NQT Induction Assessment Form
Assessment for the end of the First Assessment

NQT's Personal Details

Full Name: Amy Stardust  
Date of Birth: 05/10/1983  
Teacher Reference Number: 0999999  
Date of award of QTS: To be confirmed by the TRA

Reviewed  
Manchester Local Authority  
19/06/2018 15:18:43

Recommendation

The above named teacher's performance indicates that he/she is making satisfactory progress against the Teachers' Standards within the induction period

Confirmation of Induction

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 04/09/2017  
End Date: 20/12/2017  
Days Completed: 73  
Days Absent: 3  
The NQT worked Full Time throughout this assessment period

Institution Details

Name: Manchester LA  
DfE Number: Not Applicable  
Head Teacher/Principal: Nick Paul  
Tutor: Jay Sweeney  
Address: Claremont Rd, Moss Side, Manchester, Lancashire M60 2LA  
Telephone: 07904 656 162  
Email: test@manchester.com

Appropriate Body

Name: Manchester Local Authority  
Address: Teacher Retention & Development, Directorate: Children and Commissioning, Level 4, PO Box 532, Town Hall Extension, Manchester, Lancashire M60 2LA  
Telephone: 07904 656 162  
Email: j.sweeney1@manchester.gov.uk
Part One: Teaching

Standard 1 - Set high expectations which inspire, motivate & challenge pupils

1.1 - Amy has made a good start to her induction. This term she has participated in CPD sessions in school where the focus has been updated school policies, including safeguarding, first aid, behaviour and health and safety policy. Her compliance with these policies is reflected in her teaching, her everyday practise and in her classroom environment.

1.2 - Through baseline assessments, Amy knows her pupils, their needs and the challenges they face and plans accordingly. She also provides assessment data on a half-termly basis along with a commentary to justify how she has arrived at a predicted grade, which allows her to effectively set appropriate and challenging targets.

1.3 - Amy interacts with and offers support to pupils at break and lunchtimes, whether she is fulfilling timetabled duties or not. She offers support to fellow teaching staff and enjoys supporting in the After School Club. She consistently maintains a calm, friendly and positive disposition.

Standard 1 - Area(s) for further development/starting point for next term:

1.2 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

Actions needed:

Next term spend some time observing excellent practise around the school focusing on stretching and challenging lower ability pupils and how to use support staff more effectively (w/c 25/1).

Standard 2 - Promote good progress & outcomes by pupils

2.1 - Amy meets with the Lead Teacher every half-term to contribute to the analysis of assessment data of her teaching groups. In addition, she contributes to the pupils’ ILPs by taking part in regular meetings to discuss pupil progress.

2.2 - Amy attends briefings in which transition details of all new pupils are shared. She sets baseline assessments for each pupil and measures half-termly progress against these. She utilises the school’s SEN and Inclusion register to make sure she knows about pupil needs/barriers.

2.3 - Amy’s lesson observation (9/10) included a plenary which allowed the pupils to consider the progress they had made and identified areas for improvement; this is indicative of the guidance Amy offers her pupils consistently.

2.4 - Amy regularly attends INSET training and Teaching & Learning workshops in school that address different aspects of pedagogy. Her lesson planning demonstrates that she considers prior knowledge when setting work and uses various strategies to consolidate the learning of pupils.

2.5 - Amy consistently encourages pupils to take responsibility for their own learning. She addresses this conversationally in and around the classroom, providing pupils with tailored resources and setting appropriate homework and by contacting parents to ensure their support at home.

Standard 2 - Area(s) for further development/starting point for next term:

2.1 - Be accountable for pupils’ attainment, progress & outcomes

Actions needed:

Next term use assessment of each pupil’s attainment more often to target and refer individuals for intervention and plan work in more detail based on their individual needs.
Standard 3 - Demonstrate good subject & curriculum knowledge

3.1 - Through lesson observations it is clear that Amy has enthusiasm for and a secure knowledge of her subject. She is very patient and supports pupils through any misunderstandings, particularly with the challenging vocabulary. She considers keywords and uses schemes of work in her planning and corrects whenever needed in a timely manner.

3.2 - Through her own research, Amy is aware of developments in the subject area, particularly the new curriculum, and she is in the process of building relationships with a partner school in order to share best practise and develop her own knowledge in this area. She has prepared individual resources for each pupil prior to their practice SATs and targets pupils for intervention when required.

3.3 - Amy understands that literacy is a whole school focus. She marks her books for technical accuracy, addressing SPAG errors in-line with the school policy, and considers keywords in her planning to ensure pupils have the opportunity to master subject specific terminology.

