

**This form should be sent via email to
Eilis Gibbons**

Email: E.gibbons@wigan.gov.uk

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 <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>

Recommendation:

- The teacher named below has performed satisfactorily against the Teachers' Standards for the completion of induction
- The teacher named below has **not performed satisfactorily** against the Teachers' Standards for the completion of induction
- The teacher named below should have their induction period extended

NQT's personal details:

Full name		Former name(s) (where applicable)	
Anthony Nigel Other			
Date of birth	DfE/teacher reference number	National Insurance Number	
6/6/1988	88 / 12345	AN 56 78 76 D	
Name of institution (e.g. school or college)		DfE institution number (if applicable)	
Progress with Unity Comprehensive School		99 / 9999	

Appropriate Body receiving this report

Wigan Council

Date of start of final assessment period: 17/4/12

Date of end of final assessment period: 18/7/12

Number of terms completed during the final assessment period: 1

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

2

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

X

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>

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:

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 for further development where progress is satisfactory and any areas of concern
- evidence used to inform the judgements
- where appropriate, targets to be met

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.

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

Tony has very high expectations of all the students he teaches. His pupils are always purposefully engaged and tasks are differentiated to meet the needs of all learners. His pupils behave well because he constantly reminds them of his expectations and uses the school rewards and sanctions systems to encourage students to work hard. He demonstrates the positive attitudes, values and behaviours that he expects of his students. He has developed strong relationships with both students and other school staff throughout the year. (Standard 1)

Tony has developed a keen interest in peer and self assessment and this, coupled with very thorough marking of students work, has resulted in students knowing their strengths and also their areas for development. (standard 2 and standard 6) He regularly communicates to other staff, including his line managers and progress leaders, as well as parents when pupils' are in danger of not meeting their targets or where behaviour is not appropriate. Tony has worked with students to set targets for improvement and currently all his GCSE English class are on track to achieve their targets. His planning is very thorough and he has contributed to the development of a number of schemes of work within the English department which he has used to plan sequences of work that ensure prior learning is built upon. (Standard 2)

He always seeks opportunities to develop his subject knowledge when necessary. He has attended a number of courses including one given by the exam board on the new GCSE English syllabus as well as in house training. He is always willing to seek advice and support from other colleagues to develop his subject knowledge. (standard 8) He recently delivered a session to staff in other departments on spelling strategies as part of our whole school literacy training. He has developed a number of engaging lesson resources and he has downloaded these onto the schools' VLN site so that pupils can work with these at home and in school. (Standard 3)

His teaching is always well planned. Learning objectives are shared with the class and he ensures that homework is set every lesson. He has also spent a lot of time after school with pupils to ensure that their coursework is of a good standard and he has also run a well attended extra curricular drama club (Standard 8) and a lunchtime handwriting club for students who need additional support. He is always keen to work with other members of the department to develop schemes of work and resources. He uses ICT well in lessons and in his wider professional role. (Standard 4)

Behaviour management in Tony's classroom is good. Pupils understand what is expected of them and he applies the behaviour management strategies that he has learned from observing other colleagues well. (Standard 7 Standard 8)

Tony has sought advice from the SENCO in school to help him differentiate resources and materials to meet the needs of his pupils. (standard 5 standard 8) Work is usually well matched to the needs of his pupils though he has identified some gaps in his knowledge around teaching pupils with dyslexia. (Standard 5)

Tony always works well as part of the departmental team and makes positive suggestions and contributions in staff meetings. He has developed a good relationship with many parents who he contacts regularly to report on pupils' progress. (Standard 8)

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

Tony has a good relationship with all his colleagues and pupils. He has earned a lot of respect during the short time he has been in school. He is always on time to school and all his paperwork is handed in on time. He is always on break and lunchtime duty on time and fulfils these duties effectively. Tony has attended training on safeguarding and has a good knowledge of school policies in this area. He treats pupils fairly and equally and applies sanctions and rewards effectively in lessons and in form time.

Targets for future development:

1. Continue to develop literacy across the curriculum by working with colleagues in the history department.
2. Develop knowledge and understanding of new A Level curriculum.
3. Develop Y9 homework resources for the VLN .

Evidence upon which this report has been based:

Observations of teaching by induction tutor ,SENCO, Subject Leader and Deputy Head

Examples of lesson plans and marked work

Weekly meeting for NQTs

NQT Action Plan

Support Activities:

Weekly meeting with induction tutor

In house training in 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
- you received your full range of entitlements in accordance with regulations and guidance

- 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:

I feel that I have developed my practice in a range of areas during my final period of induction. My behaviour management strategies have improved by observing how other teachers deal with situations competently. Running extra curricular clubs such as the drama club and the handwriting club have helped me improve relationships with pupils. I feel that I have developed my knowledge of assessment within English this year and I now need to work further on developing my knowledge of A Level so that I can teach this in the future. I am hoping to use the second year of teaching to consolidate and build upon my learning from this year. I have valued all the excellent support given to me this year at Anytown.

This form should be signed below. If a signature cannot be obtained for the NQT please provide the authority with additional contact information for the NQT.

Signed: **Head Teacher/Principal**

Full name (CAPITALS)

Date

Signed: **NQT**

Full name (CAPITALS)

Date

Signed: **Induction Tutor** (if different from Head Teacher/Principal)

Full name (CAPITALS)

Date