

NQT induction assessment for the:

- End of first assessment period.
 End of second assessment period.
 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)	
Miss N Q		
Date of birth	DfE/teacher reference number	National insurance number
01/01/1988	12 / 34567	XX123456A
Name of school/academy etc submitting this form	DfE institution number (if applicable)	
Main School	380 / 1234	
Appropriate Body receiving this report	City of Bradford MDC	

Exact date of award of QTS: 01/08/2013

If completing assessment 2, is this the school which also reported on assessment 1
Yes No

If no, please ensure a copy of assessment 1 is held by the current Appropriate Body

Recommendation:

- 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.
- 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.

Date of start of this assessment period:

15/04/2014

Date of end of this assessment period:

23/07/2014

Number of terms completed during this assessment period

or

Number of days that can count towards induction during this assessment period:

Does the NQT work:

Full
time

Part time – if so please state FTE e.g. 0.6

Number of days of absence during this assessment period

2

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 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 Strengths

Standard 1: XX has high expectations of herself and her students. She makes use of all information available in order to plan appropriate lessons. she has articulated to all classes the standards of behaviour expected e.g. lesson plans from her first lessons state expectations with every class. She plans carefully to engage all students so that all students can access the lesson and be engaged and therefore on task. e.g. she redesigned a Year 10 lesson on terminal velocity to increase kinaesthetic and group activities. Lesson observation of this showed all students to be engaged and on task.

Standard 2: XX is very aware of the need to ensure progress for all students. Her planning demonstrates how activities build on students' previous knowledge. She has planned a series of lessons in which the first lessons include an assessment of current skills and knowledge for example in the Year 7 work on "Aliens". Her planning includes a variety of tasks to enable all learners to progress and builds in suitable assessments for learning. a good example of this was the Year 11 topic Medical Physics which XX planned for the department and delivered the pilot. work scrutiny of this topic shows that students have had an opportunity to reflect on their own attainment and to set themselves targets.

Standard 3: XX ensures that she has an accurate high level of subject knowledge through careful

preparation and liaison with the rest of the department. she has designed courses for Year 7 and Further Physics on our VLE which demonstrates the thoroughness of this preparation. she is aware of changes in assessment details, for the example the increase in The Quality of Communication aspects of GCSE Science. she piloted a method (constructed with our Year 10) to help students self assess practice exam questions which are designed to test QoWC. In order to maintain pupils' interest she aims to link their learning to everyday experiences for example swimsuits and jeans in the topic "Forces and Elasticity". The Medical Physics course for example allowed students choice in their applied problem solving, maximising student engagement as well as being rigorously assessed to allow students and staff to monitor progress.

Standards 4: XX, from the beginning of her NQT year, has contributed hugely to the Department's planning. She has taken on responsibility for significant sections of the curriculum. Specifically Yr11 Medical Physics and Yr 7 "Aliens". Lesson titles are structured around questions and independent learning to allow opportunities for focussed questioning of individual pupils to extend and support learning. As part of this XX has arranged a visit to Jodrell Bank organising all aspects of this educational visit. Homework activities are suggested in her Schemes of Work for these topics. She has consulted students for feedback in her design of these courses. This is also evident in the Yr 11 Medical Physics course and Yr 7 Aliens course on VLE designed and built by XX.

Standard 5: XX plans all lessons with inclusion requirements and extension work. This is carefully documented. the VLE courses designed by her, link to a range of different activities to match the strengths of her students. For example the Yr 7 Aliens VLE lessons and Yr 11 which have links to supporting material and different activities for pupils to use. She evaluates her practice and seeks to improve targeted areas, for example her observation of a colleague using group work allowed her to improve her AfL in this area. She continues to develop expertise in the development of teaching strategies to include all students, for example she stretched an able group in Yr 11 with an A level standard practical but also ensures that her less confident Yr 7s are supported.

Standard 6: XX demonstrates a range of strategies and behaviours in her use of assessment. For example her mark book shows pupil targets and her Yr 7 exercise books show individual target setting. Work scrutiny of Yr 10 books showed effective marking and use of formative assessment.

Part Two

Code of Conduct: XX sets high standards of professional behaviour. She is well aware of the school policies and expectations of day to day behaviours, including attendance and punctuality and knows how to address any issues around the same. Her relationships with pupils are appropriate and she has demonstrated a sound understanding of following school protocols around e-safety and expectations.

Teachers' Standards **Areas requiring further development**

Standard 7: Lesson observation of Yr 7 classes show that XX maintains a calm and purposeful atmosphere with students on task and learning. This is the case for most classes taught. Further development is still needed with specific groups eg. 10X2 containing our most challenging students. Lesson observations and reflections show that relationships with students are professional and authoritative. XX reflects on lessons and is continuing to develop a range of effective strategies particularly as she gets to know the classes better.

Standard 8: XX has made excellent progress with this standard but needs to build more evidence in terms of parental communication and response to professional development as well as working with support staff. She contributes to the wider life and ethos of the school in her dealings across departments, for example in planning the Jodrell Bank trip which has required significant liaison with many others. She has sought advice and acted on it in this regard and listens carefully to feedback, for example in delivering her Yr 10 lessons.

**Teachers Standards
Evidence used to inform judgements**

Lesson observations and visits
work scrutiny
VLE designed courses
Discussions with mentor in support meetings
Feedback from students
Contributions to whole school INSET

**Teachers' Standards
Targets for the coming term and support which is planned
(include names of persons supporting)**

Participate in parents' evenings and use other parental support/communications. Focus on developing techniques to address those in 10X2 with the most difficult learning behaviours. Support to include joint lesson observation of the group with other staff; liaison with student progress; discussions with mentor and other curriculum leaders.

Comments by the NQT:

The NQT **must** 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

I have the following comments to make:

I am very happy with the progress I am making and am really clear on the targets I have been set and how I can achieve them. The support and challenge which my mentor is bringing to our meetings is really helping me to reflect on my teaching and develop skills which will make a real difference to me.

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

Yes No

If not, then please attach details of the school/appropriate body the NQT is moving to, and contact information.

This form *must* be signed by ALL relevant people.

- We will no longer accept merely names typed into the boxes, or any missing signatures – a re-send will be requested for all forms without signatures.
- Signatures added as jpegs are acceptable.
- Signatures in the form of “hand writing” fonts are **not** acceptable.
- The original document should be passed to the NQT and copies should be held by the school and forwarded on to the Appropriate Body for NQT induction

Signed: **Head teacher/principal**

Mrs. H.T.

Date

23/07/2014

Full name (CAPITALS)

Mrs HT

Signed: **NQT**

Miss NQ.

Date

23/07/2014

Full name (CAPITALS)

Miss NQ

Signed: **Induction tutor** (if different from head teacher/principal)

Mr B. D.

Date

23/07/2014

Full name (CAPITALS)

Mr IT

For CBMDC office use only

Date received by the AB	
Action required	
Date action completed	