



Completing Formal Assessments: Guidance for Induction Tutors and ECTs

Completion of Formal Assessment Flow Chart

The ECT updates their Teachers' Standards Evidence Form and shares it with their Induction Tutor in advance of the formal assessment review meeting. The Induction Tutor should review it and any other evidence e.g. lesson observations.



The ECT and **Induction Tutor** have the formal assessment review meeting during which they discuss the ECT's progress. The Induction Tutor must confirm with the ECT that their performance indicates that they **are /are not**, making satisfactory progress against the Teachers' Standards. Remember, the statutory guidance states that there should be **nothing unexpected**.



The Induction Tutor completes the formal assessment form on ECT Manager.



The ECT adds their comments to the formal assessment form on ECT Manager and digitally signs the form.



The Induction Tutor reads the ECT comments and then digitally signs the form.



The Headteacher reads the formal assessment and the ECT Comments before digitally signing the form.



HISP TSH Appropriate Body receives, reads, and reviews the progress review form.

Formal Assessment dates

Deadlines for submission of termly progress reviews for full time ECTs starting on 1 September 2023 are:

Year 1

Term 3 Formal Assessment: Monday 2nd July 2024

Year 2

Term 6 Formal Assessment: Monday 1st July 2025

The submission dates for formal assessment reviews for part-time ECTs, or those beginning mid-year, will be calculated on a pro-rata basis. These dates will be automatically calculated by ECT Manager and may be viewed online in the ECT's individual record.

Completing and Submitting Formal Assessments on ECT Manager

All formal assessment forms must be completed and submitted using ECT Manager.

<https://hispteachingschoolhub.ectmanager.com>

All ECTs, Induction Tutors and Headteachers should already have received an email with login details for ECT Manager when registered their ECT(s) with HISP Teaching School Appropriate Body for ECT Induction Assessment. If you do not have your login details, please email: e.gerrard@hispmat.org

1. Induction Tutors login to ECT Manager.

The Induction Tutor will be taken to their dashboard, which provides links to any tasks that need completing.

The screenshot shows the HISP Teaching School Hub login and registration interface. At the top left is the logo, and at the top right is a 'Help & Support' button. The main heading reads 'HISP Teaching School Hub (formerly LEARN Alliance)'s online ECT support and induction management system'. Below this is a welcome message. A red banner contains a link to click here if login details are forgotten. The page is divided into two main sections: 'Login' and 'Register Your School with HISP Teaching School Hub'. The 'Login' section includes a 'Forgot password' link, a selection of 'Appropriate Body' (HISP Teaching School Hub), a 'Show Password' checkbox, and a 'Log In' button. The 'Register Your School' section includes a 'Register your school' button. A 'User Manuals' section offers to download manuals for extra help.

When formal assessments are ready for completion, these will appear on the dashboard with the ECT's name, along with the status of that task, e.g. due or overdue and the due date. You will receive eMail reminders to alert you to this. Induction Tutors should click on **Fill in** next to the ECT's name to go to the formal assessment template. This template can also be accessed via the 'ECT Overview' page. Formal assessments are indicated with an 'A'.

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
3		1	01/09/2021 - 20/07/2023 Due: 01/07/2022 Submitted: N/A Reviewed: N/A	Available	<ul style="list-style-type: none">• Fill In• Print• Edit• Admin


Add

Regenerate PDFs

2. Confirmation of contract details

The Induction Tutor must confirm the ECT's contract details of the term to which the progress review relates. If the contract details are correct, click **Continue**. If the dates are incorrect, then please update them, click **Save** and return to the dashboard to complete the formal assessment form.

Termly Assessment Form - Details for Term 3 - ECT Tester



This is a standard (not final) assessment. If this is incorrect, please contact the HISP Teaching School Hub (formerly LEARN Alliance) Team on 02382 145526 to get it changed.

Completed By:

Please select whether the school entered this report online through the ECT Manager service, or whether you are an Appropriate Body entering the details of a paper copy.

- Online - Completed by the School**
- Online - Entered by the Appropriate Body from a Paper Assessment on Behalf of the School**
- Offline - Uploaded By Appropriate Body**

This term's contract details:

Before completing the form, please confirm contract details for the term below. When you press 'Continue', you will then be taken to the form.

