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Description automatically generated with medium confidence **Progress in Meeting the Teachers’ Standards During Induction**

**A Self- Assessment Checklist for Early Career Teachers**

This checklist for ECTs might be used at any time. However, it should be particularly useful in informing discussions about progress between the ECT, the induction tutor and possibly the mentor.

Towards the end of terms 1, 2, 4 and 5 of Induction, where progress meetings and their associated documentation are less formal, this checklist could form the basis of a short record of achievements and areas for development for the following term.

Once it has been agreed that an ECT is routinely carrying out one of the actions on the checklist, it can be assumed that it forms part of their everyday practice. It does not need to be evidenced in every term after that point.

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| **Standard 1:**  Set high expectations which inspire, motivate and challenge students:   * Establish a safe and stimulating environment for students rooted in mutual respect * Set goals that stretch and challenge students of all backgrounds, abilities and dispositions * Demonstrate consistently the values and behaviour which are expected of all students | **I do this** | **ECTs should** |
|  | Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the school |
|  | Establish and maintain consistent high expectations of all |
|  | Encourage individual and collective responsibility |
|  | Create a ‘can do’ culture to raise aspiration for all |
|  | Focus on equality and mutual respect |
|  | Foster positive relationships between staff and students and peers |
|  | Deliver a curriculum which is inclusive and differentiated |
|  | Use a range of flexible and responsive learning styles which promote independent learning |
|  | Encourage collaboration and participation in lessons |
|  | Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults |
| **My development priorities:** | | |

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| **Standard 2:**  Promote good progress and outcomes by students:   * Be accountable for students attainment, progress and outcomes * Be aware of students’ capabilities and their prior knowledge and plan teaching to build on these * Guide students to reflect on the progress they have made and their emerging needs * Demonstrate knowledge and understanding of how students learn and how this impacts on teaching * Encourage students to take a responsible and conscientious attitude to their own work and study. | **I do this** | **ECTs should** |
|  | Maintain accurate teaching records and data for individual classes. |
|  | Understand the data relating to own teaching groups. |
|  | Use data to inform planning. |
|  | Encourage student awareness of individual targets and how to progress. |
|  | Have an awareness of a range of T&L strategies and key groups. |
|  | Have an awareness of factors which may impact on student access to curriculum and have some strategies to address the issues. |
|  | Have an awareness of AfL techniques and integration of these in lessons. |
|  | Develop reflective practice to ensure a variety of T&L methods are used in lessons to enable all students to progress. |
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| **My development priorities:** | | |

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| **Standard 3:**  Demonstrate good subject and curriculum knowledge:   * Have a secure knowledge of relevant subjects and curriculum areas, * Foster and maintain students’ interest in the subject and address misunderstandings * Demonstrate critical understanding of developments   in the subject and curriculum areas and promote the value of scholarship   * Demonstrate an understanding of and take responsibility for promoting high standards of literacy articulacy and the correct use of Standard English * For early reading, demonstrate good understanding of SS * For early maths, demonstrate a clear understanding of appropriate teaching strategies | **I do this** | **ECTs should** |
|  | Have a good knowledge and understanding of the relevant subject and curriculum area. Plan and deliver structured lessons covering curriculum content. |
|  | Know and understand how to relate subject knowledge to students’ experiences. |
|  | Recognise the impact of T & L approaches on student engagement. |
|  | Awareness of the relevance of developments in their subjectand curriculum area. |
|  | Promote high levels of literacy and articulacy in lessons, through the marking of books, correction of errors and accurate spelling and grammar. |
|  | Understand how systematic synthetic phonics supports the development of reading. |
|  | Developing reflective practice enhances subject knowledge and understanding. |
|  | Work on tasks delegated by subject leader. |
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| **My development priorities:** | | |

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| **Standard 4:**  Plan and teach well-structured lessons:   * Impart knowledge and develop understanding through the effective use of lesson time * Promote a love of learning and children’s intellectual curiosity * Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired * Reflect systematically on the effectiveness of lessons and approaches to teaching * Contribute to the design and provision of an engaging curriculum within the relevant subject areas | **I do this** | **ECTs should** |
|  | Plan and deliver a series of structured lessons. |
|  | Ensure students are engaged in learning in lessons. |
|  | Set and assess regular homework. |
|  | Participate in out-of-class learning activities. |
|  | Awareness of a variety of approaches in the design and delivery of the curriculum to support student engagement. |
|  | Contribute to planning of SoW. |
|  | Developing reflective practice ensures effective planning and delivery. |
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| **Standard 5:**  Adapt teaching to respond to the strengths and needs of all students:   * Know when & how to differentiate appropriately using approaches which enable students to be taught effectively * Have a secure understanding of how a range of factors can inhibit students’ ability to learn & how best to overcome these * Demonstrate an awareness of the physical, social, intellectual development of children & know how to adapt teaching to support students’ education at different stages of development * Have a clear understanding of the needs of all students, (e.g. SEND, EAL, high ability) & be able to use & evaluate distinctive teaching approaches to engage them. | **I do this** | **ECTs should** |
|  | Have an awareness of the range of key groups of students and their individual needs. |
|  | Implement strategies to support students. |
|  | Use data to understand the starting points of all students and be aware of national, school and departmental targets. |
|  | Use a range of strategies to differentiate T&L to meet the needs of all groups. |
|  | Be aware of opportunities to develop students understanding and appreciation of SMSC. |
|  | Developing reflective practice ensures effective and consistent support for key groups. |
|  | Successful completion of ECF training. |
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| **My development priorities:** | | |

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| **Standard 6:**  Make accurate and productive use of assessment:   * Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * Make use of formative and summative assessment to secure students’ progress * Use relevant data to monitor progress, set targets and plan subsequent lessons * Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback | **I do this** | **ECTs should** |
|  | Ensure that all students, regardless of their starting points make rapid and sustained progress. |
|  | Effectively monitor the progress of students in lessons. |
|  | Use data to inform planning, delivery and assessment. |
|  | Provide challenge, pace and support to encourage students to achieve at the highest level. |
|  | Create a culture of aspiration in all students. |
|  | Use a range of questioning and discussion techniques which promote learning and progress for all. |
|  | Use a range of assessment techniques which are inclusive and differentiated to secure rapid and sustained progress and good or outstanding achievement for all students. |
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| **Standard 7:**  Manage behaviour effectively to ensure a safe learning environment:   * Have clear rules & routines for behaviour in classrooms, take responsibility for promoting good & courteous behaviour both in classrooms around the school, in line with the behaviour policy * High expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions & rewards fairly & consistently * Manage classes effectively using approaches appropriate to students needs in order to involve & motivate them * Maintain good relationships with students, exercise appropriate authority & act decisively. | **I do this** | **ECTs should** |
|  | Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. |
|  | Know, understand and apply the school’s behaviour management policy. |
|  | Implement strategies to manage behaviour of students in your groups. |
|  | Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom. |
|  | Create a classroom environment which promotes positive relationships. |
|  | Use praise and sanctions consistently. |
|  | Develop reflective practice to ensure increasingly effective management of behaviour in class. |
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| **Standard 8:**  Fulfill wider professional responsibilities:   * Make a positive contribution to the wider life and ethos of the school * Develop effective professional relationships with colleagues knowing * how & when to draw on advice and specialist support * Deploy support staff effectively * Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * Communicate effectively with parents with regard to students’ achievements and well- being. | **I do this** | **ECTs should** |
|  | Undertake the role of a tutor or shadow an experienced tutor |
|  | Participate in extra-curricular activities, trips and visits. |
|  | Participate effectively as a member of a team. |
|  | Where appropriate, use support staff effectively. |
|  | Undertake appropriate professional development to secure progress in your career. |
|  | Developing practice ensures effective professional contribution across the school. |
|  | Know how and when to seek professional development advice. |
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| **My development priorities:** | | |