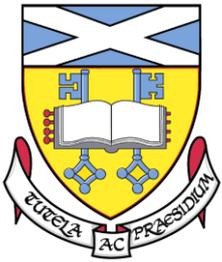




Achieving the Standard for Full Registration

Flexible Route Guidance for Probationer Teachers and Schools

Advice on the Completion of Interim and Final Reports



The Standard for Full Registration

Flexible Route Primary Education – Interim Report

Personal Details

Name	<input type="text"/>
Registration No.	<input type="text"/>
School	<input type="text"/>
Local Authority	<input type="text"/>
Supporter	<input type="text"/>
Headteacher	<input type="text"/>

The information detailed in the report form should be a distillation of the evidence that the probationer has gathered together in their portfolio during the probation period. The information recorded using the self-evaluation templates, plus any additional evidence of personal reflection and work that has been developed should be stored in the portfolio.

- For those employed in a full time continuous post, an interim report should be completed by you and your headteacher at the end of the second term of service. This will then be followed by a final report which should be completed by you and your headteacher at the end of the fourth term of service (ie having completed 270 days of service).
- For those employed in short-term contracts or supply posts where service has been of three to four weeks' duration (or more) an interim report should be submitted. Where teaching service has been of a shorter duration, confirmation of dates of service (on the Record of Teaching Service table) will suffice. A final report should then be completed at the end of 270 days equivalent service.

Progress

Recommendation:

Satisfactory Progress

I recommend progress as above:

Headteacher Signature	<input type="text"/>	Date	<input type="text"/>
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Supporter Signature	<input type="text"/>	Date	<input type="text"/>
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I have read and received a copy of this Interim Report

Teacher Signature	<input type="text"/>	Date	<input type="text"/>
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Timetable

(To be completed by Probationer Teacher)

Name

Reg No

	Mon	Tues	Wed	Thurs	Fri
AM	Please indicate the following information on your timetable: Primary teacher: The class, the blocks each day when you teach and the aspects of the curriculum taught. Secondary teacher: The class and level of study in each period and the length of time allocated to one period (provide an average length if necessary).				
	Morning Break				
Lunch					
PM					

Class

Work with Other Stages

Please indicate any other stages of the Nursery/Primary school in which you have gained experience:

Teacher Signature

Supporter Signature

Record of Meetings with Supporter

Date	Key Focus (see guidance document for codes)	Agreed Action(s)	Probationer & Supporter Signature
	<ul style="list-style-type: none"> ➤ Only include details of planned meeting with your supporter where an agenda and notes are kept ➤ Ensure that the targets and actions identified in your Initial Action Plan and Interim Report Action Plan are used to form the discussions with your supporter ➤ When indicating the focus of a meeting refer to the code(s) provided in the Standard for Full Registration document. There should be one or two clear focuses identified ➤ Agreed actions resulting from each meeting should be recorded ➤ Both you and your supporter should sign that this is a true record of the meetings 		

Record of Observed Teaching

Date/Time	Class and Subject	Key Focus (see guidance document for codes)	Strengths/Areas for Development	Probationer & Supporter Signature
	<ul style="list-style-type: none"> ➤ Only include details of planned observed sessions where the timing and focus of the observation has been agreed beforehand ➤ Ensure that the targets and actions identified in your action plans are reflected in the key focus and content of the observed sessions ➤ When describing the key focus of the observed session use the codes in the Standard for Full Registration document and limit to one or two key focuses ➤ In the comment section you should include a brief summary of the key strengths identified and/or concerns raised by the headteacher/supporter ➤ Both you and your supporter should sign that this is a true record of the observed sessions 			

Professional Knowledge and Understanding

Name

Reg No

Curriculum

have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
 have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
 understand the nature of the curriculum and its development
 have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)

It's important when completing this section of the report that:

- Comment is made on all aspects of the Standard for Full Registration within each of the three areas, i.e:

Professional knowledge and understanding:

- Curriculum
- Education systems and professional responsibilities
- Principles and perspectives

Professional values and personal commitment

Professional skills and abilities:

- Teaching and learning
 - Classroom organisation and management
 - Assessment of pupils
 - Professional reflection and communication
- The comments made are personalised with examples given to show how the probationer teacher has actually demonstrated the competences
 - Specific comment is made identifying areas of development
 - When completing the final report it is important to ensure that there are clear links between the comments being made on this page and the evidence being submitted relating to:
 - The topics discussed at the supporter meetings
 - The focus and content of the observed sessions
 - CPD activities that the probationer teacher has undertaken
 - Future targets and recommended actions

It is important that if concerns are being expressed there is evidence in previous sections of the report, indicating that the issues have been raised at supporter meetings and as a result of observed sessions and that some CPD has ben put in place already to provide an opportunity to address the issues.

Education

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Principles

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Professional Values and Personal Commitment

should show in their day-to-day practice a commitment to social justice and inclusion
 take responsibility for their professional learning and development
 value, respect and are active partners in the communities in which they work

Teaching and Learning

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach

communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively

use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils

set and maintain expectations and pace of work for all pupils

work co-operatively with other professionals and adults

Classroom Organisation and Management

organise and manage classes and resources to achieve safe, orderly and purposeful activity

manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Assessment of Pupils

understand and apply the principles of assessment, recording and reporting

use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

Professional Reflection and Communication

learn from their experience of practice and from critical evaluation of relevant literature in their professional development

convey an understanding of practice and general educational matters in their professional dialogue and communication

reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

Professional Development Action Plan (To be completed by the Headteacher in discussion with the Probationer Teacher)

(Comments should indicate targets for continuing professional and personal development and the action to be taken)

Professional Knowledge and Understanding

Name

Reg No

Agreed Targets should be:

- Specific
- Clearly linked to the key strengths/concerns section, in as much as they should indicate clearly the areas for development as a result of the comments made on page 4 and 5 of the report
- Listed in an order of priority
- Have a defined timescale given, i.e by the end of March, by mid-May etc
- Be achievable in the timescale given
- To be measured in an easily identifiable way

Agreed Actions should:

- Encourage a step by step approach to future development
- Be linked to specific aspects of the Standard for Full Registration
- Identify clearly the action that you have to take
- Include specific actions which encourage:
 - Team/shadow teaching
 - Working with colleagues
 - Personal research
 - Implementing school policies
 - Specific CPD activities

Pro

Agreed Targets

Action

Professional Values and Personal Commitment

Agreed Targets

Action

Teacher Signature

Date

Headteacher Signature

Date