

This form should be sent to:
Neil Fazackerley
Induction Co-ordinator
Professional Development Centre
Park Road,
Hindley
Wigan WN2 3RY

NQT Induction: final assessment and recommendation

Instructions for completion

- Where tick boxes appear please insert "X".
- The Head teacher/principal should retain a copy and send a copy of this completed and signed form to the Appropriate Body within 10 working days of the NQT completing the induction period.
- The original copy should be retained by the NQT.
- Full guidance on statutory induction can be found at www.teachernet.gov.uk/induction2008.

Recommendation:

The teacher named below has **met** the Core Standards for the satisfactory completion of induction

The teacher named below has **not met** the Core Standards for the satisfactory completion of induction

NQT's personal details:

Full name

Anthony Nigel Other

Former name(s) (where applicable)

Date of birth

6/6/86

DCSF/teacher reference number

07 / 12345

National insurance number

AN 34 56 89

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

Anytown Comprehensive School

DCSF institution number (if applicable)

445 / 666

Appropriate Body receiving this report

Wigan Council

Date of the beginning of the final assessment period:

20.4.09

Number of terms completed during the final assessment period (usually one term or two terms – see statutory guidance paragraphs 2.45 and 2.46):

1

or

Number of days completed during the final assessment period (where the period is

calculated in days – see statutory guidance paragraph 2.47 – 2.53):

Date of end of the final assessment period:

17.7.09

Does the NQT work: Full time Part time

Number of days of absence during the (entire) induction period

2

Confirmation of induction:

I confirm that the NQT has experienced support and monitoring in line with statutory guidance (www.teachernet.gov.uk/induction2008)

If a reduction to the number of days to be served by the NQT has been agreed with the appropriate body please include the number of days here (for more information on reductions see paragraph 3.2 of the guidance on statutory induction www.teachernet.gov.uk/induction2008).

Assessment of progress against the Core Standards:

The Head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Core Standards including:

- strengths;
- areas for further development
- evidence used to inform the judgements; and
- where appropriate, targets to be met.

In completing this box, use as headings either the three areas of the new Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific Core Standards. Please continue on a separate sheet if required.

<p>The three areas of the new Professional Standards Framework:</p> <ul style="list-style-type: none">• Professional Attributes• Professional Knowledge and Understanding• Professional Skills	<ul style="list-style-type: none">•
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Professional Attributes

Tony continues to meet the standards in this area. He has high expectations of all his students and through perseverance he has developed strong relationships and mutual respect with both his peers and the students that he teaches.

His behaviour management strategies are developing well and he uses a range of sanctions and rewards to re-enforce his expectations (C4a C38b)

He has made an active contribution to the life of the school and engages in a variety of extra curricular activities. These clubs allow students to learn through out of lesson contexts (C37)

He has supported the department by working collaboratively to produce a scheme of work for Year 8 in rugby. (C6). He has recently been made departmental representative for literacy and has liaised effectively with other team members in developing this area of work. (C3). Tony continues to demonstrate positive values, attitudes and behaviour which he expects from all pupils in his classes. He is committed fully to raising their achievement (C1 and C2). He is highly motivated and is always prepared to contribute ideas to meetings. He has regularly communicated with parents and carers on issues to do with behaviour and underachievement (C4). He is a dedicated professional who recognises the need to develop professionally. His subject knowledge in hockey has been developed through observing other colleagues. Most notably, in swimming he has taken time to observe best practice (C7). This has been an impressive term!

Target: To support the development of Literacy across the department collaborating with other colleagues.

Professional Knowledge and Understanding

Tony has continued to make very good progress in this area of the standards. He has worked hard to develop positive behaviour management strategies and has created a successful learning environment. His planning and organisational skills are exemplary and in particular he has worked hard to increase his repertoire of behaviour management techniques (C10). He is always willing to seek support and advice from other colleagues. He continues to identify areas of weakness in his pupils particularly those with Special needs and he has adapted the schemes of work appropriately to include these children in all aspects of his lessons (C19).

He has a great deal of confidence and uses this to work effectively alongside a variety of support staff including learning mentors and TAs (C20). Tony continues to use ICT effectively in lessons and in his wider professional role. This term he has successfully introduced a new software package into Year 10 GCSE PE lessons (C17). He has attended a variety of school based training related to Teaching and learning, SEN , behaviour management and Speaking and Listening. This has enhanced his knowledge further (C10).

Targets: To develop knowledge and understanding in the area of A level.

To support the departmental curriculum review following timetable changes in 2010.

Professional Skills

Tony is making excellent progress towards meeting the standards in this section. He plans extensively setting clear and challenging learning objectives which are linked to raising achievement (C29). A number of modular plans have been developed and he has used his professionalism to adapt these to suit the needs of individual learners in the groups he teaches. Tony is becoming more familiar with a range of assessment strategies to help students set targets for improvement (C31). He has, for example, extended his use of assessment criteria in both practical and theoretical lessons. He has made a particular

effort to raise the attainment of gifted and talented pupils by developing appropriate challenging homework tasks (C28). He prepares for parents evenings thoroughly and is always most professional at these events. He has had further experience of report writing providing effective feedback to learners (C32). He contributes considerably to extra curricular activities and recently set up a new Year 7 rugby team. (C37). Tony has continued to make an impressive impact during the term and he is maturing into a highly effective practitioner. Well done!

**Target: To encourage more peer assessment in lessons.
To develop resources for homework in Year 9.**

Evidence Upon which this report has been written:

Observations of teaching by induction tutor and SENCO
Observation by subject leader
Observations by Deputy Head
Reports from staff involved in setting action plans
Examples of lesson plans
Examples of marked work
Weekly open forum for NQTs

Record of Support Activities:

Weekly induction meeting with mentor
One to one meetings to produce and revise action plans
In house training sessions on AFL and literacy
CPD opportunities for NQTs

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 (www.teachernet.gov.uk/induction2008),
- 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:

During my first year at Anytown School I have developed in a range of areas. I feel my behaviour management has improved significantly by observing other teachers and how they deal with situations competently. I understand how developing working relationships with pupils plays a major role in managing behaviour in the classroom and around school. Running extra curricular clubs have also helped me to build upon these relationships. My confidence in teaching has developed over the year and I can now understand the assessment processes involved in my subject. I now need to be able to identify more closely the differences between sub levels at KS 3. I hope that I can continue to develop my teaching as I continue into the second year of my career.

This form should be signed below, unless it is being sent electronically in which case it must be sent from the Headteacher/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)

EXAMPLE