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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Set high expectations which inspire, motivate and challenge pupils**

Scope of Standard:* 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;

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| **STANDARD:** | **DATE** |
| Fully met |  |
| Working towards |  |
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* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
 | Lesson observation feedbackLearning walksPupil interviews Target grades and levelsLesson plansBook scrutinyClass rules / routines |  |
| To meet this Standard NQTs may demonstrate: |
| * consistently high expectations of pupil attainment and behaviour;
* constant encouragement of pupils to participate and contribute in an atmosphere which is highly conducive to learning;
* high levels of enthusiasm, participation and commitment to learning in their pupils;
* high levels of mutual respect between the teacher and the pupils;
* ability to promote learner resilience, confidence and independence when tackling challenging activities.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Promote good progress and outcomes by pupils**

Scope of Standard:* 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.

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| **STANDARD:** | **DATE** |
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 | Data analysisLesson observationsPupil questionnairesParental surveysBehaviour logs / exclusion dataBook scrutiny and individual targetsMarking and targets set for individualsPupil ProgressTeacher's records / PlanningClear objectivesSuccess criteriaEffective questioningSelf/ peer assessment |  |
| To meet this Standard NQTs may: |
| * assume a high level of responsibility for the attainment, progress and outcomes of the pupils they teach;
* demonstrate accurate planning for pupil progression both within individual lessons and over time;
* articulate how their planning is building on prior achievement;
* regularly use engaging and effective methods that support pupils in reflecting on their learning;
* set appropriately challenging tasks, drawing on a sound knowledge of prior attainment;
* create opportunities for independent learning;
* ensure the majority of pupils make at least expected progress.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Demonstrate good subject and curriculum knowledge**

Scope of Standard:* 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.

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| **STANDARD:** | **DATE** |
| Fully met |  |
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 | Lesson ObservationPlanningBook scrutiny Pupil interviewsLearning walksSOW developmentPlaying an active part in team meetingsActive part in phonics trainingPlanning |  |
| To meet this Standard NQTs may: |
| * draw on good subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest;
* demonstrate very well developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning;
* be clear about own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge and have been proactive in developing these effectively during induction;
* model high standards of written and spoken communication in all professional activities;
* identify and exploit opportunities to develop learners’ skills in communication, reading and writing;
* Primary NQTs draw on their understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively;
* Primary NQTs draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Plan and teach well-structured lessons**

Scope of Standard:* 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).

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 | Lesson planners / sample of lesson plansWork trawl of pupils’ booksLesson observations Learning walksInterview focus group of pupilsLetters to parents re: activityReflective logRecord of appropriate professional developmentAssessment recordsDiscussions with Induction Tutor / mentorSchemes of work |  |
| To meet this Standard NQTs may: |
| * plan lessons that use imaginative and creative strategies that match the individuals’ needs and interests;
* demonstrate that they are highly reflective in critically evaluating their practice;
* accurately judge the impact of their practice on individual and groups of learners and use their evaluation to inform future planning, teaching and learning;
* show initiative in contributing to curriculum planning, developing and producing effective learning resources.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Adapt teaching to respond to the strengths and needs of all pupils**

Scope of Standard:* 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.

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| **STANDARD:** | **DATE** |
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 | Teacher planningExample SoWPlanning and alterations madeBook ScrutinyPlaying an active part in team meetingsLesson Observation Marking and individual targetsPupil interviews and learning walksDiscussions with staff and parentsPupil progress meetingsData for individual groupsPlanning for different learning styles and tasks Support materials available in the learning environment |  |
| To meet this Standard NQTs may: |
| * accurately understand their learners strengths and needs;
* be proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups;
* use effectively different teaching approaches that impact on learning and engagement of learners.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Make accurate and productive use of assessment**

Scope of Standard:* 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.

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 | Attend any CPD on statutory assessmentsEvidence from statutory assessments Tracking data assessments both formative and summativeDiscussion with Subject Coordinators/Heads of Department/MentorsBook scrutinyNotes made during the lessonPlanning Assessments and tracking data Individual targets setAlterations on planningMarking with feedback and pupil responsesLesson observationsPupil interviews / discussions |  |
| To meet this Standard NQTs may: |
| * accurately assess pupils’ attainment against national benchmarks;
* use a range of assessment strategies effectively in day to day practice to monitor pupil progress and inform future planning;
* systematically and effectively check learner understanding throughout the lesson, anticipating where intervention may be needed and intervening in a way which impacts positively on the quality of learning;
* assess learners’ progress regularly and work with them to target further improvement and secure rapid progress.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Manage behaviour effectively to ensure a good and safe learning environment**

Scope of Standard:* 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.

