**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? |  |  |