**Cause for Concern Checklist**



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| **Guidance Support and Monitoring** | **Yes** | **No** |
| Is the NQT aware of the school’s concerns with reference to specific Teachers’ Standards? |  |  |
| Is the Headteacher aware of the concerns? |  |  |
| Has immediate and early action been taken to support and advise the NQT to enable him/her to make any necessary improvements? |  |  |
| Has the NQT had the opportunity to express his/her concerns and has the school provided specific support? |  |  |
| Is there a personalised action plan with clearly identified support that addresses the agreed areas for improvement? |  |  |
| **Does the NQT meet weekly with the induction tutor FOR SPECIFIC SUPPORT, ADVICE AND GUIDANCE**Are specific weekly (SMART) targets set and reviewed?Is progress monitored?Is progress recorded and shared with the NQT? |  |  |
| **Is the assessment of the NQT well-founded and accurate?**Is there a broad evidence base of monitoring with written feedback? For example:* lesson observations
* pupil work scrutiny/sampling
* formal and informal assessment records for pupils
* information about liaison with others, such as colleagues and parents
* the NQT’s planning file, records and evaluations
* the NQT’s self assessment and record of professional development
* induction tutor meeting minutes, standards tracker and action plan

Are pupils making the expected progress?Is there written feedback identifying strengths and areas for development? |  |  |
| Does the NQT have a copy of all written documentation? |  |  |
| Has the Headteacher observed the NQT teaching and has feedback been given?Verbal?Written?NB if the Headteacher is the induction tutor has a third party reviewed the evidence and observed the NQT? |  |  |
| Have the school concerns been conveyed to the Local Authority? |  |  |