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| **TELA - NQT induction assessment** | | | | | | | | | | | | | | | | G:\changed TELA logo high def.jpg | | | | | |
| **NQT induction assessment for the:** | | | | | | | | | | | | | | | | | | | | | |
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|  | End of first assessment period. | | | | | | | | | | | | | | | | | | | | |
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|  | End of second assessment period. | | | | | | | | | | | | | | | | | | | | |
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|  | Interim assessment | | | | | | | | | | | | | | | | | | | | |
| **Instructions for completion**   * The appropriate body for statutory induction may personalise and adapt the forms to suit local needs, including use on-line. * The Department does not provide alternative versions to those already available on the DfE website. * Where tick boxes appear please insert “X”. * The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period. * The original copy should be retained by the NQT. * Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures. * Full guidance on statutory induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>. | | | | | | | | | | | | | | | | | | | | | |
| **NQT’s personal details:** | | | | | | | | | | | | | | | | | | | | | |
| Full name | | | | | | | | | | | | | Former name(s) (where applicable) | | | | | | | | |
|  | | | | | | | | | | | |  |  | | | | | | | | |
| Date of birth | | | DfE/teacher reference number | | | | | | | | | | National insurance number | | | | | | | | |
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| Name of institution (e.g. school or college) | | | | | | | | | | | | | | | DfE institution number (if applicable) | | | | | | |
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| Appropriate body receiving this report | | | | | | | | | | | | | | | | | | | | | |
| **THOMAS ESTLEY LEARNING ALLIANCE** | | | | | | | | | | | | | | | | | | | | | |
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| Date of award of QTS: | | | |  | | | | | | |  | | | | | | | | | | |
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| **Recommendation:** | | | | | | | | | | | | | | | | | | | | | |
|  | The above named teacher’s performance indicates that he/she **is making satisfactory progress** against the Teachers’ Standards for the satisfactory completion of the the induction period. | | | | | | | | | | | | | | | | | | | | |
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|  | The above named teacher’s performance indicates that he/she is not making satisfactory progress against **the Teachers’ Standards** for the satisfactory completion of the induction period. | | | | | | | | | | | | | | | | | | | | |
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|  | I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance. | | | | | | | | | | | | | | | | | | | | |
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| Date of start of this assessment period: | | | | | | | | | | | | | | | | |  | | | |  |
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| Date of end of this assessment period: | | | | | | | | | | | | | | | | |  | | | |  |
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| Number of terms completed during this assessment period | | | | | | | | | | | | | | | | |  | | | |  |
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| Or | | | | | | | | | | | | | | | | |  | | | |  |
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| Number of days that can count towards induction during this assessment period: | | | | | | | | | | | | | | | | |  | | | |  |
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| Does the NQT work: | | | | |  | Full time | | |  | Part time | | | | | | | | | | | |
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| Number of days of absence during this assessment period | | | | | | | | | | | | | | | | |  | | | |  |
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| **Assessment of progress against the Teachers’ Standards:** |
| **The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT’s progress against the Teachers’ Standards including:**   * **strengths;** * **areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers’ Standards which the NQT has yet to meet); and areas of concern** * **evidence used to inform the judgements; and,** * **targets for the coming term.**   Comments **must** be in the context of and make reference to each specific Teachers’ Standard which are included on this form and can also be found at:  <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>-. |
| **1 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, values and behaviour which are expected of pupils.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  **2 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.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  **3 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.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  **4.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).*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  **5.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 a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these* * *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development* * *have a clear understanding of the 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.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  ***6* 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*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  ***7* 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.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  **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 with regard to pupils’ achievements and well-being.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)***  **Part two: Personal and professional conduct**   * *A teacher is expected to demonstrate consistently high standards of personal and professional conduct.* * *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.*   ***The NQT is making good / satisfactory / unsatisfactory progress against this standard. (Delete as appropriate.)*** |

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| **Comments by the NQT** | | | | | | | | | | | |
| The NQT should record their comments or observations on their induction to date.  Please reflect on your time throughout this assessment period and consider whether:   * you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period; * you are receiving your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>) * there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas? | | | | | | | | | | | |
| I have discussed this report with the induction tutor and/or head teacher: | | | | | | |  | Yes | |  | No |
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| I have the following comments to make: | | | | | | | | | | | |
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| Will this NQT be remaining at this school for the | | | | | | | | | | | |
| Next assessment period? |  | Yes |  | No | | | | | | | |
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| If not, then please attach details of the school/appropriate body the NQT is moving to, and contact information. | | | | | | | | | | | |
| This form should be signed below and dated and copies kept by NQT and Induction tutor. | | | | | | | | | | | |
| Signed: **Head teacher/principal** | | | | | | Date | | | | | | |
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| Full name (CAPITALS) | | | | | | | | | | | | |
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| Signed: **NQT** | | | | | | Date | | | | | | |
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| Full name (CAPITALS) | | | | | | | | | | | | |
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| Signed: **Induction tutor** (if different from head teacher/principal) | | | | | | Date | | | | | | |
|  | | | | |  |  | | |  | | | |
| Full name (CAPITALS) | | | | | | | | | | | | |
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**Please return this form**

* by email only to NQT@thomasestley.org.uk
* from the Headteacher or Principal’s email address
* with the NQT copied into the email
* with the Induction tutor copied into the email