school. Volunteer for things and get involved * **Be proactive –** ask what you can help with e.g. extra-curricular activities, organisation of church services, collective worship, school plays etc. Look beyond the year group(s) that you are working in. |
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| 1. **develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support** |
| **Strategies**   * **Good relationships –** have professional relationships with colleagues which are consistently effective * **Communicate -** consistently and effectively consult with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. Ensure you communicate effectively with your TA both verbally and using the planning sheet * **Use your initiative -** know when to seek help and when to make a decision. Your mentor will be able to offer support but you should not be reliant upon them * **ECT time** - consider how you can use your ECT time to access specialist support or for CPD. |
| 1. **deploy support staff effectively** |
| **Strategies**   * **Other adults -** consistently and effectively deploy support staff to maximise the learning of all pupils * **Don’t forget the TA** – other adults need to feel valued and you should talk to them and provide them with planning and expectations in good time, preferably at least the day before. Do not routinely place the TA with lower ability groups * **During the lesson** – utilise other adults during the lesson as much as you can. Try to avoid times of passivity. They might be able to help you with your assessment for example * **Work together** - Share planning in advance**, i**nvolve support staff in planning and assessment and seek their contributions. |
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| **d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** |
| **Strategies**   * **Personal responsibility -** be consistently proactive in taking full responsibility for improving your own teaching through professional development. * **Taking advice** - effectively use the advice and guidance offered by colleagues to secure improvements in practice. * **Be responsive** – listen carefully and actively, take notes, resolve to address areas for development. * **Plan CPD -** seek opportunities to see good practice in areas you need to make progress in * **Evaluate and reflect carefully** and use mentor meetings productively. |
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| **e) communicate effectively with parents with regard to pupils’ achievements and well-being.** |
| **Strategies**   * **Parents -** proactively and consistently communicate effectively with parents and carers about pupils’ achievements and well-being. Follow the school policy. * **Talk to the parents and carers** – make a point of going onto the playground or meeting parents at the door and speaking to them.   **Seek out parents and carers -** share good news about their children. Develop ways to communicate with parents through the use of newsletters and class blogs. Present opportunities for interaction with parents through possible show case events?   * **Written reports –** ensure that you use the school’s proforma and ensure that you seek the support of your colleagues for words and phrases to use when writing reports. Reading past reports will be helpful. |

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| **TS8 in the Foundation Stage** |
| **In addition to the sections above, also consider…**   * **Planning for adults –** plan strategically for adults to promote very secure learning for all pupils. * **Communication -** excellent communication with colleagues, outside agencies, parents and carers. * **Adult interventions** support and develop thinking and learning very effectively. * **Teamwork –** be part of a strong team. Offer suggestions in team meetings as well as responding to other people’s ideas. * **Show willing** – offer to help in resourcing and setting up provision areas or supplying resources for others to use. |