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| 5 Counties TSHA (HorizALLLogos) | | | | | | | | | |
| **1st, Interim or Final ECT induction assessment report**  (Please indicate clearly which induction period this report has been written for) | | | | | | | | | |
| **1st assessment report** |  | **Interim assessment report** | |  | | **Final assessment report** | | |  |
|  | | | | | | | | | |
| **ECT’s personal details** | | | | | | | | | |
| **Full name:** |  | | | | **Former name(s) (where applicable):** | |  | | |
| **Date of birth:** |  | | | | **Teacher reference number:** | |  | | |
| **Name of current school or college:** | | |  | | | | | | |
|  | | | | | | | | | |
| **Recommendation** | | | | | | | | | |
| The teacher’s performance indicates that he/she **is making satisfactory progress** against the Teachers’ Standards within the induction period. | | | | | | | |  | |
| This is the above named teacher’s **final** assessment period **and** their performance indicates that **they have successfully met** the Teachers’ Standards within the induction period | | | | | | | |  | |
| The teacher’s performance indicates that he/she **is not making satisfactory progress** against the Teachers’ Standards within the induction period. | | | | | | | |  | |

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| **Assessment information** | | | | | | | |
| I confirm that the ECT has received bespoke support following an ECF – based programme (either Ambition or EDT)  <https://www2.ambition.org.uk/l/330231/2021-02-24/4mvx6>  <https://www.educationdevelopmenttrust.com/ecf> | | | | Yes |  | No |  |
| **Date of start of this assessment period:** |  | | **Date of end of this assessment period:** |  | | | |
| **The NQT works** | **Full time:** |  | **If part time, please enter the full-time equivalent contracted time e.g. 0.5** |  | | | |
| **Part time:** |  |
| **Number of days absent during this assessment period. It is essential that this box is not left blank; if no absence has been taken, please state ‘0’.** | | | |  | | | |

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| **Assessment of progress against the Teachers’ Standards:** | | | | |
| **Guidance:**  The induction tutor should record, in the boxes below, ***brief*** details of the ECT’s progress against the Teachers’ Standards including:   * **Strengths** (stated in terms of *how well* the ECT is meeting the standard) - drawing on evidence * **Area(s) requiring further development**, even where progress is satisfactory (for example, aspects of the Teachers’ Standards which the ECT has yet to meet), and areas of weakness - drawing on evidence. | | | | |
| **PART ONE: TEACHING** | | | | |
| **1. Set high expectations which inspire, motivate and challenge pupils** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |
| Evidence sources used for content against ALL of the Teachers’ Standards. |  | | | |

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| **2. Promote good progress and outcomes by pupils** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |
| **3. Demonstrate good subject and curriculum knowledge** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |

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| **4. Plan and teach well-structured lessons** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |
| **5. Adapt teaching to respond to the strengths and needs of all pupils** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |
| **6. Make accurate and productive use of assessment** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |

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| **7. Manage behaviour effectively to ensure a good and safe learning environment** | | | | | |
|  | Met |  | | Not yet met |  |
| Strengths |  | | | | |
| Areas to develop |  | | | | |
| **8. Fulfil wider professional responsibilities** | | | | | |
|  | Met | |  | Not yet met |  |
| Strengths |  | | | | |
| Areas to develop |  | | | | |

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| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT** | | | | |
|  | Met |  | Not yet met |  |
| Strengths |  | | | |
| Areas to develop |  | | | |

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| **Comments by the ECT** | | | | |
|  | | | | |
| I have discussed this report with the Induction tutor: | Yes |  | No |  |
| The ECT should record their comments or observations on their induction to date.  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 during this assessment period; * you are receiving your full range of entitlements in accordance with regulations and guidance <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> * there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. | | | | |

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| **Next assessment period** | | | | | | | |
| Will the ECT be remaining at the school for the next assessment period? | | Yes |  | No |  | N/A |  |
| If not, please supply a leaving date: |  | | | | | | |
| Name of new school if known: |  | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | | | | | **Declaration** | | | | | Signed: Head teacher |  | | | | Full name: |  | Date: |  | | Signed : ECT |  | | | | Full name: |  | Date: |  | | Signed : ECT Induction Tutor |  | | | | Full name: |  | Date: |  | | Please ensure that the names of the Head teacher, the ECT and ECT Induction Tutor are completed above  and return the form via email from a relevant school mailbox – i.e. Head teacher, ECT Induction tutor or school admin to ***EITHER***: [Jane.Martin@clf.uk](mailto:Jane.Martin@clf.uk) or [Cgair@backwellschool.net](mailto:CarolGair@backwellschool.net) as appropriate.  **(THIS REPORT SHOULD BE SENT TO EITHER JANE OR CAROL NOT BOTH).** | | | | | | | | | | | |