



FWTSA - NQT induction

Final assessment and recommendation

Instructions for completion

- Please type in the shaded area. Where option boxes appear please insert "X" as appropriate.
- 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. i.e.
 - Sent by email to FWTSA at nqtinduction@forestway.leics.sch.uk
 - from the Headteacher or Principal's email address
 - with the NQT copied into the email
 - with the Induction tutor copied into the email

Full guidance on statutory induction can be found at

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

Recommendation

<input checked="" type="checkbox"/>	The teacher named below has performed satisfactorily against the Teachers' Standards for the completion of induction
<input type="checkbox"/>	The teacher named below has not performed satisfactorily against the Teachers' Standards for the completion of induction
<input type="checkbox"/>	The teacher named below should have their induction period extended.

NQT's Personal Details

Full name:	Forename Surname	Date of birth:	XX/XX/XXXX
Former name(s) (where applicable)	N/A	DfE/Teacher Reference Number:	1234567
National Insurance Number:	XXXXXXXXXX	Date of award of QTS:	
Name of institution: (e.g. school or college)	Secondary School		
DfE institution number: (if applicable)	123	/	4567
Appropriate body receiving this report:	Forest Way Teaching School Alliance		

Start date of final assessment period:	12/04/2021
End date of final assessment period:	09/07/2021
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 <input checked="" type="checkbox"/> OR PART TIME <input type="checkbox"/>
Number of days of absence during the entire assessment period:	2

			% of FTE worked
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Confirmation of Induction

X	I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified above in line with statutory guidance.
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<p>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).</p>	
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<p>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:</p>	
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Assessment of progress against the Teachers' Standards

Each area of the report needs to state whether all themes within each teacher standard have been consistently met and what progress has been made.

- e.g X has made good progress and has consistently met the requirements for this standard.
X has made exceptional progress and has consistently met the requirements for this standard.*

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 developed over the course of the NQT year
- evidence used to inform the judgements
- suggested targets for the NQT's second year of teaching

Comments **must** be in the context of and make reference to each specific Teachers' Standard which are included on this form and can also be found at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>

1. Set high expectations which inspire, motivate and challenge pupils

- *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*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

<p>Delete as appropriate: NQT has made <u>good progress</u> and has consistently met the requirements for this standard.</p>
<p>Comments:</p> <p>NQT has made good progress and has consistently met the requirements for this standard. NQT's classroom has developed into a safe and secure environment for her students. She has created a culture of mutual respect where students listen to each other and are happy to contribute to the lesson activities. NQT has added a poster to the classroom showing rules and expectations and has this week explained the new rules on mobile phones.</p> <p>NQT has developed the classroom environment to contain a mixture of student work and subject specific aids to help students make progress. In addition there is clear support for literacy and SMSC. There are displays of key terminology used in Business and Travel courses as well as support for A level students writing essays.</p>

NQT sets goals that stretch and challenge students. She takes into account different abilities of students and their backgrounds e.g. PP, high achievers.

In preparing lessons NQT uses the structure of Bloom's taxonomy to develop student's ability to evaluate and analyse business problems. She also is using the "expert teaching" structure in her lessons.

As a professional NQT adopts high standards of behaviour and conducts herself appropriately within the school environment, being consistently polite and respectful in her dealings with students and other stakeholders. She is a very good role model for young people. NQT regularly contacts student parents in order to give praise and to address issues in class.

2. Promote good progress and outcomes by pupils

- *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.*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. NQT understands that she is accountable for students' attainment and outcomes and, as such, she is aware of the progress her students have made and need to make this year. She encourages students to take a responsible and conscientious attitude to their own development through the setting of targets and activities. NQT ensures students re-sit tests if the grades is significantly below their target. NQT tracks the progress of her year 10 Leisure and Tourism students and her Year 11 Business folders all have up to date tracking cards where students monitor their progress and set targets for themselves. NQT needs to keep these up to date and develop strategies for delivering coursework units.

NQT is aware of the relationship between clear learning objectives and student outcomes. She regularly assesses students during lessons to judge progress before moving on in their learning. NQT has improved the accuracy in marking and assessing students work especially the longer essay style questions. NQT needs to develop her skills and techniques for adapting lessons to cover gaps in student knowledge and for setting differentiated work for students progressing at different speeds. NQT has given students responsibility for presenting topics to the rest of the class and encourages student contributions to help all students make progress. NQT has had some very good external exam results already this year particularly in BTEC Business and Level 3 Applied Business.

3. Demonstrate good subject and curriculum knowledge

- *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, articulation 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.*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. NQT has developed her knowledge and understanding of the subject areas she teaches including Business and Travel and Tourism. There are still gaps in NQT's knowledge that will be addressed during the next few months. She prepares thoroughly by researching topics new to her as well as by using subject specific web sites. NQT keeps up to date with current Business news and includes current news in her lessons. NQT attended the Business A level revision conference this year as part of the process of developing her A level subject knowledge.

NQT has taken responsibility for developing and improving SOW's and student booklets for the courses she teaches. Rebecca has taken responsibility for developing the new BTEC Travel and Tourism Level 2 course. She contributes and shares lesson ideas and resources with the rest of the faculty.

4. Plan and teach well-structured lessons

- *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).*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. NQT follows the faculty's schemes of work for the subjects she teaches, incorporating her own ideas to make the lesson sequences engaging for her students. She is keen to make learning purposeful so often begins by showing how the lesson fits into the Big Picture. Her lessons include real life Business and Travel issues to make the learning relevant. For example she used the recent Asda and Sainsbury proposed merger as a discussion point in a recent lesson I saw as part of a learning walk. NQT adapts resources to bring them up to date. For example bringing in the recent takeover of Costa Coffee by Coca Cola.

NQT has developed her understanding of how to evaluate lessons thoroughly in order to address issues with student progress which informs future planning for progression. NQT is constantly reflecting on her practice and this has helped her to adapt her lessons to keep students engaged. NQT is keen to discuss issues with her mentor and HOF in order to find alternative strategies for teaching and learning and improve progress in lessons. NQT recently made the focus of an observation year 10 Travel and Tourism as a result of her reflection on the different rates of student progress when doing coursework.

One of NQT's strengths is working collaboratively with others in the faculty to plan and create resources for the subjects she teaches. NQT shares her resources with others in the faculty and is always willing to help in any planning activity. For example she helped update the GCSE Business revision resources.

5. Adapt teaching to respond to the strengths and needs of all pupils

- *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*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. NQT has improved her skills of differentiation. She has developed resources for Year 12 Business where the students use a guidance sheet to help develop their essay skills. In Leisure and Tourism NQT has produced differentiated worksheets for students.

NQT has used the reading age data to inform her planning and preparation of worksheets.

She is developing a range of teaching strategies to suit the needs of different students. NQT is learning how to use grade sweep data to aid her planning of lessons. In addition, she follows access arrangements for SEN students when carrying out tests, mock examinations and controlled assessments, to give them the very best opportunity to reach their potential.

NQT needs to develop strategies for stretching the most able A level students to help them achieve the top grades.

6. Make accurate and productive use of assessment

- *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*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. NQT has developed a good knowledge of the assessment requirements for Business and Travel and Tourism. She still needs to develop her understanding of how to make really detailed formative feedback to improve students learning. She has taken on board the assessment schemes at both GCSE and A level and is involved with the faculty in producing assessment materials for monitoring progress.

She implements a range of formative and summative strategies for assessing progress like questioning, tests, verbal feedback and peer marking; all of these strategies involve opportunities for target setting.

NQT uses ALPS data to set targets for her students and she monitors their progress by regularly comparing these to assessment grades. She also designs intervention activities to address the needs of students that the data shows are underachieving. Following the recent Year 10 grade sweep and unit tests NQT has identified students who are underachieving and has implemented an intervention programme.

With regards to formal written feedback, NQT regularly mark books and coursework, providing students with advice and guidance on how to improve. In addition, peer assessment to support students' learning is a feature of NQT's lessons. Inspection of her Year 10 folders shows clear use of green and red pen in line with school policy.

7. Manage behaviour effectively to ensure a good and safe learning environment

- *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.*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. One of NQT's strengths is developing good working relationships with her students. This is clear from the evidence of formal observations. Rules and routines for behaviour are established and, in accordance with the school's behaviour policy. NQT encourages students to take responsibility for their own behaviour in classrooms and around the school. Behaviour expectations are displayed in her classroom and she regularly discusses with her tutor group their behaviour.

