

Teach SouthEast interview record and target setting sheet



Candidate name:				
Subject:				
Training Pathway:	Salaried	Non-Salaried	Core SCITT.....	Partnership recommendation
Resilience Scenario:	University	Significant Responsibilities	Career Changer	Relocater
Names of Interview Panel:				

Please rate the candidates against the following criteria by ticking either the red, amber or green box.

Interview	Teachers' Standards	Red	Amber	Green
Demonstrating resilience scenario (please comment below from the response to task and interview questions)				
Please rate the candidate against the following criteria by ticking either the red, amber or green box. Red: The candidate demonstrates a lack of resilience which is highly likely to be a concern if the candidate was appointed Amber: The candidate demonstrates a reasonable sense of resilience which with support should enable them to complete the course Green: The candidate demonstrates a strong sense of resilience which is highly likely to support them to complete the course				
Response to scenario	TS8, Part 2			
Evidence to resilience from past situations	TS8, Part 2			
Stated resilience strategies	TS8, Part 2			
Resilience to be successful in the course	TS8, Part 2			
Displays a range of personal characteristics including flexibility, organisation and independence	TS8, Part 2			
Resilience RAG grading				
Aptitude to teaching and academic ability				
Please rate the candidate against the following criteria by ticking either the red, amber or green box. Red: I would have reservations about this trainee meeting the minimum level of expectations Amber: By the end of the training year I anticipate this trainee would meet the minimum expectations Green: By the end of the training year it is highly likely this trainee would be good or outstanding				
Commitment to a career in teaching (passion for subject and young people)	TS8, Part 2			
Reflection on the lesson shows understanding of pedagogy and can identify areas for development	TS4, TS8			
Strong subject knowledge (need for an SKE course, please specify short/long course)	TS3			
Aptitude to teaching and academic ability RAG grading				
Awareness of Safeguarding				
Location in September 2018				
Does candidate drive?				
Overall RAG grading				

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Targets (post-interview actions based on the Teachers' Standards) Please tick the 3 most applicable targets, which takes into consideration both the candidate's interview and lesson in the column to the right.	Please tick 3
Teachers' Standards 1 and 7 (Expectations and behaviour)	
Observe how at least 2 teachers set high-challenge learning objectives and continually stretch students during the lesson, and note 3 strategies you could use in your own practice.	
Observe how at least 2 teachers exercise authority , assertiveness and act decisively , and note 3 strategies you could use in your own practice.	
Observe how at least 2 teachers use positive behaviour management strategies to manage low-level disruption and note 3 techniques that you could use in your own practice.	
Speak to a member of staff about their top tips for managing behaviour and setting and maintaining high expectations of students behaviour and progress .	
Teachers' Standards 2 and 6 (Progress and assessment)	
Observe how at least 2 teachers assess the learning of students in the lesson and note 3 techniques that you could use in your own practice.	
Observe how at least 2 teachers guide students to reflect on their learning: the progress they have made and what they need to do to improve and note 3 techniques that you could use in your own practice.	
Speak to a member of staff about how they assess students ie. Marking their work – how often, how they use the data etc.	
Read the relevant specifications for your subject to understand the statutory assessment requirements (ie. How the English literature texts will be examined on at GCSE exam and the skills needed)	
Teachers' Standards 3 (Subject and curriculum knowledge)	
Observe how at least 2 teachers inspire students to engage in their subject by creating interesting tasks to foster interest , and note 3 techniques that you could use in your own practice.	
Read the relevant specifications for your subject to understand the statutory curriculum requirements (ie. Which texts are taught on the GCSE Literature exam).	
Observe 2 teachers in your subject area and note any subject areas that you would need to top up your subject knowledge on and ask to borrow a book/ textbook etc to aid this subject knowledge top-up.	
Teachers' Standards 4 (Planning and teaching lessons)	
Observe how at least 2 teachers maintain an efficient pace in the lesson , using the lesson time effectively to develop student understanding and note 3 techniques that you could use in your own practice.	
Observe how at least 2 teachers promote a love of learning , inspiring students to be excited and curious and ask good questions and note 3 techniques that you could use in your own practice.	
Observe how at least 2 teachers execute lessons effectively – how they have planned for student progress, and chosen appropriate activities matched to learning objectives etc.	
Speak to a member of staff about how they plan lessons ie. How to best plan for student progress both long and short-term and how teachers choose appropriate activities matched to learning objectives .	
Teachers' Standards 5 (Differentiation)	
Observe how at least 2 teachers use differentiation strategies to cater for students' varying needs and note 3 techniques that you could use in your own practice such as extra support or challenge .	
Speak to a member of staff in the SEND (special education needs and disabilities) department about the students with SEND and note 3 tips for how you will begin to cater for the varying needs when you start.	
Observe how at least 2 teachers use differentiated tasks after they have assessed the students' progress (and see who has/hasn't understood) and note 3 techniques that you could use in your own practice.	
Teachers' Standards 8 and Part 2 (professional responsibilities and conduct)	
Speak to a member of staff about the other aspects of school life outside of the lesson such as form time , extra-curricular activities and (in some schools) the spiritual life of the school.	
Observe how at least 2 teachers deploy support staff efficiently in their lessons to get the best out of the students , note 3 techniques that you could use in your own practice.	
Read the Home school's safeguarding policy to understand the statutory safeguarding requirements .	
Observe how at least 2 teachers create positive, respectful relationships which adhere to the appropriate boundaries for teachers' professional positions . Note 3 techniques that you could use in your own practice.	