Contract Type: Permanent

Days Per Week: 5

If any of these details are incorrect, please [click here to update them](#) before continuing.

3. Alerts to Recording Covid Absences, Security and Privacy

The Induction Tutor will see the follow alerts regarding the DfE announcement that Covid related absences will not count towards the 30 day per year absent limit. It also reminds the Induction Tutor that they must save their work as this is not automatic and that the Headteacher and the ECT can see all the comments in the formal assessment at any time.

Termly Assessment Form - Details for Term 3 - ECT Tester



COVID-19 Absences Information

Recorded absences should not include any absence related to COVID-19 that occurred during this academic year (2021-2022), including as a result of school closures, sickness, recommended isolation or caring responsibility. COVID-19 absences will now not count towards the 30 day per year absence limit.

For more information: [Guidance: Early career teacher \(ECT\) induction: coronavirus \(COVID-19\) absence exemption.](#)



ECT Manager has a tight security system. If you are inactive for more than 20 minutes, you will be automatically logged out. This will mean that your work will not be saved. It is recommended that you periodically save your work using the "Save" button at the bottom of the page *at least* every 10 minutes.

It is recommended that you type your items into a text editor such as Notepad first and then copy and paste them into the web form below. This will reduce time spent and therefore the risk of a security logout and you losing your work.



NOTE: The **Head, Induction Lead, Tutor** and **ECT** can all see the comments in this report **at any time.**

4. Days served and days absent during this induction period

The Induction Tutor should enter the number of days served during this induction period. Part-time ECTs' days will need to be counted in accordance with their contract. Then enter the number of days absent during the induction period. Induction Tutors should ensure that days absent due to Covid are not included when calculating days absent. Please see the notice above for further information. If an ECT has had more than 30 days absent in a year then their Year 1 induction period is extended as days are added to Year 1 induction and not at the end of Year 2. The school is, therefore, obliged to continue their Year 1 statutory entitlements until their extension is served.

Days served between 01/09/2021 and 20/06/2023

The number of days that the ECT has worked **during this period**, not including weekends, bank or school holidays, but including absences. For example working 5 days per week (1FTE) would be 366 days if no contract changes.

Days employed during this period:

(including absences)

Days absent between 01/09/2021 and 20/06/2023

The number of days that the ECT should have been working but was absent. This should not include weekends, bank holidays, or days when the ECT was not contracted to work, for example if they only work 3 days per week.

Has this ECT had any absences during this period?

Absences prior to this period

0

5. Recommendation

The Induction Tutor will now be asked to make a recommendation about whether, based on current performance and rate of progress, the ECT is on track to successfully complete induction or not. The Induction Tutor is also asked to give a progress grade (A to E). If you are unsure about which to select, please contact the Appropriate Body Lead, Georgina Crooks : g.crooks@hispmat.org

Recommendation

Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

Making satisfactory progress

The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period.

Not making satisfactory progress

The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.

Progress Grading

Please note that this additional information is required to enable us to provide a better level of support to schools.

- A: The ECT has considerable strengths and is working well within the requirements**
- B: The ECT has many strengths with a few areas for development that are being addressed easily**
- C: The ECT has strengths. some areas for development have been met and some are still being worked on**
- D: Development needed in basic practice, warranting additional support from within the school**
- E: Considerable areas for development required in basic practice, giving rise for serious concern. Additional support needed for school and ECT**

6. The Report

The Induction will now be asked to describe how the ECT has demonstrated progress towards meeting the Teachers' Standards including Part 2 'Personal and Professional Conduct' of the standards. The Induction Tutor should refer to specific evidence as to how the ECT is making progress towards each standard. The Induction Tutor will also be asked to identify areas for development. Here, the Induction Tutor should identify 3-4 targets linked to the Teacher Standards that have been discussed with the ECT in their formal assessment meeting prior to the writing of the report. There should be no surprises on the report for the ECT. When the Induction Tutor has finished writing the report, they should click **Save and Continue**.

Further Information

Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

Personal and professional conduct

Areas for development

← Back

Save

→ Save & Continue

7. Support

If the ECT is not on track, the following screen will appear after the 'Areas for development'

box. The Induction Tutor must indicate whether or not a support plan is in place. If a support plan is in place the Induction Tutor must now upload the support plan. Please note you cannot continue to the next screen until the support plan has been uploaded. A template and example 'Additional Support Plan' can be found in the ECT 2 Year Induction 2021/22 resources folder on ECT Manager. Click **Save and Continue**.

If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)

Support Plan In Place?

Support Plan To Upload: No file chosen

8. Next Term's Details

The Induction Tutor will now be required to confirm whether or not the ECT will be remaining at the school or not. If the ECT is remaining at the school, then the Induction Tutor needs to confirm the type of contract they are employed for. Should the ECT be moving school, the Induction Tutor must give forwarding details of their new school. Once this section is complete, the Induction Tutor should click **Continue**.

Next Term's Details

To ensure that we keep our records up to date and that your next assessment will be generated at the correct time, we ask that you please confirm what the ECT's contract details will be **next** term. Next term's contract details will be:

How Many Days per week:	5 days a week (Full Time) ▾
Contract Type:	Permanent ▾
Will this ECT be remaining at this school for all or part of the next assessment period?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Date of Resignation:	6 ▾ June ▾ 2022 ▾

Forwarding Details

Name of school/appropriate body the ECT is moving to:

Please enter contact information in case the appropriate body needs to contact the ECT.

Address Line 1:	<input type="text"/>
Address Line 2:	<input type="text"/>
Town:	<input type="text"/>
County:	<input type="text"/>
Postcode:	<input type="text"/>
Country:	<input type="text"/>
Telephone Number:	12345987654
Email Address:	ecttester@testing.co.ukkkkkk

At this point you can either choose to complete the progress review later or continue to completion:

ECTs	Assessments	Tutors	Schools	TRA	Content	Settings	Helpdesk	Courses
------	-------------	--------	---------	-----	---------	----------	----------	---------

Have you finished this Assessment?

Please select one of the options below

If you have **not yet completed** all of the Assessment and wish to **make further changes**, then select this option.

I have not yet finished this Assessment and I will come back to complete it later

If you have completed all of your part of the Assessment and now you would like the ECT to comment, then select this option.

I have completed my part of the Assessment and it is ready for the ECT to add their comments

If you have completed the formal assessment, please select the 'I have completed ...' checkbox and click **Continue**.

The following message will appear:

ECTs	Assessments	Tutors	Schools	TRA	Content	Settings	Helpdesk	Courses
------	-------------	--------	---------	-----	---------	----------	----------	---------

Assessment Details for Term 3 - ECT Tester

Assessment Saved Successfully.

COVID-19 Absences Information

Recorded absences should not include any absence related to COVID-19 that occurred during this academic year (2021-2022), including as a result of school closures, sickness, recommended isolation or caring responsibility. COVID-19 absences will now not count towards the 30 day per year absence limit.



For more information: [Guidance: Early career teacher \(ECT\) induction: coronavirus \(COVID-19\) absence exemption.](#)

9. ECT's Comments

Once the Induction Tutor has completed the formal assessment, the ECT will receive an email notifying them that the formal assessment has been completed. The ECT should login into ECT

Manager. They will be taken to their overview screen and the formal assessment will be shown at the bottom under **Progress Reviews and Assessments**.

Overview - ECT Tester

ECT Overview	<div style="background-color: #f4a460; padding: 10px; border-radius: 5px;">  Your tutor has completed your Assessment and you will now be able to leave your comments here </div> <div style="background-color: #00a0e3; padding: 10px; border-radius: 5px; color: white;">  Two-factor authentication is an enhanced security measure. Click here to learn more and turn on Two-factor authentication - Dismiss this message </div> <div style="background-color: #f2f2f2; padding: 10px; border-radius: 5px;"> <p>Induction Type: Two year ECF induction (starting on or after 1st Sept 2021)</p> <p>Status: Authorised Completed FTE: 0</p> <p>Teacher Ref No. (DfE): N/A Contract FTE: 1</p> <p>Date QTS was Awarded: Not Eligible (Not Verified) Remaining FTE: 6</p> <p>DOB: 09/11/2000 Reports Completed: 0</p> <p>Start Date of Induction: (at this school) 02/09/2021 Next Report Due: 01/06/2022</p> <p>School: [4444444] Training School Estimated End Date: 30/08/2023</p> <p>Tutor: Tutor Tester Number of Days Absence: 0</p> </div> <p>Progress Reviews and Assessments</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00a0e3; color: white;"> <th>Term</th> <th>Type</th> <th>FTE</th> <th>Term</th> <th>Status</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A</td> <td>1</td> <td>01/09/2021 - 20/06/2023 Due: 01/06/2022</td> <td>ECT to Comment</td> <td> <ul style="list-style-type: none"> • Comments • Print </td> </tr> </tbody> </table>	Term	Type	FTE	Term	Status	Actions	3	A	1	01/09/2021 - 20/06/2023 Due: 01/06/2022	ECT to Comment	<ul style="list-style-type: none"> • Comments • Print
Term		Type	FTE	Term	Status	Actions							
3		A	1	01/09/2021 - 20/06/2023 Due: 01/06/2022	ECT to Comment	<ul style="list-style-type: none"> • Comments • Print 							

The ECT should click on **Comments**. A new screen will open which asks the ECT to confirm the information provided by the Induction Tutor: recommendation; start date; end date; days served; days of absence. If the ECT is happy with this information, they should click **Confirm**. If any of the information is incorrect, they should contact their Induction Tutor. The ECT should click **Preview Form** to see the progress review form that has been completed by their Induction Tutor. We would like to read about the ECT's successes, any challenges they face, and we encourage them to reflect on their practice and the progress they are making to consider areas where they feel further development/ support/ guidance is required. Once the ECT is happy with their comments, they should click **Save and Continue**.

ECT Comments for Term 3 - ECT Tester



ECT Manager has a tight security system. If you are inactive for more than 20 minutes, you will be automatically logged out. This will mean that your work will not be saved. It is recommended that you periodically save your work using the "Continue" or "Back" button at the bottom of the page at *least* every 10 minutes.

It is recommended that you type your items into a text editor such as Notepad first and then copy and paste them into the web form below. This will reduce time spent and therefore the risk of a security logout and you losing your work.

ECT Review

View Form: [Preview Form](#)

It is strongly recommended that NQTs record any comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your NQT Mentor and/or head teacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development, support, and/or guidance? If so, what are these areas?

Comments

Have you discussed this report with the induction tutor and/or headteacher?

Discussed report:

Comments:

Have you continued to access a programme of support based on the Early Career Framework and received all of your statutory entitlements?

[Show Statutory Entitlements](#)

Received Support and Entitlements?

Confirm Contact Information

As your tutor has indicated that you're leaving school at the end of this assessment period, we are giving you the opportunity to update your contact details. It's important that these are up to date as you may need to log in and download copies of your assessments after you have left school. A correct email and mobile number will make a password reset simple for you if you forget your login details later on. **NOTE: This should usually be a personal email address which you will always have access to, regardless of your current school.**

Email Address:

Mobile:

[← Back](#)


[Save](#)

[→ Save & Continue](#)

10. *Digital Signature - ECT

The following screen will appear and the ECT should tick the box to digitally sign the progress review and then click **Confirm**.

Digital Signature

 ECT Comments saved successfully.

Current Signatures

- Signed By Head
- Signed By Tutor
- Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything. Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **ECT Tester**, role **ECT**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

11. *Digital Signature - Induction Tutor

Once the ECT has added their comments to the formal assessment and digitally signed the form, the Induction Tutor will receive an email notifying them that the ECT has added their comments and that they should digitally sign the progress review. The Induction Tutor will need to login to ECT Manager. A list of ECT forms to be signed will appear on the dashboard.

Dashboard



Two-factor authentication is an enhanced security measure. [Click here to learn more and turn on Two-factor authentication](#) - [Dismiss this message](#)

Reports that Require Your Digital Signature

Below is a list of ECT reports that **you** need to digitally sign. Once you have read each report you can tick the box next to the ECT's name and then click the 'Sign All Ticked Reports' button at the bottom of the list. This will automatically sign and submit the reports to your appropriate body for review.

Type	Name	
<input type="checkbox"/>	Assessment	ECT Tester Read Report

Digitally Sign All Ticked Reports

ECT Reports that Need Completing

The following reports are due or overdue and need completing or signing.

