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| **Name of School:** | **OFSTED GRADE** | **NAME:**  **POSITION:**  **(LITEC: )** | **School's Overall Designation:** |
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| **Activity** | ***Essential*** | ***Good*** | ***Best Practice*** |
| **Induction** | * Trainees have fullest possible access to resources, keys, name badges, ICT etc as appropriate * Trainees are made aware of safeguarding, prevent, behaviour, British values policies and procedures * Trainees undergo an organised induction programme * Trainees are formally introduced to key personnel on the staff e.g. SENCO, teaching assistants etc. * Trainees have access to all appropriate policies and planning documents * School information is freely available to trainees who are made fully aware of the issues of professional confidentiality * Trainees introduced to staff, pupils and parents as appropriate | * Opportunities to observe and practice teaching with a pre-arranged focus. | * Induction process is of high quality and includes opportunities to observe/work with the wider staff in a range of key stages where appropriate * An induction pack is provided and discussed * There is evidence of discussions about a personalised programme reflecting trainees’ strengths, targets and areas for development, * Trainees are provided with a timetable for the start of practice showing responsibility for observing, teaching small groups and whole class etc in accordance with course programme. |
| **ISchool based training and support** | * Trainees have a timetable in accordance with course guidance * Trainees involved in joint planning and marking * Opportunities for trainees to observe outstanding teaching are provided. * Trainees receive regular formative feedback * There is a training programme in place which is relevant to the trainees' ongoing development. | * Trainees' needs are taken into account and appropriate planning and teaching support given * Trainees are involved in team teaching * Trainees take on responsibility for independent planning * Trainees undertake school based training on effective marking * Opportunities for trainees to observe and discuss learning with outstanding teachers organised * Trainees receive regular written formative feedback * There is a weekly training programme in place which takes account and is tailored to of the trainees' emerging needs. | * Prior to data entry or pupil progress meetings trainees have specific school based training on assessment and data (where appropriate) * Opportunities for trainees to observe outstanding teaching alongside and discussed with a Mentor are provided. * Regular schedule of formative lesson observations is shared with trainee. Most of these have written feedback * There is a training programme in place which is flexible and is tailored to trainees' needs school are willing to share this with other partner schools and also were appropriate hold joint training with other schools |
| **Observation and Feedback** | * All feedback and reports reflect areas of strengths and achievements, along with areas for development, against Teachers’ Standards * Evidence from lesson/session observations and PDP include explicit action points for improvement, including subject knowledge development * The trainee profile demonstrates a close relationship to the grade descriptors * Judgements and grades are consistent with advice and targets recorded throughout the placement, and have been discussed with the trainee * Before the lesson the focus of observation is discussed and agreed with the trainee * Feedback given to trainee at an appropriate time after the lesson There should be a balance of good points and areas to improve * Trainee receives evidence of teacher feedback * Regular formal lesson observations take place include a focus on Eng, Maths, and Phonics * Targets are SMART and subject specific * Targets include reference to the impact of the trainee on pupils' learning | * Evidence of regular formal and informal feedback and targets by all relevant teachers is kept by mentor and trainee * Some observations are carried out by members of staff with specific experience e.g. Subject Coordinators * Having set subject specific targets the trainee will have opportunity to access support from teachers with strengths in teaching that subject. * Written feedback notes will include targets that relate specifically to the next level in the grade descriptors so enabling Trainees to improve their teaching measured against the Teachers’ Standards | * The mentor is able to give advice on how to achieve set targets e.g. strategies for AfL, differentiation, class management, questioning techniques subject pedagogy etc. * Mentor encourages trainee to critically reflect using their own evaluation of the lesson * There is clear evidence that challenging targets and guidance that is personalised for the trainee is enabling trainee to improve their teaching and pupils’ learning * Learning from observations made by the trainee in subjects/year groups other than the trainee’s own is clearly recorded by the trainee and discussed with the mentor |
| **Mentor Support** | * Weekly mentor meetings are formally timetabled and recorded * Mentor monitors targets and ensures that they are 'smart' * Mentor ensures trainees attend appropriate staff meetings, INSET training etc. * Trainees feel support from the mentor and are able to communicate issues with the mentor throughout the training * Additional Support Plans and C4C process procedures are outlined with struggling trainees as early in the placement as is appropriate * Mentor facilitates trainee participation in parent/carer consultation meetings, extra-curricular activities * Mentor facilitates trainee to plan for and risk assess school visits where appropriate * Mentor is aware of trainee’s strengths and areas for development * Records are kept of weekly meetings within the PDP * Mentor reviews trainees planning, teaching and organisation and will amend the training programme as the placement develops. | * Mentor meetings show evidence of reflection and SMART target setting (not tasks) * Trainees are required to meet with staff with specialised knowledge in order to gain an understanding of the wider school picture and develop skills in line with objectives set against the standards e.g. subject staff, curriculum leaders, pastoral, learning mentors, visiting specialists etc. They should record their learning. * There is evidence of mentor engagement in work with the trainees from all areas of the school * Communication about Additional support plans between SHU tutor and mentor and trainee is clear and supportive of improvements guided by SMART objectives set against the standards * Mentor offers support and advice regarding meeting parents/carers as part of the trainees' professional development * Trainee is encouraged to focus on professional standards in the weekly meeting * SMART targets set and agreed by trainee and mentor * Agenda for weekly meeting set jointly by mentor and trainee | * SMART targets are supported by appropriate training and action plan * targets include longer and short term * impact on pupils' learning is a significant focus of trainee/ mentor discussion * Trainees' discuss their academic learning with mentor * Evidence of trainee involvement in work with NQT where appropriate and possible * Subject specific training provided where appropriate * Trainee fully understands what to do to meet grade related targets * Guidance given for how trainee will achieve targets * Trainees lead weekly meetings e.g. agenda, target setting etc. and trainee is expected to contribute fully and be responsible for paperwork right across the categories * Clear evidence that mentor has detailed knowledge of the progress being made by the trainee * Some weekly meetings may involve other support/specialist staff to further support the trainee. |
| **Quality assurance** | * All mentors have received appropriate training * There is a rationale for the training plan in school that sets clear expectations * Attendance at relevant SHU-based meetings. * Plans for subject specialist staff contribute to support and feedback of trainees * Schools invite trainees to evaluate their experience on placement * Mentor knows the current Improvement Plan priorities | * Regular meetings between mentor and other appropriate staff to ensure consistency of feedback and support * There is some evidence of sharing best practice between schools * mentor is able to say how some Improvement Plan targets may be addressed by the school * Appropriate internal moderation of trainee progress and attainment * Mentor/ SLT contribute to ways in which SHU can develop practice. * Mentor liaises with alternative placement host teacher to ensure that appropriate experiences and teaching are scheduled * Mentor contributes to development of Programme through discussion with tutor | * The mentor is able to lead whole school moderation of lesson observations and feedback in order to reach consistently high standards e.g. some cross teacher/department observations * There are opportunities for staff to undertake further training * Schools are systematic in recording trainee feedback, and there is evidence that it has been considered, and, where necessary, action taken to bring about improvement * The impact of trainees on pupils learning is tracked * Mentor observes trainee in alternative setting. * Mentor contributes to development of Programme through discussion with tutor & completion of appropriate evaluation requests |
| **Subject knowledge support and assessment** | * Mentors and class teachers ensure that Trainees’ subject knowledge is sufficient for effective learning to take place by offering appropriate support before teaching. Support is recorded by the trainee * Trainees are given guidance in the school’s assessment policies and procedures * Teachers support Trainees in planning for pupil progress * Pupils’ targets are shared with Trainees, who have access to pupil tracking data | * Mentor involves staff whom Trainees can meet for guidance and advice e.g. phonics, EAL, SEN, active learning, pedagogical knowledge etc. * Teachers support trainees, at the planning stage, in understanding common mis-conceptions and problematic areas * Opportunities to observe good practice are made available * Assessment guidance is specific to subjects and pupil groups for which the trainee is responsible * Subject knowledge development is evidenced in all subjects taught e.g. through observations and weekly meeting records. SMART targets are set where appropriate | * Specific training is given to develop subject knowledge as identified during placement * Trainees’ existing and developing subject strengths are recognized, shared and nurtured by the school * There is evidence of subject knowledge development in improved practice and pupil performance. This can be tracked via observations, weekly mentor meetings and lesson plans |

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| **Any Additional Notes** |

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