

Teach SouthEast SECONDARY interview record

Candidate name:			
Training Pathway:	Fee paying / Salaried		
Names of Interview Panel:	AO	Interview Panel partner school & representative:	

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






Interview	Red	Amber	Green
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			
Reflection on teaching activity:			
Personal questions:			
Reflection on resilience scenario:			
Responses to general questions:			

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Housekeeping questions: Location: Drive YES / NO Uphold Catholic Ethos YES / NO Connection to Partner School YES / NO Disability Support YES / NO Any further questions:			
Comments on written task			
Comments on lesson delivery			
Aptitude to teaching and academic ability RAG grading			
Awareness of Safeguarding. Are there any Safeguarding concerns?			
Overall RAG grading			

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For the panel: Please ensure that you have ticked three post-interview targets from the list below.

 Area of the Teach SouthEast Curriculum: Subject and curriculum design		
1. Observe how at least two teachers use their subject knowledge to ask and respond to both expected and unexpected questions throughout the lesson.		
2. Observe how at least two teachers identify and address misconceptions in the subject.		
 Area of the Teach SouthEast Curriculum: Positive classroom culture		
1. Observe how at least two teachers explicitly teach routines in line with the school policy to create an effective learning environment. (Eg. Lining up outside the classroom, putting their hand up to answer a question etc), and note two techniques that you could use in your own practice.		
2. Observe how at least two teachers use a system of praise, rewards and sanctions , in line with the school policy, to motivate and encourage positive behaviour .		
3. Observe how at least two teachers build positive relationships with pupils that are based on mutual respect.		
 Area of the Teach SouthEast Curriculum: Effective lesson planning		
1. Observe how at least two teachers plan lesson activities to foster a love of learning and note two techniques that you could use in your own practice.		
2. Observe how at least two teachers make effective use of lesson time in order to maximise pupil motivation, challenge and progress.		
3. Observe how at least two teachers share clear goals for the lesson by having specific and purposeful learning intentions (often called learning objectives/lesson objectives/aims etc.) and how these goals inform the lesson activities.		
4. Observe how at least two teachers plan an effective balance of teacher talk and active pupil participation .		
 Area of the Teach SouthEast Curriculum: Adaptive teaching		
1. Observe how at least two teachers include ways to support and challenge the pupils in their lessons so that all pupils are suitably stretched but the work is accessible to the varying needs.		
2. Observe how at least two teachers adapt their teaching to cater for the immediate needs of individual pupils and note two techniques that you could use in your own practice.		
3. Observe how at least two teachers demonstrate their high expectations for all pupils .		
 Area of the Teach SouthEast Curriculum: Pupil progress		
1. Observe how at least two teachers use assessment strategies to assess prior learning .		
2. Observe how at least two teachers feed back to their pupils with clear steps about how to improve .		
3. Observe how at least two teachers use assessment strategies to assess learning in the lesson , and are able to adapt the direction of the lesson based on the responses and note two techniques that you could use in your own practice.		