Name	Type	Status	Due	
ECT Tester	Assessment	Needs Signatures	01/06/2022	Amend Read Sign
Signed By Head: ✘ Signed By Tutor: ✘ Signed By ECT: ✔				

The Induction Tutor should click on **Read** and they will be able to read the ECT's comments. When ready to sign, click **Sign** and the following screen will appear.

Digital Signature

Current Signatures

- ✘ Signed By Head
- ✘ Signed By Tutor
- ✔ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything. Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Tutor Tester**, role **Tutor**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

✔ Confirm

The Induction Tutor should tick the box to digitally sign the progress review and then click **Confirm**.

11. *Digital Signature – The Headteacher

After the Induction Tutor has signed the formal assessment an eMail will be generated by ECT Manager for the Headteacher to sign the form. They should log into ECT Manager and on their dashboard they will see the list of their ECTs and the formal assessments they need to read and sign. They should click on **Read** and they will be able to read the assessment and the ECT's comments.

The screenshot shows the 'Dashboard' page of ECT Manager. At the top, there is a blue banner with an information icon and a message about two-factor authentication. Below this is a section titled 'Reports that Require Your Digital Signature' with explanatory text. A table lists reports, with one row for 'ECT Tester' (Assessment) and a 'Read Report' button. A green button labeled 'Digitally Sign All Ticked Reports' is visible. Below is another section titled 'ECT Reports that Need Completing' with a table of reports. The first row in this table is for 'ECT Tester' (Assessment) with status 'Needs Signatures' and due date '01/06/2022'. It has buttons for 'Amend', 'Read', and 'Sign'. The second row is for 'Test Test' (Assessment) with status 'Overdue' and due date '27/05/2022', with buttons for 'Fill in' and 'Read'. A note at the bottom states: 'Report cannot be signed until comments are completed by the tutor and ECT'.

Name	Type	Status	Due	Actions
ECT Tester	Assessment	Needs Signatures	01/06/2022	Amend Read Sign
Signed By Head: ✘ Signed By Tutor: ✔ Signed By ECT: ✔				
Test Test	Assessment	Overdue	27/05/2022	Fill in Read
Report cannot be signed until comments are completed by the tutor and ECT				

When ready to sign, click **Sign** and the following screen will appear.

Digital Signature

Current Signatures

- ✘ Signed By Head
- ✔ Signed By Tutor
- ✔ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything.

Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Headteacher Tester**, role **Head**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

✔ Confirm

* The Digital Signature

The digital signature is a very important part of the ECT induction progress review and assessment process and is considered the same as signing a paper copy in legal terms. Only the signatory themselves may use their digital signature.

Once the Headteacher has signed the formal assessment you will see a screen telling you the formal assessment is now with the Appropriate Body for review.

Overview - ECT Tester

ECT Overview

Personal Details

Training Information

Tutor & Mentor

Contract Details

ECF Details

Print Details

Previous Schools

Documents

Available Courses



You have successfully added your digital signature to this Assessment.

Induction Type: Two year ECF induction (starting on or after 1st Sept 2021)

Status: Authorised

Completed FTE: 0

Teacher Ref No. (DfE): N/A

Contract FTE: 1

Date QTS was Awarded: Not Eligible (**Not Verified**)

Remaining FTE: 6

DOB: 09/11/2000

Reports Completed: 1

Start Date of Induction: (at this school) 02/09/2021

Next Report Due: Not available

School: [\[4444444\]. Training School](#)

Estimated End Date:
30/08/2023

Tutor: [Tutor Tester](#) - [change](#)

Number of Days Absence: 0

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
3	A	1	01/09/2021 - 20/06/2023 Due: 01/06/2022	With Appropriate Body	• Print

Website Login Information

If the ECT does not know their username or password, you can send them to them or reset it for them below.

Annex 1: Example of a Formal Assessment

TS1 (Set high expectations which inspire, motivate and challenge pupils)

Oscar continues to establish a purposeful and respectful environment for his students that has resulted in strong positive relationships. This was particularly evidenced in his formal observation with a student who was previously disengaged in lessons was actively involved in class discussion. Through learning walks it is apparent that Oscar sets high expectations of all students and holds them to account when independent study is not complete and class routines not adhered to.