3.4 - Amy and her TA carry out phonics interventions and she is currently working on her reading area to promote further interest in books. She has observed the Head teaching guided reading on a number of occasions this term and has used some observed techniques in her own practice.

3.5 - Amy has awareness of school scheme of work for maths and uses this as a resource. During a recent lesson observation she was observed showing good subject knowledge and using bronze, silver and gold challenges to teach to mastery and greater depth.

Standard 3 - Area(s) for further development/starting point for next term:

3.2 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

Actions needed:

Next term continue to foster links with colleagues internally and externally and stay abreast of any changes in the curriculum by signing up for alerts via the DfE website.

Standard 4 - Plan & teach well structured lessons

4.1 - Amy's most recent observation (17/12) illustrated her effective use of lesson time. The pace of the lesson was steady and Amy was not afraid to deviate from her plan enough to react to the rate and level of learning and understanding.

4.2 - Amy promotes curiosity and a love of learning with her contagious enthusiasm in her subject. Where possible she answers questions with real-life examples allowing pupils to access what can be challenging topics.

4.3 - Amy sets relevant weekly homework, rewarding those who complete and hand it on time. She has organised a successful outing to the MOSI which allowed pupils to consolidate learning and develop interest in related topics.

4.4 - Amy is a reflective teacher who frequently assesses her own performance. She is keen to develop her own practise and researches different approaches as well as attending and contributing to phase meetings and asking colleagues for advice and guidance.

4.5 - Amy is involved in team planning activities which often cross-over into core subject lessons. She designs resources, plans and delivers schemes of work and shares these with other staff.

Standard 4 - Area(s) for further development/starting point for next term:

4.3 - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
Actions needed:
Next term encourage more pupils to be pro-active in completing homework and wanting to complete some tasks at home. Consider how you could engage more parents in this task.

Standard 5 - Adapt teaching to respond to the strengths & needs of all pupils
5.1 - Amy differentiates appropriately in lessons by including useful visuals, seating arrangements, preparing resources with varying levels of challenge and adapting her teaching style as required. Amy knows her pupils, their needs and this is reflected in her planning.

5.2 - During observation, Amy proves her ability to deviate from her plan in response to the emerging needs of her pupils. She had an alternative activity on stand-by when it became clear a certain task would have proved unsuccessful for that particular group given their dynamics that day.

5.3 - Amy has experience of planning for some KS1 intervention work over the last half-term. The work she provided addressed the different development stage the pupils were currently at while continuing to stretch and challenge them.

5.4 - Amy regularly accesses the SEN and Inclusion register and clearly understands the needs of all of her pupils. In her planning she ensures all pupils have the opportunity to make progress. She is particularly strong when offering support to pupils on a 1:1 basis.

Standard 5 - Area(s) for further development/starting point for next term:
5.4 - 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.

Actions needed:
Next term work with the specialist leaders at school to develop a library of resources specifically for SEN and EAL pupils.

Standard 6 - Making accurate & productive use of assessment
6.1 - Amy recently set practice SATs questions which have effectively assessed current attainment across the cohort. She is working with the Lead Teacher to compile a list of skills specific to the KS1 and KS2 curriculum which will help track individual progress.

6.2 - Amy reports findings from formative and summative assessments each half-term and uses this data to inform her planning. She offers positive advice to pupils and their parents based on her collation of this data to help support their progress.

6.3 - Amy has a secure knowledge of and uses data to plan effectively, monitor outcomes and encourage progress. Her last observation saw activities differentiated across three levels following an assessment of pupils prior knowledge ensuring they all had the opportunity to consolidate and develop their learning.

6.4 - Amy uses the “be kind, be specific, be helpful” format for regular written feedback. A recent book scrutiny demonstrates that this is up-to-date and being carried out regularly. Amy is effective at providing verbal feedback throughout lessons which encourages a dialogue with pupils about their learning and how to progress.
Standard 6 - Area(s) for further development/starting point for next term:

6.4 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Actions needed:

Next term try to introduce regular slots for 1:1 feedback with pupils and maybe even a pupil questionnaire

Standard 7 - Manage behaviour effectively to ensure a good & safe learning environment

7.1 - This term, Amy has participated in internal CPD sessions and has attended Jason Bangbala’s Behaviour Management CPD in November. She has successfully used techniques from this training in her classroom and she has established rules and routines which, in the most part, are adhered to.

7.2 - Amy has the confidence to make her expectations clear by, for example, challenging swearing and outlining clearly her expectations in the classroom and around the school. She uses the school points system to reward academic achievements, personal progress and positive behaviours.

7.3 - Amy's calm temperament lends itself to the level of social, emotional and behavioural needs her pupils have. Her approach ensures pupils feel respected and, in turn, are more willing to engage. She often exercises individual support and encouragement effectively throughout lessons including in and around school.

7.4 - Amy has the confidence to make her expectations clear and she is consistent and fair when implementing school behaviour policy and when challenging behaviour that is disruptive to the learning of others and/or unsafe i.e. using sanctions such as detention.

Standard 7 - Area(s) for further development/starting point for next term:

7.4 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Actions needed:

Next term continue to forge good relationships with pupils by being involved with more extra-curricular activities/volunteer to help out with the sports teams.

Standard 8 - Fulfil wider professional responsibilities

8.1 - Amy is a valued member of the school staff. She actively contributes to meetings, discussions and plans that concern the organisation as a whole. She is constantly looking to improve and carries out regular self-evaluations.

8.2 - Amy regularly attends all staff meetings and workshops ensuring she provides input to policies and practices throughout the school. She has positive relationships with staff and management and seeks advice and support when needed.

8.3 - Amy is intuitive and effective when deploying support staff. By directing a TA to work with a pupil during her last observation, the intervention ensured that the pupil's needs were met and a situation which had the potential to disrupt the lesson was quickly resolved.

8.4 - Amy has identified areas where she would like to develop and is keen to take advantage of upcoming opportunities to work with a partner school. She has acknowledged advice based on observation notes and has suggested some strategies, as well as accepting suggestions, that she could experiment with.
8.5 - She frequently contacts parents by telephone to report on progress, concerns, achievements and behaviour. Her half-termly reports reflect accurate data and relevant commentary that is of value to parents. Feedback from parents has been very positive.

**Standard 8 - Area(s) for further development/starting point for next term:**

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

**Actions needed:**

Evidence any peer observations or moderation sessions you may have the opportunity to carry out next term either here in school or at a partner school.
Part Two: Personal and Professional Conduct

Teachers uphold public trust in the profession & maintain high standards of ethics & behaviour

Amy has successfully completed professional CPD training including safeguarding, e-safety and PREVENT. She not only advocates tolerance and diversity in her everyday practice but has also delivered lessons and interventions in response to inappropriate language. She adheres to statutory and school policies at all times and recently attended an INSET session (11/11) where ensuring the vision and ethos of the organisation is embedded throughout the school was a main focus. Amy reports any safeguarding concerns, emergent needs or child protection issues to the designated person immediately and follows procedure in terms of documenting her reports. Her relationships with staff and pupils alike are built on dignity, mutual trust and respect.

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

Amy has been open regarding her needs in terms of working hours and she is very punctual. On occasions of absence, Amy has always followed procedure and reported her absence to her line manager in a timely manner; she has also provided cover work in these instances.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties & responsibilities

Amy actively works towards meeting her targets and exploring new strategies to use in the classroom including identifying relevant external training such as diversity. She takes pride in fulfilling her duties and responsibilities and is highly professional in her practice. Completing CPD, including PREVENT, and studying statutory documentation and policies has allowed Amy to ensure she is working within statutory frameworks.

Part 2 - Area(s) for further development/starting point for next term

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties & responsibilities

Part 2 - Actions needed in order to address the above development area(s)

Next term sign-up to the DfE website for policy/curriculum alerts and continue to maintain your NQT evidence folder and self reflection.

Summary Comments - (optional)

Note from the Headteacher:

Amy has continued to develop over the course of this term and has become a valued and well-respected member of the teaching staff. She is well on track to meet the teaching standards and has the potential to develop into an outstanding practitioner. Our pupils (and myself) are fortunate to have an NQT with her dedication and promise.
The NQT has discussed this report with the induction tutor and/or head teacher.

I have thoroughly enjoyed my first term of induction and feel that I have made good progress towards meeting all of the teaching standards.

My school have been very supportive and I have received all of my entitlements as an NQT. Having read my report, it is a true reflection of the discussions I have had with my Tutor and Head throughout the term. The development targets are very useful in outlining next steps and describing what I need to focus on during my 2nd term to further my progress.
The NQT will be remaining at this school for the next assessment period.

Signatures

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**Full Name:** Signed by Appropriate Body on behalf of Nick Paul

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**Full Name:** Signed by Appropriate Body on behalf of Jay Sweeney