

Targets for development during your NQT year

(Discuss these targets with your induction tutor or mentor in school)

There are two sections to complete. List the targets in this section from your Phase 3 placement. Below is an example using TS7.

Please think through your targets before you list them. Avoid putting the whole standard as a target as you need to think about specific areas within any standard to formulate your target.

The second section deals with targets in relation to your employing school. These may be different to the ones you list from your Phase 3 placement. Consider what you already know about your employing school and think of additional targets linked to the Teachers' Standards. Examples for section two are included below:

Identified development need related to the Teachers' Standards. (any standard graded 3 must have a target included)	Success criteria (relate this to quality of teaching and pupil progress over time)	Development activity. (E.g. INSET course, peer observation, coaching, postgraduate study (MA))	Responsibility (i.e. who is going to progress this action – self. Head teacher, other party etc.)	Resource Implications (will you need additional time or funding to achieve your target?)	By when?
TS7 example •Use praise consistently •Manage transitions effectively when pupils move from one activity to another; •Use voice more effectively to promote teacher	•Consistent praise will result in pupil self-esteem and motivation •Transitions will occur smoothly •Effective use of voice will impact positively on behaviour	• Observe good practice on using praise to promote good behaviour and learning •Set ground rules for managing transitions and share/rehearse these with pupils;	Self / Mentor Self / Mentor	Additional time will be required to engage with my activities. Funding implications may relate to taking on CPD	Set realistic time scale here

presence; •Develop strategies to manage low level disruption and challenging behaviour	•Strategies will address low level disruption and challenging behaviour	•In line with school policy, develop strategies to tackle low level disruption and challenging behaviour; •Attend behaviour CPD	Self / Mentor Self		
TS8 Example: •Actively seek opportunities to promote the wider school life and the ethos of the school • Engage positively with parents/carers at start and end of the school day	•Pupils will participate in after school club activity	•Gauge the level of interest amongst pupils' to set up an after school club	Self / mentor	Time and resources	(Set realistic time scale here)
Section two - School specific target(s) - Identify additional targets below that are related to the school you are employed in.					
Identified development need related to the Teachers' Standards.	Success criteria	Development activity	Responsibility	Resource implication	By when?

<p>TS5 Example:</p> <ul style="list-style-type: none"> •Ensure appropriate challenge for all pupils including those with SEND and high ability •Identify barriers to learning including factors that impact detrimentally on pupil progress (including EAL and SEND where applicable) •Identify pupils' stages of development and plan teaching to build on these 	<ul style="list-style-type: none"> •Differentiated activities will ensure appropriate challenge for all pupils' and stretch learners with high ability •Have a solid understanding about factors that impact detrimentally on pupil progress •Pupils' stages of development will be identified and planning and learning will be made specific to their stage of development 	<ul style="list-style-type: none"> •Make effective use of differentiation and incorporate challenging tasks so that all pupils have equality of opportunity to achieve •Seek information about possible barriers to learning for pupils •Pupils' stages of development will be addressed through differentiated tasks and activities 	Self		(Set realistic time scale here)
<p>TS6 Example:</p> <ul style="list-style-type: none"> • Check prior learning at the start of lessons •Build in AfL tasks into lessons to 	<ul style="list-style-type: none"> • Prior learning will be incorporated in the lesson plans •AfL tasks will be built into lessons o 	<ul style="list-style-type: none"> • Use strategies to elicit pupils' prior learning e.g. questioning, observations •Make use of quizzes oral questions or 	Self / mentor /	Time	(Set realistic time scale here)

<p>check pupils' understanding</p> <ul style="list-style-type: none"> •Address misconceptions during lessons •Use pupil self and peer assessment during lessons •Check on understanding during the plenary •Deploy additional strategies to 	<p>check pupil understanding</p> <ul style="list-style-type: none"> •Misconceptions will be addressed and clarified during lessons •Pupils will feel confident about engaging in peer and self-assessment during lessons •Plenary will consolidate pupils' learning •The progress of SEND and EAL 	<p>develop an appropriate game to check pupils' understanding after each lesson</p> <ul style="list-style-type: none"> •Look out for any misconceptions that arise during lessons and address these without delay. Use modelling, questioning and peer involvement to clarify misconceptions •Build in opportunities for peer and self-assessment during lessons • Go through lesson aims/objectives and use questioning to check pupils' understanding of the lesson 			
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<p>gauge the progress of SEND and EAL pupils</p> <ul style="list-style-type: none"> • Give feedback to encourage metacognition so that children are consistently reflective of their work and build transferable skills 	<p>pupils will be systematically tracked to improve progress</p> <ul style="list-style-type: none"> • Pupils will use the feedback given and will reflect upon it to make further progress. 	<ul style="list-style-type: none"> • In line with school policy, develop systems to systematically track the progress of SEND and EAL pupils • Model examples of feedback given that result in progress made by pupils 			
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