TS2 (Promote good progress and outcomes by pupils)

Oscar is continuing to develop his practice by focusing on developing his questioning skills and checks on learning to gauge students' understanding of prior knowledge. He has impressively devised a '5-a-week-challenge' that has become a weekly routine to help students revise each component of their final examination. He has attended an inhouse CPD session on strategies for checks on learning to further develop his understanding of how people learn.

TS3 (Demonstrate good subject and curriculum knowledge)

Oscar has impressive subject knowledge of the texts he has taught this year, and actively seeks critical reading to ensure he is the expert in the room. Through his observations this year, it has been evidenced that he has used his critical reading to challenge and develop students' knowledge of each text. Indeed, it has been noted that some of his students have been keen to read a biography of Sylvia Plath as a result of his enthusiasm to his own reading. He is beginning to become more confident at live modelling essay planning and writing to support students' levels of literacy and essay writing.

TS4 (Plan and teach well-structured lessons)

At the beginning of this term, Oscar was involved in a department curriculum planning day and from this he has devised a knowledge organiser and knowledge builder for the study of the poetry of John Donne – this is being actively used by all the students studying the course. His own lesson planning is developing well, and he does understand the need to layer up learning during the lesson, but there is still room to be more reactive to the needs of the students rather than getting the plan finished. Independent study is mostly set to develop students' skills and knowledge, but there have been times when these tasks could be more purposeful and linked to learning.

TS 5 (Adapt teaching to respond to the strengths and needs of all pupils)

This year, Oscar has taught a range of students with varying learning needs. He has liaised well with the Learning Support department over how best to support pupils in their needs and has ensured that his seating plans and classroom has been set up to best serve these students. Oscar has developed some effective writing scaffolds to support his students with their essay writing skills, and is also able to offer points of challenge through his lessons to drive curiosity in his students.

TS6 (Make accurate and productive use of assessment)

Oscar is developing his ability to reflect on student outcomes to inform his planning of subsequent lessons. Recently, at the point of assessment on 'The Handmaid's Tale', Oscar was able to reflect on the classes' key misunderstanding that contextual evidence was not just purely about the genre on his whole class marksheet. He then devised a feedback lesson to build a better appreciation of context that he then reassessed in a piece of writing based on a different extract.

TS7 (Manage behaviour effectively to ensure a good and safe learning environment)

A real strength of Oscar's approach to teaching has been his ability to build positive relationships with his students. He has clear routines to enable this of greeting students at the door and on exit. His system of positive praise by sending a postcard home with a key quotation for his students to discuss with their parents has been well received and has now been adopted by the department. He has worked hard this year to establish classroom routines, and to tackle low level disruption which he has been mostly successful at.

TS8 (Fulfil wider professional responsibilities)

At strength of Oscar's this year has been to seek advice from colleagues in his department, but also for the wider staff body. He has actively sought to observe others when he has wanted to improve as aspect of his own teaching. A particular example was when he wanted to improve his plenaries and he observed several different approaches from different members of staff. Oscar has also set up a creative writing club that he runs weekly contributing positively to the school's extra-curricular offer.

PART TWO (Personal and Professional Conduct)

Oscar has consistently conducted himself in a professional manner this year upholding school policies and high standards of himself, his colleagues and his students. His attendance and punctuality is exemplary and he treats others with mutual respect and dignity. Oscar has managed a Year 7 Tutor group this year and handled some complex safeguarding issues with professionalism. He has built effective rapport with his students and their parents through parents' evenings and phone calls at necessary points in the year. Through his teaching of PSHE lessons, he has developed knowledge of this curriculum and

Areas for Development

- Continue to build confidence at live modelling planning and writing (TS3)
- Plan for independent study to be directly linked to learning and building knowledge (TS4)
- Develop greater flexibility to react to the needs of students before moving the lesson one – the use of checks on learning here are essential (TS4)
- Continue to work on strategies for tackling low level disruption (TS7)

Annex 1: Suggested Structure of a Formal Assessment

The statement model will help ensure the final report covers the Teaching Standards as well as the evaluative elements needed to help ratify the judgement made.

HISP TSH Appropriate Body suggests Induction Tutors follow this statement model:

