

# Achieving the Standard for Full Registration

## Alternative Route Guidance for New Teachers and Schools

### Advice on the Completion of Interim and Final Reports

This section contains advice on completion of the reports as discussed in Section 2.6.



# The Standard for Full Registration

## Alternative Route Primary Education – Interim Report

### Personal Details

Name

Registration No.

School

Local Authority

Supporter

Headteacher

### Progress

Recommendation

Satisfactory

I recommend probation

Headteacher Signature

Supporter Signature

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 templates provided in Appendix I (or self produced 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 profile 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 profile which should be completed by you and your headteacher at the end of the fourth term of service (ie having completed 270 days 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.



Teacher Signature

Date

**Timetable**  
(To be completed by Probationer Teacher)

Name  Reg No

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

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)

**Agreed Action(s)**

**Probationer & Supporter**

- ❖ Only include details of planned meetings with the supporter/mentor where an agenda and notes are kept.
- ❖ Ensure that the targets and actions identified in the probationer's initial Action Plan and Interim Report Action Plan are used to form the discussions with the supporter/mentor.
- ❖ When indicating the focus of a meeting use the code(s) provided below. There should be a clear key focus identified or maybe two, so that most meetings would not be recorded as having multiple codes.
- ❖ Agreed actions resulting from each meeting should be recorded.
- ❖ Both the supporter/mentor and probationer teacher should sign that this is a true record of the meetings.

**Focus:** Please use the following categories to describe the key focus of your discussion with your designated supporter:

Code	Professional Knowledge and Understanding	Code	Professional Skills and Abilities	Code	Professional Skills and Abilities (cont'd)
1.1.1	Curriculum Content	2.1.1	Long-term/short-term Planning	2.3.2	Self-Evaluation
1.1.2	Cross-curricular Themes	2.1.2	Communication with Pupils	2.4.1	Research Literature Accessed and Critically Reviewed
1.1.3	Planning Knowledge	2.1.3	Teaching and Learning Strategies and Resources	2.4.2	Convey Understanding of Practice and General Educational Matters
1.1.4	Curriculum Nature and Development	2.1.4	Expectations and Pace of Work	2.4.3	Self-Reflecting, Acting to Improve and Contributing to Personal Professional Development
1.2.1	Education System, Policy and Practice	2.1.5	Working with Other Adults	Professional Values and Personal Commitment	
1.2.2	Sector Issues	2.2.1	Organising and Managing Resources	3.1	Commitment to Social Justice, Inclusion, Caring for and Protecting Children
1.3.1	Professional Values and Practices	2.2.2	Managing Pupil Behaviour	3.2	Taking Responsibility for Professional Learning and Development
1.3.2	Research-based Knowledge	2.3.1	Assessment, Recording and Reporting	3.3	Value, Respect and Active Partners in Work Community

## Record of Observed Teaching

**Date/Time**

**Class and Subject**

**Key Focus**  
(see guidance document for codes)

**Strengths/Areas for Development**

**Probationer & Supporter Signature**

- ❖ 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 the probationer's 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 listed previously and again limit to one key focus or two.
- ❖ In the 'comment' section you should include a brief summary of the key strengths identified and/or concerns raised by the headteacher/supporter.
- ❖ Both the supporter/mentor and probationer teacher 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 meet their responsibilities to teach cross-curricular aspects

**Education Systems**

have a broad  
in it  
have detailed  
them

**Principles and Values**

can articulate  
have researched  
education in

**Professional Values**

should show  
take respons

value, respect and are active partners in the communities in which they work

It is important when completing this section of the report that:

- ❖ Comment is made on all aspects of the SFR within each of the three areas, ie:

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 been put in place already to provide an opportunity to address the issues.

**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

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, ie by the end of March, by mid-May etc;
- ❖ be achievable in the timescale given;
- ❖ to be measured in an easily identifiable way.

### Action

Actions should:

- ❖ encourage a step to step approach to future development;
- ❖ be linked to specific aspects of the SFR;
- ❖ identify clearly the action the probationer teacher is to take;
- ❖ include specific actions which encourage:
  - team/shadow teaching
  - working with colleagues
  - personal research
  - implementing school policies
  - specific CPD activities

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## Professional Values and Personal Commitment

### Agreed Targets

### Action

Teacher Signature

Date

Headteacher Signature

Date