NQT is committed to using positive behaviour strategies like awarding positive points and actively praising excellent work. Analysis of "pivot tables" shows that Rebecca uses the behaviour system in a balanced way.

When necessary, NQT will use her authority and act decisively to discourage poor behaviour. She will liaise with her mentor, HOF and sometimes the Year Team and House Manager to address students' inappropriate behaviour. NQT is vigilant with regard to potential safeguarding issues and quick to pass on any concerns to the appropriate person. She has recently helped a student with potential issues and played a big part in making the student feel safer in school.

8. Fulfil wider professional responsibilities

- *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.*

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has made good progress and has consistently met the requirements for this standard. NQT contributes to the wider life and ethos of the school. She is a form tutor who actively encourages her students to participate in whole-school activities like House Afternoons. NQT is keen to participate in school extracurricular trips and took part in the Business trip to Paris in February half term. She is keen to develop trips and visits for her students next year. She has run revision/catch up sessions with her students both after school and in non-contact time to support students in their Learning. NQT takes an active part in professional development activities in school. She is keen and willing to share ideas with the rest of the faculty.

Part Two: Personal and professional conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Delete as appropriate:

NQT has made good progress and has consistently met the requirements for this standard.

Comments:

NQT has developed positive relationships with her students, treating them with dignity and respect at all times. She always maintains a professional manner and observes proper boundaries appropriate to her professional position. The need to safeguard students' well-being in line with statutory requirements is a feature of NQT's professional demeanour. In addition, NQT upholds the values of the school by diligently following policies and practices. Her attendance and punctuality are also excellent.

Targets for the 2nd year of teaching

- Stretch and challenge of high ability A level students
- Developing strategies for effective teaching of coursework units in vocational courses
- Managing your workload to build in time for detailed reflection before grade sweeps and other deadlines

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 if:

- 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 (<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 in your career? Please indicate these as part of your comments in the box below.
-

I have discussed this report with the induction tutor and/or head teacher:

YES

NO

I have the following comments to make:

I feel the areas that I need to improve on have been outlined in this report. My action plan moving forward is to focus on differentiating class tasks and resources effectively to ensure I stretch and challenge my A Level students effectively. In the last term the feedback provided from observations of coursework lessons, has now allowed me to create resources and activities that motivate and reward students for their work accordingly.

I believe I have made a good start in my teaching career through the achievements in my class exam results, the high standards I have set and embedded in my classes, and delivering new content. Having the support of my business colleagues and being active in my own professional development has enabled me to deliver accurate, engaging, informative lessons. I have also participated in CPD session and curricular training workshops to develop myself as a teacher.

I have made good relations with my pupils taking an interest in their extracurricular activities and interests. Students have a good understanding of what they are expected to do in class, as aims and objectives are stated at the beginning of the lesson to apply a clear focus to their learning. I feel I have developed my assessment for learning over this year as this was one of my NQT objectives, I incorporate a variety of summative and formative assessment to gain a firm understanding of students' progress, and to fill the gaps of any missing knowledge through recap sessions.

I have created a safe warm learning environment for the students, that is informative and very well equipped to assist students in their learning. I also incorporate E-learning in my lessons to vary lessons and to make them more engaging.

I have participated in the wider school community activities along with a variety of business trips.

This form should be signed below, unless it is being sent electronically in which case it must be sent from the head teacher/principal's mailbox and copied to the NQT and induction tutor.

Head Teacher/Principal name:	Head Teacher
Signed:	<i>Head Teacher</i>
Date	XX/XX/XXXX

Induction tutor name: (If different from head/principal)	Induction Tutor
Signed:	<i>Induction Tutor</i>
Date	XX/XX/XXXX

NQT name:	NQT Name
Signed:	<i>NQT Name</i>
Date	XX/XX/XXXX

Please return this form

- by email to FW TSA at nqtinduction@forestway.leics.sch.uk
- from the Headteacher or Principal's email address
- with the NQT copied into the email
- with the Induction tutor copied into the email