[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwiS69zu24TkAhU4SxUIHUI7CNQQjRx6BAgBEAQ&url=https://twentysevendesign.co.uk/portfolio-item/stockton-borough-council/&psig=AOvVaw0wK1I5iCSXofBya7fiQO3O&ust=1565953043330638)**Visual Indicator of the progress against the Teacher Standards at the end of every induction period**

(To pass induction a newly qualified teacher must meet or exceed every Teacher Standard at the end of the final induction period.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher Standard/ Assessment period** | **Progress review Meeting** | | | | **End of 1st assessment** | | | | **Progress Review Meeting** | | | | **End of 2nd assessment** | | | | **Progress review Meeting** | | | | **End of 3rd assessment** | | | |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part 2 – Personal and Professional Conduct |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Colour Key**

**Not yet meeting Developing Met Exceeding**

**Green**

If an NQT is given a tick in a green section then it is expected that they are making at least satisfactory progress toward meeting the Teachers Standards and that there are no concerns that they may be vulnerable to not meeting the standards by the end of the induction period. The school would therefore be ticking the box to say: **The above named teacher’s progress indicates that he/she is making satisfactory progress to towards meeting the Teachers Standards within the induction period.**

**Amber**

If an NQT is given an amber grade they should already be receiving significant additional support from their school. This will mean that they are vulnerable and may not meet the Teachers Standards by the end of the induction period. The school would, therefore, be ticking the box to say: **The above named teacher’s performance indicates that he/she is not making satisfactory progress against the Teachers’ Standards for the satisfactory completion of the induction period.**

**Red**

If an NQT is given an red grade, they will already be receiving significant additional and on-going support from outside agencies as well as from within their school. This will mean that they are vulnerable and may not meet the Teachers Standards by the end of the induction period. The school would, therefore, be ticking the box to say: **The above named teacher’s performance indicates that he/she is not making satisfactory progress against the Teachers’ Standards for the satisfactory completion of the induction period.**

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| Confirmation that the Head Teacher and Induction Tutor/Mentor have discussed the above concerns with the NQT and a support plan has been drawn up. | Yes/No |
| Confirmation that the NQT has been advised in writing regarding the above concerns, the consequences of them failing to meet the teacher standards and successfully pass induction have been fully explained in the letter. | Yes/No |
| Confirmation that a copy of letter sent to the NQT has also been sent to the Appropriate Body. | Yes/No |
| Confirmation that an appropriate body third party joint lesson observation has been arranged. | Yes/No |