# http://www.schooljotter.com/imagefolders/whitehill/NCTL-National-Teaching-School-lock-up-28colour29.pngC:\Users\ann\Downloads\PLN logo CMYK (1).jpg

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# **NQT Induction: Final Assessment and Recommendation Form**

**Instructions for completion**

* In the assessment meeting at the end of each induction period, the NQT and Induction Tutor should agree on strengths, areas for development and targets.
* The Induction Tutor completes the form and passes to the NQT for comments (see final page).
* The Headteacher/Principal checks the final form and send via email to prolearnnet@gmail.com within 10 working days of the NQT completing the assessment period. **The NQT and Induction Tutor must be copied into the email as authentication.** Please do not send hard copies.
* The NQT should retain the original copy. The Headteacher / Principal should keep a copy.

Please complete all sections of the form. Where tick boxes appear please insert “X” in the area.

**Recommendation:**

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 | The teacher named below has performed satisfactorily against the Teachers’ Standards for the completion of induction. |
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 | The teacher named below has **not** performed satisfactorily against the Teachers’ Standards for the completion of induction. |
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 | The teacher named below should have their induction period extended (this should have been previously discussed with the Appropriate Body). |

**NQT’s personal details**

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| --- | --- |
| **FORENAME(S):** |  |
| **SURNAME:** |  |
| **\*FORMER NAME (where applicable)** |  |
| **DATE OF BIRTH:** |  |
| **DfE TEACHER REFERENCE NUMBER:** |  |
| **NATIONAL INSURANCE NUMBER:** |  |

|  |  |  |
| --- | --- | --- |
|  **SCHOOL/ACADEMY:** | **D*f*E INSTITUTION NUMBER:** | **TELEPHONE NUMBER:** |

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 | I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified overleaf in line with the statutory guidance <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers/> |

|  |  |
| --- | --- |
| Start date of the final assessment period: |  |
| End date of the final assessment period: |  |
| Number of terms completed during this assessment period (usually one term) |  |

OR

|  |  |
| --- | --- |
| Number of days completed during this assessment period (only complete this if NQT leaving school mid-term and this is an interim assessment): |  |
| Does the NQT work: Full Time **YES/NO**  | Part Time **YES/NO** (if so, state proportion) |
| Number of days of absence during the entire assessment period (enter ‘0’ if the NQT has not been absent):**NB this section is crucial, as the NQT will be required to carry out an extension if they have more than 30 days absence in a year** |  |
| If a reduction to the induction period has been agreed with the Appropriate Body, include the number of days reduction here (see para 3.5 of the statutory guidance) |  |
| If a reduction to the induction period has been agreed with the Appropriate Body to reflect previous teaching experience, please give details here (see paras 3.2-3.4 of the statutory guidance) |  |

Assessment of progress against the Teachers’ Standards:

The Headteacher/Principal or Induction Tutor should record brief details of the NQT’s progress against the Teachers’ Standards, including:

* Strengths;
* Areas requiring further development, even where progress is satisfactory;
* Areas of concern;
* Evidence used to inform the judgements; and
* Where appropriate, targets to be met.

Comments must be in the context of and make reference to each specific standard, details of which can be found at: <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012->

**Evidence key**

|  |  |  |
| --- | --- | --- |
| **W** Pupil’s work  | **AR** Assessment and record keeping  | **F** Feedback from colleagues on practice  |
|  **P** Planning | **O** Lesson observation  | **T** Training activities  |
| **RP** Reporting to/discussions with parents and carers | **TE** Teaching environment  | **AM** Assessment meeting  |
| **PRM** Professional review meeting  | **SR** Self review  |  |

**PART ONE: TEACHING (Teachers’ Standards 1-8)**

**A teacher must:**

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

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

**2. Promote good progress and outcomes by pupils**

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

**3.** **Demonstrate good subject and curriculum knowledge**

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| --- | --- |
| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:**  |

**4. Plan and teach well-structured lessons**

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

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

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

**6. Make accurate and productive use of assessment**

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

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

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

**8. Fulfil wider professional responsibilities**

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| **Strengths (with evidence):** | **Evidence codes** |
| **Future Developments:** |

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

* Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
	+ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position;
	+ having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions;
	+ showing tolerance of and respect for the rights of others;
	+ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
	+ ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* 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.

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| **Comments on Part Two:** |

**Comments by the NQT:**

The NQT should record their comments or observations on their induction to date (see Statutory Guidance, para 2.43). 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 headteacher/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. If so, what are these areas? Please include them in the comments box below.

I have discussed this report with the Induction Tutor and/or Headteacher **YES/NO**

I have the following comments to make:

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Name of Headteacher/Principal Approval date of report

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Name of NQT Approval date of report

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Name of Induction Tutor Approval date of report

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**The completed form must be emailed to** **prolearnnet@gmail.com** **from the Headteacher/Principal or Induction Tutor’s school email account. Please do not use personal email accounts, as these are not secure, and do not send paper copies. In place of signatures, the NQT, Induction Tutor and Headteacher/Principal must all be copied into the email.**