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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;  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  |  * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Lesson observation feedback  Learning walks  Pupil interviews  Target grades and levels  Lesson plans  Book scrutiny  Class 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Data analysis  Lesson observations  Pupil questionnaires  Parental surveys  Behaviour logs / exclusion data  Book scrutiny and individual targets  Marking and targets set for individuals  Pupil Progress  Teacher's records / Planning  Clear objectives  Success criteria  Effective questioning  Self/ 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Lesson Observation  Planning  Book scrutiny  Pupil interviews  Learning walks  SOW development  Playing an active part in team meetings  Active part in phonics training  Planning |  |
| 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).  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Lesson planners / sample of lesson plans  Work trawl of pupils’ books  Lesson observations  Learning walks  Interview focus group of pupils  Letters to parents re: activity  Reflective log  Record of appropriate professional development  Assessment records  Discussions with Induction Tutor / mentor  Schemes 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Teacher planning  Example SoW  Planning and alterations made  Book Scrutiny  Playing an active part in team meetings  Lesson Observation  Marking and individual targets  Pupil interviews and learning walks  Discussions with staff and parents  Pupil progress meetings  Data for individual groups  Planning 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Attend any CPD on statutory assessments  Evidence from statutory assessments  Tracking data assessments both formative and summative  Discussion with Subject Coordinators/Heads of Department/  Mentors  Book scrutiny  Notes made during the lesson  Planning  Assessments and tracking data  Individual targets set  Alterations on planning  Marking with feedback and pupil responses  Lesson observations  Pupil 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Lesson observations  Observations 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 activities  Learning walks  Guidance asked for when needed  Learning environment/displays  Praise given  Marking  Pupil 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Playing a part in school community and activities  ‘Fitting in’ within team  Staff and team meetings  Active part in team meetings and discussions  Attending mentor sessions regularly and responding well to advice  Ask colleagues for advice / help appropriately and timely  Planning documents / assessment evidence  Lesson observations / Learning walk  Discussions with support staff  Responding well to advice  Action on any feedback given or advice asked for / discussed  Progress against action plan targets  Parents evenings  Communication 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.  |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  |  * Teachers must have an understanding of, and always act within, the statutory frameworks   which set out their professional duties and responsibilities.   |  |  | | --- | --- | | **STANDARD:** | **DATE** | | Fully met |  | | Working towards |  | | Target |  | | Not yet covered |  | | Observation of teaching and associated reports  Discussion with induction tutor, and other professional colleagues  Pupil records and reports  Assessment reports  Feedback from pupils, parents and other carers  Examples of specific training, and other professional  development  School records, such as those held by Human Resources  NQT meetings and discussions  Standards observed throughout the year  Official 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** |  | | |