



NQT End of Assessment Period Three - FAILURE to complete the induction period satisfactorily

School Name:

School URN:

Assessment Period:

Is this the school that reported at the end of the **First** period?

Yes

No

Is this the school that reported at the end of the **Second** period?

Yes

No

Name of Appropriate Body receiving the report:

NQT's personal details

Full name:

Former names:

Date of birth:

TRN of NQT:

National insurance number:

Date of appointment

NQT's Specialism

Key stage (please specify)

Age range (please specify)

Subject (please specify)

Does the NQT work? (please tick)

Part-time (specify proportion)

Full-time

Number of days of absence during Assessment
Period Three

Cumulative number of days of
absence over Induction period

Number of days served during Assessment
Period Three (including days of absence)

If absence is more than 30 days
the induction period has been
extended by this amount.

The above named teacher's progress indicates that he/she **does NOT** meet the **requirements** for the satisfactory completion of **the Induction Period**.

S2. 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

Encourage pupils to take a responsible and conscientious attitude to their own work

Strengths:

Areas of Development:

Targets and Support:

S3. Demonstrate good subject and curriculum knowledge

Secure knowledge of subject shown

Pupils' interest in subject developed and maintained

High standards of literacy, and correct use of standard English in evidence

Strengths:

Areas of Development:

Targets and Support:

S4. Plan and teach well-structured lessons

Impart knowledge & develop understanding through effective use of lesson time

Promote a love of learning and intellectual curiosity

Set homework and plan out-of-class activities to consolidate and extend knowledge and understanding

Reflect systematically on effectiveness of lessons and approaches to learning

Contribute to the design and provision of an engaging curriculum

Strengths:

Areas of Development:

Targets and Support:

S5. Adapt teaching to respond to the strengths and needs of all pupils

Know when and how to differentiate

Have secure understanding of how factors can inhibit pupils' inability to learn and how to overcome these

Demonstrate awareness of physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different development stages

Have clear understanding of the needs of all pupils, including those with SEN, high ability, EAL, disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Strengths:

Areas of Development:

Targets and Support:

S6. Make accurate and productive use of assessment

Shows understanding of assessment of relevant subject/curriculum area

Uses formative and summative assessment to secure pupils' progress

Monitors progress, set targets, uses this information to plan subsequent lessons

Provides pupils with regular feedback (oral and marking)

Encourages pupils' response to feedback

Guides pupils to reflect on the progress made and emerging needs

Strengths:

Areas of Development:

Targets and Support:

S7. Manage behaviour effectively to ensure a good and safe learning environment

Employs the school's behaviour policy

Establishes clear rules and routines for behaviour

Has high expectations of behaviour

Uses range of strategies, including praise, sanctions, rewards, consistently and fairly

Manages the class effectively to motivate pupils and meet their needs

Maintains good relationships with pupils

Exercises appropriate authority and acts decisively, when necessary

Strengths:

Areas of Development:

Targets and Support:

S8. Fulfil wider professional responsibilities

Make a positive contribution to the wider life and ethos of the school

Develop effective professional relationships with colleagues

Deploy support staff effectively

Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues

Communicate effectively with parents

Strengths:

Areas of Development:

Targets and Support:

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT (P)

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Treat pupils with dignity, build relationships rooted in mutual trust, observe proper boundaries appropriate to a teacher's professional position

Have a regard for the safeguarding of pupils

Show tolerance of and respect for the rights of others

Ensure that personal beliefs are not expressed in ways which may exploit pupils' vulnerability

Have proper and professional regard for the ethos, policies and practice of the school

Maintain high standards of attendance and punctuality

Understand and act within the statutory frameworks which set out professional duties and responsibilities

Strengths:

Areas of Development:

Targets and Support:

In relation to the Teachers' Standards the NQT :

		YES
A	Has considerable strengths and is working well within the requirements	
B	Has many strengths with a few areas for development that are being addressed easily	
C	Has strengths. some areas for development have been met and some are still being worked on	
D	Development needed in basic practice, warranting additional support from within the school	
E	Considerable areas for development required in basic practice, giving rise for serious concern. Additional support needed for school and NQT.	

Request for Support:

Comments by the NQT:

It is strongly recommended that NQTs record any comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your NQT Mentor and/or head teacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development, support, and/or guidance? If so, what are these areas?

I have discussed this report with the NQT Mentor and/or head teacher and:

<input type="checkbox"/>	have no comments to make	<input type="checkbox"/>	wish to make the following comments

Signed: **Head teacher** (if different from NQT Mentor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **NQT Mentor**

Date

Full name (CAPITALS)

School stamp/validation

Please return this completed, signed Failure to Pass Induction Period document to Ali Fanos at Ringwood School, Parsonage Barn Lane, Ringwood, Hampshire, BH24 1SE or by email ali.fanos@ringwood.hants.sch.uk by Friday 14th July 2017