**TELA - NQT induction 2020/21**

**Final assessment and recommendation**

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| **Instructions for completion*** The appropriate body for statutory induction may personalise and adapt the forms to suit local needs, including use on-line.
* Where tick boxes appear please insert “X”.
* The head teacher/principal should retain a signed copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the induction period.
* The original signed copy should be retained by the NQT.
* Full guidance on statutory induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>
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| **Recommendation:** |
|   | The teacher named below has performed satisfactorily against the Teachers’ Standards for the completion of induction |
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|   | The teacher named below has **not performed satisfactorily against**  the Teachers’ Standards for the completion of inductionThe teacher named below should have their induction period extended |
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| **NQT’s personal details:**  |
| Full name | Former name(s) (where applicable) |
|       |  |       |
| Date of birth | DfE/teacher reference number | National insurance number |
|       |  |    | / |       |  |       |  |
| Name of institution (e.g. school or college) | DfE institution number (if applicable) |
|       |  |     | / |      |
|  |
| Appropriate body receiving this report |
| THOMAS ESTLEY LEARNING ALLIANCE |
|  |  |
| Date of start of final assessment period: |       |
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| Date of end of final assessment period: |       |
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| Number of terms completed during the final assessment period  |       |
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|  |  |
| or |  |
|  |  |
| Number of days completed during the final assessment period  |       |   |
|  |
| Does the NQT work: |   | Full time |   | Part time |
|  |
| Number of days of absence during the (entire) induction period |       |
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| **Confirmation of induction:** |  |
|  I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified above in line with statutory guidance  |       |
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| Include the number of days reduction to the induction period to be served by the NQT where this has been agreed with the appropriate body as outlined in paragraph 3.5 of the statutory induction guidance at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>).  |       |
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| If a reduction to the NQT’s induction period has been given to reflect previous teaching experience, as outlined in paragraphs 3.2 - 3.4 of the statutory guidance, please give details here: |

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| **Assessment of progress against the Teachers’ Standards:** |
| ***Each area of the report needs to state whether all themes within each teacher standard have been consistently met and what progress has been made.****e.g X has made good progress and consistently met the requirements for this standard.* *X has made exceptional progress during this term against this standard and now consistently meets all themes.* The head teacher/principal or induction tutor should record, in the box below, details of the NQT’s progress against the Teachers’ Standards including:* strengths
* areas developed over the course of the NQT year
* any areas of concern – if relevant
* evidence used to inform the judgements
* suggested targets for NQT’s second year of teaching

Comments **must** be in the context of and make reference to each specific Teachers’ Standard which can be found at: <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>-.Please continue on a separate sheet if required. |

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| **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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 teacher has performed / has not performed satisfactorily against this teacher 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 your entire induction period and consider:* Whether you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher/principal during this assessment period; and,
* you received your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
* areas where you feel you require further development/support/guidance when looking towards the next stage in your career? Please indicate these are part of your comments in the box below.
 |
| I have discussed this report with the induction tutor and/or head teacher/principal: |   | Yes |   | No |
|  |
| I have the following comments to make: |
|  |
| This form should be signed below, unless it is being sent electronically in which case it must be sent from the head teacher/principal's mailbox and copied to the NQT and induction tutor. |
| Signed: **Head teacher/principal**  | Date |
|  |  |       |  |
| Full name (CAPITALS) |
|       |  |
| Signed: **NQT** | Date |
|  |  |       |  |
| Full name (CAPITALS) |
|       |  |
| 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