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 | Lesson observationsObservations of NQT in and around the school at breaks and lunchtimes, in tutor time, in assemblies, in clubs, at performances on trips and extra –curricular activitiesLearning walksGuidance asked for when neededLearning environment/displaysPraise given MarkingPupil interviews |  |
| To meet this Standard NQTs may: |
| * apply the school’s framework for behaviour consistently and fairly;
* demonstrate constantly high expectations;
* apply a range of strategies that promote positive behaviour effectively, including sanctions, rewards, praise in order to create an environment highly supportive of learning;
* manage pupil behaviour effectively so that the learners display high levels of engagement, courtesy, collaboration and cooperation;
* proactively seek additional support in addressing the needs of the pupils where significantly challenging behaviour is demonstrated.
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| **Teachers’ Standards for NQT Induction – Part One: Teaching** |
| Teachers’ Standard | Possible Evidence | Examples |
| 1. **Fulfil wider professional responsibilities**

Scope of Standard:* 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.

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 | Playing a part in school community and activities‘Fitting in’ within team Staff and team meetingsActive part in team meetings and discussionsAttending mentor sessions regularly and responding well to adviceAsk colleagues for advice / help appropriately and timelyPlanning documents / assessment evidenceLesson observations / Learning walkDiscussions with support staff Responding well to advice Action on any feedback given or advice asked for / discussedProgress against action plan targetsParents eveningsCommunication logs / records of postcards / calls |  |
| To meet this Standard NQTs may: |
| * proactively seek out opportunities to contribute to the ethos and community of the school;
* build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis;
* take responsibility for deploying support staff in their lessons;
* seek advice from relevant professionals in relation to pupils with individual needs;
* identify opportunities to develop their own professional learning and respond positively to feedback they receive;
* communicate effectively verbally and in writing with parents and carers in relation to pupils’ achievements and well-being.
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| **Teachers’ Standards for NQT Induction – Part Two: Personal & Professional Conduct** |
| Teachers’ Standard | Possible Evidence | Examples |
| * 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.

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| **STANDARD:** | **DATE** |
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* Teachers must have an understanding of, and always act within, the statutory frameworks

which set out their professional duties and responsibilities.

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| **STANDARD:** | **DATE** |
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 | Observation of teaching and associated reportsDiscussion with induction tutor, and other professional colleaguesPupil records and reportsAssessment reportsFeedback from pupils, parents and other carersExamples of specific training, and other professional developmentSchool records, such as those held by Human ResourcesNQT meetings and discussionsStandards observed throughout the yearOfficial records and other declarations |  |
| To meet this Standard NQTs must: |
| * implement and adhere to school policies and practices, including those for attendance and punctuality;
* adhere to the professional duties of teachers as set out in the Teacher’s Pay and Conditions document;
* understand their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation.
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| **Professional Development Plan** |
| **NQT:** | **Date:** |
| Objective:Rational/Purpose: | Current Strengths:Aspects to Address: | How this relates to Teachers’ Standards |
| Evidence for Success: | When progress will be Monitored and Reviewed |
| Actions and support (including any resources needed) | Who? | When? |
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| **Proforma for recording discussions and agreed outcomes in review meetings** |
| NQT: | Date: | Date of previous meeting: |
| **Points to consider**  | **Notes** | **Reviewed** |
| What progress has been made towards achieving objectives since the last review meeting? What evidence is there to support this? |  |  |
| Are there other areas of the Standards in which progress has been made since the last review meeting?What evidence is there to support this? |  |  |
| How has the 10% non-contact time been used? How has this impacted on teaching and on pupils’ learning? |  |  |
| Are there any areas of teaching and professional development where additional support is needed? |  |  |
| Which are the priorities to take forward to the next half term? |  |  |
| **Signed: NQT** |  |
| **Signed: Induction Tutor** |  |
| **Date of next review meeting** |  |