

ECT: School:

Induction Tutor:

Start date: . Review date:

Teachers' Standard	Objectives Specific targets to meet the Teacher Standard	Action To be taken and by whom	Success Criteria How will you know that the objectives have been achieved?	Timeline	Review of objectives To be completed after 6 weeks; include evidence that demonstrates how the objectives have been met)
<p><b>TS2 – Promote good progress and outcomes of pupils.</b> Be aware of pupils capabilities and their prior knowledge and plan teaching to build on these.</p>	<ul style="list-style-type: none"> <li>Books marked to know gaps and existing knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>..to mark books daily.</li> </ul>	<ul style="list-style-type: none"> <li>Books will be marked using the school policy including Gap tasks.</li> <li>Children's needs will be known and evident in drop-ins/observations</li> <li>TA informal conversations with ... regarding use of resources for SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly check-in on books (</li> <li>Planning during ECT time</li> </ul>	
<p><b>TS4 Plan and teach well structured lessons.</b> Impart knowledge and develop an understanding through effective use of lesson time.</p>	<ul style="list-style-type: none"> <li>Clear explanations of new learning.</li> <li>Lesson planning shows progress over a week.</li> <li>Children work in pairs and small groups within lessons</li> <li>Timings maintained for clarity and effective use of learning time.</li> </ul>	<ul style="list-style-type: none"> <li>to watch inputs and delivery of...</li> <li>Timings used and planned for using key questions.</li> <li>To research questioning styles (Bloom's Taxonomy)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice will show ... explanations are clearer.</li> <li>Children will be knowing more and doing more – quantity and quality of classwork will be clear.</li> <li>Group work will be evident in drop-ins/lesson observations.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<p><b>TS5 Adapt teaching to respond to the strengths and needs of all pupils.</b> Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p>	<ul style="list-style-type: none"> <li>Know what support is needed for each child – SEND, middle and more able.</li> <li>Resources to allow children to have learning scaffolded.</li> <li>To know barriers to SEND and EAL children.</li> <li>Appropriate use of TA to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Planning shows differentiation.</li> <li>Planning shows next steps in learning based on children's needs.</li> <li>Children's work shows progression of knowledge and skills.</li> <li>TA identified on planning to show what they should be doing.</li> <li>To discuss resources with ....</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data and marking to inform next steps in planning/teaching.</li> <li>Resources for Maths and English – SEND and other groups to be evident in lesson observations/drop-ins.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

Signed	Signed	Signed
Position: ECT	Position: Induction Tutor	Position: Head of School
Date:	Date:	Date: