



MANOR
TEACHING SCHOOL HUB
*Proudly serving South Staffordshire,
Walsall and Wolverhampton*

ECT INDUCTION

Teachers' Standards Evidence Form (TSEF)

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The Induction Tutor is to update the form prior to the progress review meeting and formal assessment meeting (between induction tutor and ECT). This should take the form of brief examples with evidence of how the ECT is making progress towards meeting each of the Teachers' Standards. The source of the evidence should be indicated in the column e.g. lesson observation 16/10/21.

The evidence can then be used to formulate each progress review and end of year assessment

You may wish to use the following codes:

AR	Assessment Records	M	Meetings with staff
CP	Contact with Parents	MN	Meeting notes
CPD	Professional Development	P	Planning
D	Discussions	PA	Professional Attitude
ECF	Early Career Framework	PRM	Progress Review Meeting notes
E	Evaluations	PW	Pupils' Work
F	Feedback	SR	Self-Review
LO	Lesson Observation	TE	Teaching Environment

Teacher Standard	Year 1 Evidence	Year 2 Evidence
TS1: Set high expectations which inspire, motivate and challenge pupils		
establish a safe and stimulating environment for pupils, rooted in mutual respect		
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.		
TS2: Promote good progress and outcomes by pupils		
be accountable for pupils' attainment, progress and outcomes		
be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
guide pupils to reflect on the progress they have made and their emerging needs		
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		

encourage pupils to take a responsible and conscientious attitude to their own work and study		
TS3: Demonstrate good subject and curriculum knowledge		
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings		
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		
demonstrate an understanding of and take responsibility		
for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject		
if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.		
TS4: Plan and teach well-structured lessons		
impart knowledge and develop understanding through effective use of lesson time		
promote a love of learning and children's intellectual curiosity		
set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired		
reflect systematically on the effectiveness of lessons and approaches to teaching		
contribute to the design and provision of an engaging curriculum within the relevant subject area(s).		
TS5: Adapt teaching to respond to the strengths and needs of all pupils		
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		

have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		
demonstrate awareness of physical, social and intellectual development of children, & how to adapt teaching to support pupils' education at different stages of development		
have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them		
TS6: Make accurate and productive use of assessment		
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		
make use of formative and summative assessment to secure pupils' progress		
use relevant data to monitor progress, set targets, and plan subsequent lessons		
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.		
TS7: Manage behaviour effectively to ensure a good and safe learning environment		
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly		
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.		
TS8: Fulfil wider professional responsibilities		
make a positive contribution to the wider life and ethos of the school		

develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
deploy support staff effectively		
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		
communicate effectively with parents re: pupils' achievements and well-being.		
Personal and professional conduct		
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.		
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:		
treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position		
having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		
showing tolerance of and respect for the rights of others		
not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs		
ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.		
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.		
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.		

