

This is an example of a report written about a trainee teacher at the end of their training year. This is a good trainee that met all the QTS standards and went on to be a successful and effective geography teacher. The report is structured against each of the Teachers' Standards.

Set high expectations which inspire, motivate and challenge students

Susan is a role model for the high expectations she demands. She creates a positive and enjoyable learning environment. She recognises that it is part of learning for students to make mistakes and learn from them and creates a learning classroom in which all students can participate without fear of being incorrect. She keeps tasks interesting and engaging. Her high expectations challenges all students to do well and avoids negative behaviour.

Promote good progress and outcomes by students

Susan has developed into an effective practitioner. She sets clear learning objectives and enables students to build on their prior knowledge. She has developed a range of teaching styles and uses different approaches to reflect how and what students are learning. She has developed many opportunities for group work over the past few weeks that have enabled students to take responsibility for their own learning. She has been particularly successful in engaging students in geographical enquiries that have resulted in high achievements.

Demonstrate good subject and curriculum knowledge

A key strength of Susan's practice is her good subject knowledge from KS3 to KS5. She has worked hard to build her subject knowledge in areas where she did not feel confident when asked to teach topics that she has not covered since she was at school. She thoroughly researches topics and takes pride in delivering good geography to the students, ensuring to address misconceptions when they arise. She attended lectures and workshops at the annual GA conference and is always keen to discuss with members of the department different aspects of geography teaching and learning. Susan has spent time researching the specifications taught at GCSE and A level. She has found out about different examination board specifications to gain a wider understanding of the GCSE and vocational education structure at 16. She should continue to research and keep abreast of all subject changes.

Susan uses the statutory curriculum frameworks when designing schemes of work and pays due regard to developing students' literacy and numeracy skills in her lessons. Her own English, in both speaking and writing, is good.

Plan and teach well-structured lessons

Susan consistently teaches good lessons. She plans lessons thoroughly, but is flexible to circumstances when this is needed. She has developed the confidence to adapt teaching

during lessons when he recognises that activities are not working. She creates many of her own resources to encourage learning to take place and has been particularly successful in devising schemes of work and engaging students in geographical enquiries of “Where we live” and “Natural Disasters”. She has planned fieldwork activities and has worked alongside colleagues effectively during in the field. She uses the subject’s teaching assistant effectively, ensuring they are aware of what is happening during her lessons and which students she wants them to focus on.

Susan has developed a clear and fluent language style when introducing new ideas and explaining tasks in lessons. She has a good rapport with the students and she answers students’ questions with ease and clarity. Her questioning techniques have improved over the course of this placement and this is an area she should continue to develop next year. Susan has worked hard to constantly evaluate the impact of her teaching on all learning, both during lessons in plenaries and through marking. She has taken on board advice and constructive criticism and used it to change her approach – she should continue to self-reflect and analyse her lessons into her induction.

Adapt teaching to respond to the strengths and needs of all students

Susan generates a classroom environment in which all students are engaged from beginning to end. She has a clear understanding of how to adapt the lesson to suit different needs. She has designed and planned sequences of lessons to suit different ability levels and age ranges, although I feel she needs to put differentiation into practice more for the less able. She has organised and developed opportunities for higher ability students to be extended through differentiated tasks.

Make accurate and productive use of assessment

Susan is rigorous and thorough in her marking of students’ work. She has used the knowledge from this to inform her lesson planning, to suit the different needs of learners in the class. She has used data to identify students requiring intervention and updated the school tracking systems. I have been especially impressed with the detail she provides for learners in her comments and the constructive targets she sets for improvement. I hope she continues with this approach into her induction. She should continue to work on different approaches to assessment – both summative and formative –using this to inform her lesson objectives for each lesson. I would also encourage her to focus on exam marking in preparation for her post next year.

Manage behaviour effectively to ensure a good and safe learning environment

Susan has worked hard to establish good control and build positive relationships with all students. Her discipline has improved over her time in this school as she has adapted different approaches with different classes. Susan always follows the school discipline procedures effectively. She addresses behavioural issues firmly and fairly and praises good work. Her classroom routines ensure there is a good environment in which students can learn and reach their potential. I have been impressed how she learnt from early errors and rectified her mistakes when dealing with a particularly challenging Year 9 mixed ability class.

Fulfil wider professional responsibilities

Susan is a hardworking and valuable member of the department. She is well prepared and organised for every lesson and can be relied upon to complete any task. She has offered her services for additional tasks in school such as after school sessions and visits. Susan has attended parents' evenings and residential fieldwork. She attends departmental meetings after school and has helped to run the geography club. He has spent time updating the departmental blog with topical information for students to access. She has run weekly revision sessions for students in preparation for exams. She has, helped with a Y10 group on an anti bullying campaign and participated in a school enrichment day. Susan has shadowed the form tutor role during her time here and been involved in PSHE, showing she can adapt her teaching outside of geography.

In all her work she has demonstrated high levels of dedication, enthusiasm and professionalism. She responds to advice positively and uses it to develop her practice. She has built up very positive relationships with staff and students. She recognises the importance of continuous professional development and has attended after school CPD sessions on teaching and learning and the annual GA conference. She has developed distinct targets to focus on in her early years of teaching.

Susan works effectively with colleagues and has developed a good rapport with the students. I am confident that she will continue to grow into an outstanding teacher.