

Lambeth NQT Induction Team

Evidence Indicator Sheet

AN NQT DOES NOT HAVE TO BUILD A PORTFOLIO OF EVIDENCE DURING INDUCTION, BUT SHOULD KNOW WHERE EVIDENCE CAN BE FOUND

Teaching Standard	Aspect	Where can evidence be found?	Date
A teacher must set high expectations which inspire, motivate and challenge pupils	establish a safe and stimulating environment for pupils, rooted in mutual respect		
	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
	demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils		
A teacher must promote good progress and outcomes by pupils	be accountable for pupils' attainment, progress and outcomes		
	be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
	guide pupils to reflect on the progress they have made and their emerging needs		
	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		
	encourage pupils to take a responsible and conscientious attitude to their own work and study		
A teacher must demonstrate good subject and curriculum knowledge	have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		
	demonstrate a 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, whatever the teacher's specialist subject		
	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics		
	if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		

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A teacher must plan and teach well structured lessons	impart knowledge and develop understanding through 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 pupils 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 area(s)		
A teacher must adapt teaching to respond to the strengths and needs of all pupils	know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
	have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		
	demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development		
	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		
A teacher must 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 pupils' progress		
	use relevant data to monitor progress, set targets, and plan subsequent lessons		
	give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback		

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Teaching Standard	Aspect	Where can evidence be found?	Date
A teacher must manage behaviour effectively to ensure a good and safe learning environment	have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		
	have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary		
A teacher must fulfil wider professional responsibility	make a positive contribution to the wider life and ethos of the school		
	develop effective professional relationships with colleagues, knowing how and 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 pupils' achievements and well-being		
Personal and Professional Conduct	uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school		
	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		
	have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		