

NQT induction assessment 2019-20 including Teacher Standards:



Effectiveness and Achievement, City of York
Council, West Offices, Station Rise
York, YO1 6GA

01904 553025

nqts@york.gov.uk

End of first assessment period

End of second assessment period

Interim assessment

Instructions for completion

- Where tick boxes appear please insert "X". Please ensure all applicable boxes in grey are completed.
- Please note that if an NQT has already completed an assessment in another school or LA that the correct form should be completed, even if it is the first assessment in your school
- 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.
- **All** assessment forms **must** be signed by the NQT **and** headteacher/induction tutor. Forms can be submitted either electronically or as hard copy. Scanned e-signatures are acceptable, but typed names **cannot** be accepted. If a NQT cannot sign their form, an email from the headteacher/induction tutor explaining the reasons will be accepted.

NQT's personal details:

Full name:

Former name(s) (where applicable):

Date of birth	DfE/teacher reference number	NI number	DfE institution number (if applicable)
---------------	------------------------------	-----------	--

	/		/
--	---	--	---

Name of current institution (e.g. school or college):

Date of award of QTS:

Recommendation: please insert X in applicable box

The above named teacher's performance indicates that he/she **is making satisfactory progress** against the Teachers' Standards within the induction period.

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.

Induction details

Does the NQT work:	Full time	<input type="checkbox"/>	Part time	<input type="checkbox"/>	Please state, eg 0.6, (or hours as applicable)	<input type="text"/>
--------------------	-----------	--------------------------	-----------	--------------------------	--	----------------------

NB If the NQT works PT they must work the equivalent of 60 to 65 days to complete an assessment period, eg 0.5 PT would require 120/130 days in school, including PPA time. If the NQT's work pattern has changed please email the NQT administrator nqts@york.gov.uk to recalculate deadline dates.

Start date of **this** assessment period:

End date of **this** assessment period:

Number of days absence during **this** assessment period:

Will NQT be remaining at this school for the next assessment period?

Yes

No

If no please give details if known:

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' Standards. Please continue on a separate sheet if required.

- | | |
|---|---|
| 1 | Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none">• <i>establish a safe and stimulating environment for pupils, rooted in mutual respect</i>• <i>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i>• <i>demonstrate consistently the positive attitudes, values and behaviour which are expected for pupils</i> |
| 2 | Promote good progress and outcomes by pupils <ul style="list-style-type: none">• <i>be accountable for pupils' attainment, progress and outcomes</i>• <i>plan teaching to build on pupils' capabilities and prior knowledge</i>• <i>guide pupils to reflect on the progress they have made and their emerging needs</i>• <i>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</i>• <i>encourage pupils to take a responsible and conscientious attitude to their own work and study</i> |
| 3 | Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none">• <i>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</i>• <i>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i>• <i>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</i>• <i>if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics</i>• <i>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</i> |
| 4 | Plan and teach well-structured lessons <ul style="list-style-type: none">• <i>impart knowledge and develop understanding through effective use of lesson time</i>• <i>promote a love of learning and children's intellectual curiosity</i>• <i>set homework and plan other out of class activities to consolidate and extend knowledge and understanding pupils have acquired</i>• <i>reflect systematically on the effectiveness of lessons and approaches to teaching</i>• <i>contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</i> |

- 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 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 them and evaluate distinctive teaching approaches to engage and support them*
- 6 **Make accurate and productive use of assessment**
- *know and understand how to assess the relevant subject and curriculum areas, including statutory 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 feedback*
- 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*
- 8 **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*

Personal and Professional Code of Conduct

- **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 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**

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 the statutory guidance on the induction for 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

I have the following comments to make:

Please note typed signatures <u>cannot</u> be accepted. Please remember to enter dates below.	
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)	

Please refer to the DfE Statutory Guidance para 2.57 regarding transfer of data and assessment forms with the new Appropriate Body for NQTs moving schools mid-induction.