# A picture containing food, drawing  Description automatically generatedNQT Assessment Form for First and Second Induction Period

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| End of **First** assessment period |
| End of **Second** assessment period |
| Interim assessment (if NQT leaving school mid-term) |

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**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 **nafia.theodotou@thewroxham.net** 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.

**NQT’s personal details**

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

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|  **SCHOOL/ACADEMY:** | **D*f*E 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 in line with the statutory guidance <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>  |

**Recommendation:**

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 | The above named teacher’s performance indicates that he/she **is making satisfactory progress** against the Teachers’ Standards within the induction period. |
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 | The above named teacher’s performance indicates that he/she **is not making satisfactory progress** against the Teachers’ Standards within the induction period. |

**Additional information:**

**Please mark an ‘x’ in one box to show how the NQT is progressing against the Teachers’ Standards for satisfactory completion of the induction period.**

This information enables the Appropriate Body to target its monitoring and provide a service of support where it is needed. All NQTs who fall into categories 'C' and 'D' will be monitored more closely, with possible school visits and extra support provided.

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|   | **A**. This NQT is currently making excellent progress against the Teachers’ Standards |
|   | **B**. This NQT is currently making good progress against the Teachers’ Standards |
|  | **C**. This NQT is making limited progress against the Teachers’ Standards and is receiving additional support from within the school |
|   | **D**. This NQT is not making satisfactory progress against the Teachers’ Standards and requires significant additional support |

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| Start date of this assessment period: |  |
| End date of this assessment period: |  |
| Number of terms completed during this assessment period (one term if F/T; more if P/T) |  |

OR

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| 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 this 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** |  |

**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 (eg aspects of the Teachers’ Standards which the NQT has yet to meet);
* Areas of concern;
* Evidence used to inform the judgements; and
* Targets for the coming term, with any support needed.

Comments must be in the context of and make reference to each specific standard, details of which can be found at: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf>

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

**A teacher must:**

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

2. Promote good progress and outcomes by pupils

3. Demonstrate good subject and curriculum knowledge

4. Plan and teach well structured lessons

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

6. Make accurate and productive use of assessment

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

8. Fulfil wider professional responsibilities

**Strengths (with evidence):**

**TS1:**

**TS2:**

**TS3:**

**TS4:**

**TS5:**

**TS6:**

**TS7:**

**TS8:**

**Areas for development/targets/support:**

**TS1:**

**TS2:**

**TS3:**

**TS4:**

**TS5:**

**TS6:**

**TS7:**

**TS8:**

**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.

**Comments on Part Two:**

**Date NQT carried out Safeguarding Children training in school:**

**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 this assessment 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 are receiving your full range of entitlements in accordance with regulations and guidance; <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269288/induction_for_newly_qualified_teachers.pdf>
* 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 Headteacher **YES/NO**

I have the following comments to make:

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Will this NQT be remaining at this school for the next assessment period? **YES/NO**

If not, then please supply details of the school/Appropriate Body the NQT is moving to, and contact information

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** **nafia.theodotou@thewroxham.net** **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.**